

ABA  
ATLANTA  
2006

# ABA ATLANTA 2006

ASSOCIATION FOR BEHAVIOR ANALYSIS

## CONVENTION PROGRAM



32<sup>nd</sup> ANNUAL ABA CONVENTION  
MAY 26-30, 2006



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ATLANTA, GEORGIA



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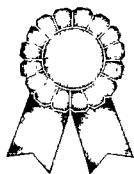
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# 2006

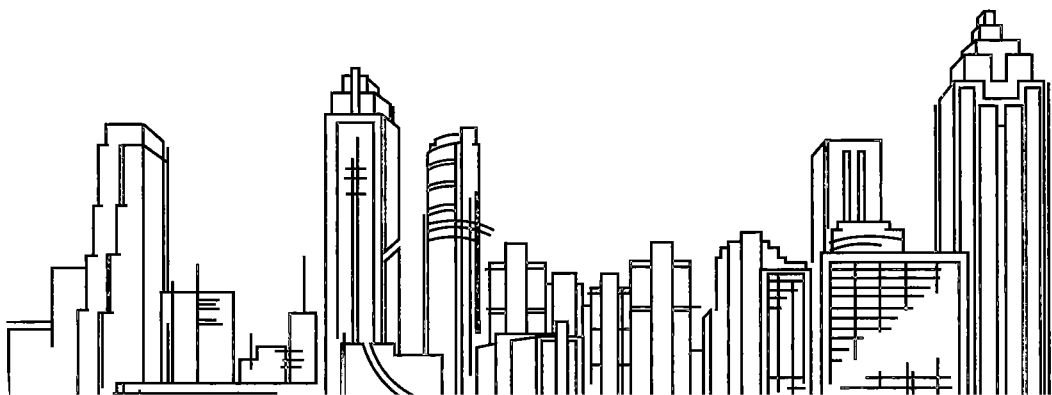
# ATLANTA

## ASSOCIATION FOR BEHAVIOR ANALYSIS

FRIDAY, MAY 26 through  
TUESDAY, MAY 30, 2006

The Association for Behavior Analysis International 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

## **Program Board Coordinator**

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

## **Program Committee Co-chairs**

Senior Co-chair: Ramona Houmanfar, Ph.D. (University of Nevada, Reno) (*AUT, CBM, CSE, DDA, DEV, OBM*)

Co-chair: William J. Palya, Ph.D. (Jacksonville State University) (*BPH, EAB, EDC, OTH, TBA, TPC, VRB*)

## **Program & Convention Management and CE Coordination for APA**

Maria E. Malott, Ph.D. (Association for Behavior Analysis)

## **CE Coordination for BACB**

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

## **Area Coordinators**

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

**Behavioral Pharmacology:** John Roll, Ph.D. (Washington State University)

**Clinical; Family; Behavioral Medicine:** Kelly G. Wilson, Ph.D. (University of Mississippi)

**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)

**Education:** Tim Slocum, Ph.D. (Utah State University)

**Organizational Behavior Management:** Timothy Ludwig, Ph.D. (Appalachian State University)

**Teaching Behavior Analysis:** Pamela Osnes, Ph.D. (Behavior Analysts, Inc.)

**Theoretical, Philosophical, and Conceptual Issues:** David Palmer, Ph.D. (Smith College)

**Verbal Behavior:** William Potter, Ph.D. (CSU Stanislaus)

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

## **Scheduling & Technical Support**

Waleed Al-Baloushi, Andrea Allen, and Loffi Ben Othmane (Association for Behavior Analysis) and Muhannad Harrim and Cherryll Moreland (Western Michigan University)

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Tricia Hennessy, Art Direction; Paul Sizer, Production Manager; Austin Bedell, Kelly Birg, Jayoung Kim, Kenny Nonthaweth, and Sarah Sherman, Design (Design Center, Western Michigan University)

## **Convention Assistance**

Margaret Eisele, Lydia Fink-Cox, Michael Preston, Majda Seuss, and Amanda Wright (Association for Behavior Analysis); Nora Fox and Michelle VanWagner (Western Michigan University)

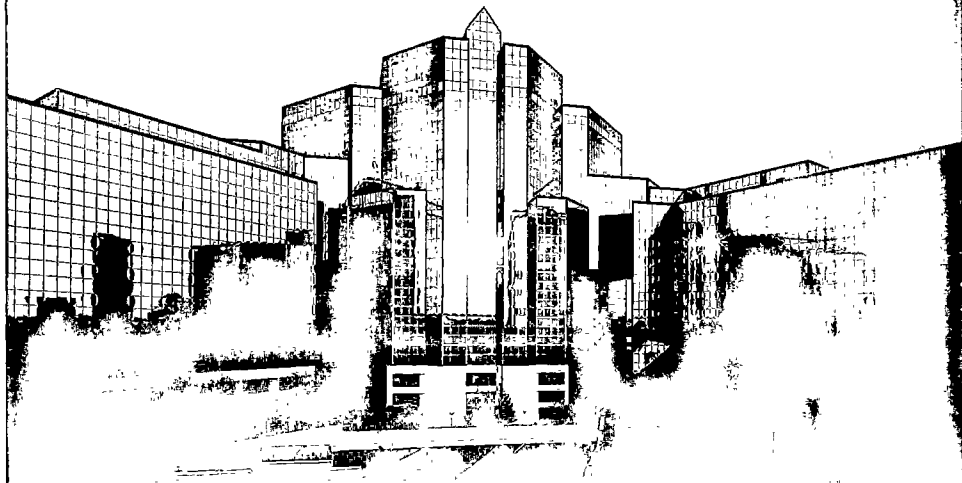
## **ABA Convention Presenters**

This program contains the contributions of 3,077 participants from over 28 countries. Thanks to their work, ABA is able to offer a program with 92 workshops, 79 paper sessions (including 214 papers), 224 symposia, 33 panel discussions, 683 posters, 110 Expo posters, 53 business meetings, 13 reunions/receptions, 19 invited presentations, and 27 special events. We appreciate the support of ABA's 23 special interest groups. They have made significant contributions to the quality and richness of the 2006 convention program. Special thanks to the Program Committee and the ABA staff for their dedication and quality work.

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**Association for Behavior Analysis**  
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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 23 special interest groups, maintains a mutually beneficial relationship with 57 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, Linda J. Hayes, Philip N. Heline, Brian A. Iwata, James M. Johnston, Kennon A. Lattal, Ogden R. Lindsley, M. Jackson Marr, Francis K. McSweeney, 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 has close to 4,700 members, including members from 40 countries. Membership information and applications are provided on pages 331-334.

## 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 (2004-2007)*

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

### *President-Elect (2004-2007)*

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

### *Past President (2003-2006)*

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

### *Applied Representative (2003-2006)*

Janet Twyman Ph.D. (Headsprout)

### *International Representative (2005-2008)*

Simon Dymond, Ph.D. (University of Wales, Swansea)

### *At-Large Representative (2003-2006)*

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

### *At-Large Representative (2004-2007)*

William L. Heward, Ed.D. (Ohio State University)

### *Experimental Representative (2005-2008)*

Timothy D. Hackenberg, Ph.D. (University of Florida)

### *Past Student Representative (2003-2006)*

Shawn R. Charlton, M.A. (University of California, San Diego)

### *Student Representative (2004-2007)*

Christy A. Alligood, M.A. (West Virginia University)

### *Student Representative-Elect (2005-2008)*

Marianne L. Jackson, M.A. (University of Nevada, Reno)

### *Executive Director/Secretary-Treasurer (1993-2006)*

Maria E. Malott, Ph.D. (Association for Behavior Analysis)

# Schedule and Program Book Information

## Schedule

### Friday, May 26

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

### Saturday, May 27

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

### Sunday, May 28

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
5:30 PM - 7:00 PM	Poster Sessions *
7:00 PM - 7:50 PM	Business Meetings
8:00 PM - 9:50 PM	Reunions
10:00 PM - 12:00 AM	ABA Expo

### Monday, May 29

8:00 AM - 8:50 AM	Business Meeting
9:00 AM - 11:50 AM	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 30

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

\*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 asked by the Program Committee 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 teach a specific topic. The 2006 convention includes 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 their work.

**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

Presenters were asked to categorize their session as experimental analysis, applied behavior analysis, service delivery, or theory.

**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 Offered. CE Instructor: Joe Smith

(Event number & session format)

(Time)

(Room and floor - see maps inside back cover)

(Program area: Autism; Cat: 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 on the Grand Hall level of the hotel. On-site registration for the convention and workshops, as well as payment for continuing education credits, and family badges may be made at the **On-site Registration Counter**. Hours are:

Thursday, May 25	5 PM – 8 PM
Friday, May 26	7 AM – 7 PM
Saturday, May 27	7 AM – 7 PM
Sunday, May 28	8 AM – 7 PM
Monday, May 29	8 AM – 7 PM
Tuesday, May 30	8 AM – 12 PM

## Membership Dues

Unless you are registering for convention as a non-member, your ABA membership must be current. 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](http://www.abainternational.org/convention).

## Convention Registration

All pre-registration forms and fees must reach the ABA office by May 10, 2006. On-line registration will be closed at 8:00 AM Eastern Standard Time on May 10<sup>th</sup>. ***ABA will not be able to process pre-registration documents received in the office after this date. Those wishing to register after May 10<sup>th</sup> 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 10, 2006 may pick up their convention packets at the **Pre-registration Counter** in the Grand Hall on the Exhibit level of the hotel.

## Cancellations and Refunds

You may cancel convention or workshop registration prior to May 2, 2006, 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 2<sup>nd</sup> you will only receive refunds for events cancelled by ABA.

## Registration for Relatives

Family attending only your convention presentation may register on your form to receive a family badge. Include family

member's name(s) and \$5 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**.

## Behavior Analysis Jobs at START

ABA's Service to Apply, Recruit, and train offers on-site interview scheduling services for applicants and employers who have resumes/jobs posted on the START Website: [www.abainternational.org/START/](http://www.abainternational.org/START/). The START desk is located in the lobby of the exhibit level of the Hyatt Regency Atlanta.

## 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 330, or on-line at [www.abainternational.org/convention/workshops.aspx](http://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 Grand Hall on the Exhibit level of the Hyatt Regency Atlanta.

## Ethics

ABA advocates 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 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 Grand Hall on the Exhibit level of the Hyatt Regency Atlanta. 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 and its content. 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.



## **Behavior Development Solutions**

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**Toll Free: 866-823-4283 (866-8behave) Fax: (203)263-6597**

## Exhibitors and Organizational Members

Be sure to visit the ABA Exhibit at the convention! ABA exhibitors will be located in the **Grand Hall** on the Exhibit Level of the Hyatt Regency Atlanta.

### Exhibit Hours:

Friday, May 26 .....	10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Saturday, May 27 .....	10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Sunday, May 28.....	10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Monday, May 29.....	10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Tuesday, May 30.....	9:00 AM – 12:00 PM

Following are descriptions of some of the 2006 exhibitors. Exhibitors marked with **START** ▶ are employers registered in ABA employment services. START stands for Service to Apply, Recruit, and Train. Exhibitors marked with **ABA** are also ABA Organizational members. If you are interested in exhibiting or becoming an organizational member, please contact Amanda Wright at (269) 492-9317.

---

### (AI)2, Inc.

1400 Bonnie Burn Cr.  
Winter Park, FL 32789  
407-234-0045  
rdray@psych-ai.com  
<http://www.psych-ai.com>  
[www.cyberrrat.net](http://www.cyberrrat.net)

(AI)2, Inc. offers on-line educational and training software for college textbooks, laboratory simulations, and behavioral staff training. Products include 1) MediaMatrix for artificially intelligent on-line delivery of textbook content, adaptive tutorials, and mastery certification; 2) CyberRat—digital-video based virtual reality for operant response shaping, schedule effects, and stimulus discrimination experiments; and 3) Train-to-Code—adaptive expert system for training behavioral observation and intervention skills.

---

### Accelerations Educational Software

1334 Sumter St  
Columbia, SC 29201  
803-233-0541  
jlocascio@dttrainer.com  
<http://www.dttrainer.com>

The DT Trainer is direct instructional and assessment software based on applied behavioral analysis methodology. The software has 126 content programs and hundreds of reinforcers and accommodates learners between the developmental ages of two and eight. It accommodates even low functioning learners. Also, typically developing young children can use the software for developing receptive language, early academics, and life skills.

---

### Applied Behavior Consultants

**ABA**

4540 Harlin Dr  
Sacramento, CA 95826  
916-364-7800  
jmorrow223@aol.com  
<http://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 is seeking a Clinical Administrator, doctoral level. Additionally, we have openings for BCBA's, BCABAs, or

persons eligible for the Certification exam. ABC is an 18 year old, 300-person behavior analytic company informed by radical behaviorism; our primary work is with children.

---

## Association for Direct Instruction

PO Box 10252  
Eugene, OR 97401  
541-485-1293  
brywick@adihome.org  
<http://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 on-line technical assistance. Visit our booth and learn how we can help you teach all of your students.

---

## Autism Spectrum Therapies

**ABA**

6001 Bristol Pkwy #200  
Culver City, CA 90230  
310-641-1100  
rmolko@autismtherapies.com  
<http://www.autismtherapies.com>

Autism Spectrum Therapies provides early intervention, school support, and behavioral services. AST contracts with school districts, regional centers, and families to deliver a wide range of programs. AST's intensive services include both discrete trial and play-based ABA methodologies. Leadership is made up of nine Ph.D.-level professionals, and many BCBA Master's-level professionals. AST is committed to comprehensive supervision and rapid program modification to achieve optimal results.

**START ▶** Autism Spectrum Therapies is seeking employees at therapist and supervisor levels. We serve the broader Los Angeles and Orange County areas of California. Our benefits package includes a 401(K) with matching, profit sharing, Blue Cross PPO, dental and vision, disability and life insurance, paid sick and vacation. We offer some of the highest salaries, starting BCBA supervisors at \$70,000 minimum. AST provides extensive training opportunities, including a rigorous 40-hour training prior to in-field shadowing. We have a three-tier competency model, and provide comprehensive feedback. AST employs ten Ph.D.-level professionals to oversee our renowned ABA programs; and over 20 BCBA-level supervisors who oversee clinical teams. This is a great opportunity to learn from a young and active group of professionals.

---

## B. F. Skinner Foundation

12 Arrow Street  
Suite 303  
Cambridge, MA 02138  
617 661-9209  
julie.vargas@bfskinner.org  
<http://www.bfskinner.org>

The B. F. Skinner Foundation operates as a resource center for behavioral scientists, especially those working within a Skinnerian framework.

---

## Bancroft NeuroHealth

425 Kings Highway East  
P.O. Box 20  
Haddonfield, NJ 08033-0018  
800-774-5516  
cmartella@bnh.org  
<http://www.bancroftneurohealth.org>

Bancroft NeuroHealth is a multi-faceted organization with facilities in New Jersey and Delaware. Based in Haddonfield, NJ, the organization serves more than 1,000 individuals and families annually. Bancroft offers 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 Master's- 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

Metro Building - Suite 102  
1705 Metropolitan Boulevard  
Tallahassee, FL 32308  
info@bacb.com  
<http://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 Analyst™ (BCBA®) and Board Certified Associate Behavior Analyst™ (BCABA®). Certificants must meet degree, coursework, and experience requirements, and pass written examinations. See [www.BACB.com](http://www.BACB.com) for additional information.

---

## Behavior Analysts, Inc.

1941 Oak Park Boulevard, Suite 30  
Pleasant Hill, CA 94523  
925-210-9370 x213  
p.osnes@comcast.net  
<http://www.behavioranalysts.com>

Behavior Analysts, Inc. provides services for children with autism and their families in northern California. Clients learn language and related skills that are necessary to effectively interact with others, as well as learn from their everyday experiences. The Assessment of Basic Language and Learning Skills (ABLLS) (Partington & Sundberg, 1998) is used as the pivotal assessment tool throughout all services provided by the company.

**START ▶** Behavior Analysts, Inc. is a psychological and educational agency in the San Francisco East Bay area that provides direct and consultative services to individuals with autism and their families. Additionally, the company provides workshops internationally on the application of Skinner's *Verbal Behavior*, natural-environment teaching, and other topics. Employment applications are accepted from special education teachers with credentials in severe handicaps; speech/language therapists; bachelor's level professionals interested in positions as instructional assistants at the STARS School; Master's level Board Certified Behavior Analysts interested in consultation, research, and training opportunities; and predoctoral and doctoral interns who are interested in completing 6-12 month internships. The company provides competitive salaries and benefits. Please contact Dr. Pamela Osnes at 925-210-9370 for additional information.

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## Behavior Development Solutions

80 Paper Mill Rd  
Woodbury, CT 06798  
203-263-0892  
seversol@aol.com  
<http://www.behaviordevelopmentsolutions.com>

Behavior Development Solutions provides training products, services, and tools for behavior analysts. The CBA Learning Module Series is the premier BACB exam prep resource. Our new do-at-home CEU products provide quality training for keeping up with recent research and practice methods. Also new is a service to develop custom designed software to meet the training needs of your organization or students.

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## Brighter Starts, LLC

251 Knoll Dr  
Park Ridge, NJ 07656  
201-505-0092  
bdemarco@brighterstarts.com  
<http://www.brighterstarts.com>

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

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## The Celeste Foundation

**START ▶**

28334 Churchill-Smith Lane  
Mount Dora, FL 32757  
352-385-1458  
wilburnb@celestefoundation.org  
<http://www.celestefoundation.org>

The Celeste Foundation is non-profit research group dedicated to increasing the understanding of challenges faced by children with special needs and their families. Funded by a grant from the Department of Education, the foundation researches ways in which interactive video technology may assist parents and caregivers in supporting young children with autism in their homes.

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## Center for Autism and Related Disorders

**ABA**

19019 Ventura Blvd Ste 300  
Tarzana, CA 91356  
818-345-2345  
<http://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 provides 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.

**START ▶** CARD is one of the largest and most experienced providers of Applied Behavior Analysis services in the world. We presently have offices in the United States, the United Kingdom, Australia, and New Zealand. There are always positions opening and available for those interested in becoming therapists and supervisors. Once a member of the CARD team, there is always the opportunity for professional development and advancement. We have on-site graduate programs for those driven to further their educational careers in behavior analysis. In addition to the previously mentioned opportunities, there are on-going research and development projects that could use new members. Contact us today at (818) 345-2345.

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## Christian Sarkine Autism Treatment Center

Riley Child & Adolescent Psychiatry Clinic  
702 Barnhill Dr. Room 4300  
Indianapolis, IN 46202-5200  
317-274-8162  
nswiezy@iupui.edu  
<http://www.iupui.edu/~psycdept/autism>

The Christian Sarkine Autism Treatment Center is the only academic program embarking upon comprehensive research and clinical services regarding autism in the state of Indiana. It is committed to helping children and adults with autism and related disorders to achieve their potential. Interventions are individualized and reflect the most recent and empirically supported approaches to treatment.

**START ▶** We are seeking a doctoral-level psychologist who will meet criteria to practice in the state of Indiana for the Christian Sarkine Autism Treatment Center, the only academic program

embarking upon comprehensive research and clinical services regarding autism in the state of Indiana. The successful candidate will show evidence of strong behavioral assessment and intervention skills as well as a developing research agenda. The expectation would be to provide ongoing clinical consultation including diagnostic assessments, behavioral assessments, cognitive assessments, and behavioral consultation. In addition, the candidate will need to demonstrate a record of productivity, innovation, and passion for the area of autism spectrum disorders. Salary and faculty status will be determined based upon the experience and credentials of the candidate.

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## **The Columbus Organization**

**ABA**

1012 W. 9th Ave

King of Prussia, PA 19406

800-229-5116

rtann@columbusorg.com

<http://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 ensure 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 analysts holding a Master's or Ph.D. with coursework in behavior analysis to provide services at residential facilities or provide community-based initiatives. Current openings may include Tennessee, Kentucky, Indiana, Iowa, or 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.

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## **Education Consumers Foundation**

1655 North Fort Meyer Drive, Suite 700

Arlington, VA 22209

703-248-2611

professor@education-consumers.com

<http://www.education-consumers.com>

Education Consumers Foundation is a nonprofit organization dedicated to advancing the interests of education's consumers. We help parent groups, school boards, college trustees, legislative committees, and civic organizations who are seeking independent, consumer-friendly assessments of education policy and practice. Our consultants network helps education consumers find value and steer clear of fads through the application of sound social and behavioral science.

**START ▶** We are looking for Master's- and doctoral-level behavior analysts, behaviorologists, and psychologists to join the Education Consumers Consultants Network. Demonstrated writing skills and the other tools necessary to education policy research are essential. Training in curriculum, instruction, administration, and other facets of K-12 education would be advantageous. Our role is to refer individuals and organizations in need of consumer-friendly expertise to consultants who have the appropriate knowledge and skills. The consuming public's primary educational aim is schooling that equips students for success in college or the workplace. We work to advance that aim by serving as a "Consumers Union" for the parents, school board members, legislators, and others who make choices about education.

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## **Establishing Operations, Inc.**

1325 Cameron Glen Dr  
Marietta, GA 30062  
770-578-1637  
hol566@aol.com

<http://www.establishingoperationsinc.com>

Establishing Operations, Inc. (EO, Inc.) is a behavioral consulting company utilizing Skinner's analysis of verbal behavior to teach language to children with autism. EO, Inc. provides quality consultation services and training workshops in several countries. Our series of training DVDs are designed to teach others how to utilize Skinner's analysis of verbal behavior to teach language to children with autism.

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## **Graphite Solutions**

c/o Wales International Center, Chrysler Building  
405 Lexington Avenue  
New York, NY 10174  
212-504-8321

[info@graphite-solutions.com](mailto:info@graphite-solutions.com)

<http://www.graphite-solutions.com>

Graphite Solutions has worked with healthcare specialists to produce the market leading software tool for data graphing and analysis. Primarily designed to analyze challenging behavior, the software has been used in any environment that requires the recording and analysis of data. Graphite is in wide use in the UK Health Service and in care agencies in the USA.

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## **iLearn, Inc.**

1395 S Marietta Pkwy  
Bldg 400, Ste 102  
Marietta, GA 30067  
770-218-0972

[info@ilearn.com](mailto:info@ilearn.com)

<http://www.ilearn.com>

iLearn Math is an innovative, highly-effective web-enabled math instruction system developed by iLearn, Inc. Founded in Atlanta in 1989, iLearn has spent over a decade developing educational software that provides truly personalized instruction for each student. As a result, iLearn offers unique learning solutions that produce some of the largest student performance gains in the industry.

**START ▶** iLearn, Inc. is seeking a behavior analyst with experience in managing performance in a classroom or business setting to help us improve the implementation of our curriculum software. You will design interventions that will be delivered to our teachers on site and over the Internet. You will monitor the fidelity of our implementations with data collected over the Internet. You will also help design self-management interventions, as well as point systems, grading procedures, etc. We prefer candidates with a working knowledge of the Positive Behavior Support model of Horner, Carr, Dunlap, et al., and experience delivering self-management interventions. Knowledge of direct instruction a plus.

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## **The Institute of Professional Practice, Inc.**



20 Tater St  
Mont Vernon, NH 03057  
802-229-9515  
[kkelly@ippi.org](mailto:kkelly@ippi.org)  
<http://www.ippi.org>

The Institute of Professional Practice is an innovative, multi-state nonprofit provider of residential, day, and educational services to people with disabilities and autism spectrum disorders. Currently, we are recruiting behavior therapists, clinical directors, and program managers in New England and Maryland. Our breadth of services and academic program in ABA provide many opportunities for those seeking professional experiences and advancement. Competitive salaries, excellent benefits.

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## **Keystone Education & Youth Services/ Universal Health Services, Inc.**

425 Corcoran Ave  
Vallejo, CA 94589  
707-643-9800  
aalbe@keystoneyouth.com  
<http://keystoneyouth.com>

Keystone Education and Youth Services provides specialized services to a variety of at-risk youth. Some Keystone programs have helped troubled youth for more than 20 years. Other Keystone programs are relatively new: a gender-specific (female) residential treatment, education for the medically fragile or autistic child, and a national residential treatment network for the sexually reactive and sexually abusive youth.

**START ▶** Keystone Education and Youth Services provides specialized services to a variety of at-risk youth. We are currently recruiting for the following positions for our residential programs and special education schools:

- Behavior Analysts
- Special Education Teachers
- Education Coordinators
- Mental Health Professionals

We provide competitive salaries, excellent benefits, and a rewarding work environment! We have facilities located across the United States and we are looking for highly qualified, motivated individuals to join our team of professionals. Please visit our booth at the 2006 ABA convention or contact (916) 482-9634 x7006 to learn more about these exciting opportunities!

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## **Let's Go Africa Foundation**

13801 Castle Blvd. Ste 43  
Silver Spring, MD 20904  
240-432-8704  
[letsgoafrica@aol.com](mailto:letsgoafrica@aol.com)  
<http://www.letsgoafrica.org>

The Let's Go Africa Foundation is a nonprofit organization created to improve the lives of disadvantaged populations in the inner cities of America and in African countries by promoting social and economic development and cultural exchange. Our goal is to support the poor and also build partnerships by research, training, exchange programs, and better life options for all.

**START ▶** The Let's Go Africa Foundation invites you to participate in the South Africa Work/Study Tour Program (unpaid).

- Requirement to live with a South Africa host family.
- Visit and work with abused or troubled adolescent.
- Undertake a work/study tour of underprivileged schools.
- Make a positive impact on girls' education in South Africa.
- Choose any week in the month of August 2006.
- Apply for work study program on <http://www.letsgoafrica.org/>.
- Fill out the contract forms on <http://www.letsgoafrica.org/>.
- Contact host family after application approval and acceptance.

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## **Liberty Healthcare Corporation**

401 City Avenue, Suite 820  
Bala Cynwyd, PA 19004  
800-331-7122  
[carolw@libertyhealth.com](mailto:carolw@libertyhealth.com)  
<http://www.libertyhealthcare.com>

Liberty Healthcare Corporation is a health and rehabilitative management company founded in 1976. Liberty has built a reputation as the foremost provider of services to consumers with developmental disabilities in the nation. We have provided quality primary care, rehabilitative therapy, psychiatric, specialty medical, pharmacy, and nursing services to state ICF/MR programs for more than twenty years.

**START ▶** Liberty Healthcare Corporation is seeking BCBAs for the coordinator and staff positions for The New Lisbon Developmental Center in New Lisbon, NJ. We are also seeking Psychologists with Behavior Analyst experience for the Oakwood Community Center in Somerset, KY. Both of these facilities are large residential settings serving adult individuals with developmental disabilities. Call Carol Wertley 610-668-8800, fax your resume 610-668-7689, or e-mail carolw@libertyhealth.com. EOE.

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## **The Marcus Institute**

**START ▶**

1920 Briarcliff Road  
Atlanta, GA 30329  
404-419-4454  
harrissu@marcus.org  
<http://www.marcus.org>

The Marcus Behavior Center provides assessment and treatment services for a variety of severe behavior difficulties within pediatric populations. The Center strives to provide a model of applied behavioral science by developing and evaluating the application of behavioral science and technology in health care services for children through its service, training, and research programs. The Center promotes data based diagnostic and treatment procedures.

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## **May Institute**

**ABA**

41 Pacella Park Drive  
Randolph, MA 02368  
781-440-0400  
mbrasier@mayinstitute.org  
<http://www.mayinstitute.org>

For over 50 years, the caring professionals of the May Institute have set a national standard for providing comprehensive, research-validated services to children and adults with autism, brain injury, mental retardation, pervasive developmental disorder (PDD), and behavioral healthcare needs. May's award-winning network of educational, behavioral, and rehabilitative programs blends science with service to help make progress possible for thousands of individuals every year.

**START ▶** May Institute is one of New England's largest and most respected behavioral health organizations. May Institute 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.

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## **MED Associates Inc.**

PO Box 319  
St. Albans, VT 05478  
802-527-2343  
SteveW@med-associates.com  
<http://www.med-associates.com>

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

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## Melmark

**ABA**

2600 Wayland Rd

Berwyn, PA 19312

610-353-1726

<http://www.melmark.com>

Melmark provides individuals with developmental disabilities educational, residential, therapeutic, and recreational services with locations in suburban Philadelphia and suburban Boston, and consultative services nationwide. Nationally recognized for superior programs and services using advanced ABA techniques and therapeutic methodologies, Melmark specializes in improving behavior disorders, communication techniques, and life skills for individuals with autism, mental retardation, traumatic brain injury, and other neurological disorders.

**START ▶** Melmark has various positions available ranging from entry-level to high-level clinical positions. The entry-level direct care positions provide valuable experience for professional development in the areas of psychology (specifically applied behavior analysis), human services, and special education. We also have opportunities for Master's- or doctoral-level behavior analysts to join a team of research-active professionals working on the development and dissemination of improved organizational, therapeutic, and support strategies that are scientifically validated.

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## Mobile Thinking, LLC

4019 Goldfinch Street

#115

San Diego, CA 92103

619-293-7451

[contactus@mobilethinking.com](mailto:contactus@mobilethinking.com)

<http://www.mobilethinking.com>

Mobile Thinking® proudly produces mTrial®—a complete and customizable solution for recording, storing, and reporting discrete trial, cold probe, verbal behavior, and animal behavior data. Use mTrial as a stand-alone software on a P.C. 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.

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## National Autism Center

**ABA** **START ▶**

41 Pacella Park Drive

Randolph, MA 02368

781-440-0400

[info@nationalautismcenter.org](mailto:info@nationalautismcenter.org)

<http://www.nationalautismcenter.org>

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 the core of our mission.

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## The New England Center for Children

**ABA**

33 Turnpike Rd

Southborough, MA 01772

508-481-1015

[sbarnes@necc.org](mailto:sbarnes@necc.org)

<http://www.necc.org>

Recipient of the 2005 SABA Award for Enduring Programmatic Contributions to Behavior Analysis, The New England Center for Children (NECC) is a private, nonprofit day and residential school serving over 230 children with autism between the ages of 18 months and 22 years.

Please stop by our display in the exhibit area, and be sure to visit our website at [www.necc.org](http://www.necc.org).

**START ▶** For anyone charting a career course in the dynamic field of autism and developmental disabilities, there is no better place to work than 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 unequaled 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 (applied behavior analysis), or counseling.

To learn more about NECC visit our exhibit during the convention.

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## **Noldus Information Technology**

751 Miller Dr Suite E-5  
Leesburg, VA 20175  
703-771-0440  
info@noldus.com  
<http://www.noldus.com>

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

**START ▶** We are looking for an enthusiastic individual for the position of applications specialist with Noldus Information Technology. Duties will include but are not limited to giving software trainings at client sites and providing technical assistance to clients while in the office. Extensive travel required. Background in behavior and/or technical knowledge required.

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## **NSU's Mailman Segal Institute**

The Autism Center for Excellence  
3301 College Avenue  
Ft. Lauderdale, FL 33314  
954-262-7113  
rdocekal@nova.edu  
<http://www.nova.edu/msi>

Nova Southeastern University's Autism Center for Excellence is part of the Mailman Segal Institute for Early Childhood Studies.

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## **Pacific Child & Family Associates**

410 Arden Avenue, Suite 203  
Glendale, CA 91203  
818-805-0759  
info@pacificchild.com  
<http://www.pacificchild.com>

Pacific Child and Family Associates (PCFA) offers applied behavior analytic services for children and adults with autism and other developmental disabilities. We are committed to providing the highest quality, scientifically-based services, emphasizing family involvement, collaboration with other professionals, recruiting and retaining qualified staff, and ensuring their success by providing the highest level of ongoing education and training.

**START ▶** Pacific Child and Family Associates provides applied behavior analytic treatment to children with developmental disabilities and their families. In operation for over 18 years, we offer a stable, supportive, and professional work environment. PCFA is actively recruiting for the following positions:

Supervisor requirements include:

- Either a Master's degree in applied behavior analysis, psychology, special education, or related field; or a special education teaching credential.
- Three or more years of clinical experience working with the autistic population.
- Board Certified Behavior Analyst (BCBA) certification a plus.

Behavior therapist requirements include:

- Bachelor's degree in ABA, psychology, special education, or related field.
- Experience with children, ABA, and DTT a plus.

For more information, visit [www.pacificchild.com](http://www.pacificchild.com).

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## **Quality Behavioral Solutions, Inc.**

**START ▶**

P.O. Box 6221

Holliston, MA 01746

866-429-9211

[Info@QualityBehavioralSolutions.com](mailto:Info@QualityBehavioralSolutions.com)

<http://www.QualityBehavioralSolutions.com>

The mission of Quality Behavioral Solutions, Inc. (QBS) is to provide Quality Behavioral Solutions to complex healthcare problems through development, education, technology, and management of clinical, operational, and marketing practices. QBS has significant expertise and experience to provide services designed to improve patient care, increase staff safety, grow census, and enhance revenues.

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## **Reinforcement Unlimited**

P. O. Box 1572 - 335 Parkway 575 #220

Woodstock, GA 30188

770-591-9552

[ABA@behavior-consultant.com](mailto:ABA@behavior-consultant.com)

<http://www.behavior-consultant.com>

Reinforcement Unlimited has been serving those with clinical and behavioral needs since 1996. Our behavior analysis services are clinic and in-home based with a focus on the needs of children and adolescents in the autism spectrum. Our Board Certified staff provide direct services, supervision, training, consultation, and evaluations. We conduct traditional diagnostic psychological evaluations and behavioral evaluations including functional assessments and ABLLS.

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## **Southern Behavioral Group**

1950 Spectrum Circle

Suite 400

Marietta, GA 30067

678-921-2811

[mmueller@southernbehavioral.com](mailto:mmueller@southernbehavioral.com)

<http://www.southernbehavioral.com>

Southern Behavioral Group (SBG) provides school and home behavioral consultation services to improve the lives of children with special needs around the Atlanta Metro Area and throughout the Southeast United States. SBG has more board certified behavior analysts than any other organization in Georgia. We specialize in reducing severe problem behavior and increasing appropriate social, language, communication, and academic skills.

**START ▶** SBG is seeking Ph.D., Master's, and bachelor's level behavior analysts in Georgia. Job descriptions include functional behavior assessments/functional analysis, treatment development, treatment analysis, and implementation and training others in implementation. Training in areas including behavioral assessment, behavior management, developmental disabilities, PDDs, skills assessments, and skills acquisition programs based on ABA. Other aspects of the position include administering ABLLS, program development of ABA instructional methods, implementing and training others to implement those programs. SBG employs five BCBAs - the most employed by any company in Georgia. We provide behavioral and educational consultation to county and city school districts, early intervention agencies, families, day care centers, and private schools around Georgia and the Southeast US.

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## **Spectrum Center**

**ABA**

2855 Telegraph Ave Ste 312

Berkeley, CA 94705

510-845-1321

[jmedina@spectrumcenter.org](mailto:jmedina@spectrumcenter.org)

<http://www.spectrumcenter.org>

Spectrum Center is an innovative organization in the San Francisco Bay Area committed to providing quality services in the least restrictive environment for students with challenging behaviors and special education needs. We emphasize non-aversive applied behavior analysis, data-guided teaching, and decision making. We have a fervent commitment to staff reinforcement, excellent

opportunities for professional development, a competitive compensation package, and a behavioral organizational culture.

**START ▶**

**Senior Behavior Analyst**

**Qualifications:**

- M.A./Ph.D. in Psychology
- Experience training staff in the use of applied behavior analysis
- Experience providing training to programs serving individuals with developmental disabilities and behavior problems
- Experience training empirical classroom management systems and data-guided teaching

**Responsibilities:** Train and mentor educational coordinators for Spectrum Center schools in applied behavioral analysis, functional assessments, empirical classroom management, and data guided teaching.

**Education Coordinator**

**Qualifications:**

- Degree in Special Education or Psychology,
- Special Education Credential (desirable)
- Experience in applied behavior analysis
- Experience working in special education settings

**Responsibilities:** Provide supervision for teachers servicing students with disabilities and challenging behaviors. Provide clinical support and effective teaching strategies consistent with non-aversive, community-based, empirical program philosophy.

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**St. Amant**

440 River Rd  
Winnipeg, MB R2M 3Z9  
Canada  
204-256-4301 x3474  
fazzio@stamant.mb.ca  
<http://www.stamant.mb.ca/abaprogram/index.html>

St. Amant is a multi-service centre providing services for individuals with developmental disabilities in Winnipeg, Canada. Funded by the Province of Manitoba, the ABA Program is offered by St. Amant to children diagnosed with Autism Spectrum Disorders. The ABA Program has been operating for three-and-a-half years with great success in implementing early intensive behavioral intervention and has well-trained and rigorously supervised teams.

**START ▶** St. Amant, located in Winnipeg, Canada, is hiring applied behavior analysis consultants for a well-resourced ABA program for children with autism. Consultants direct and monitor children's programs, assessing abilities and progress, developing individualized programs, training and supervising team members, and ensuring effective communication within their teams.

Successful candidates will have a Ph.D. or Master's degree in Psychology or a related discipline, with specialization in applied behavior analysis and experience in autism interventions. In addition, successful candidates will have excellent inter-personal and communication skills, a strong interest in teamwork and partnerships and must be eligible for registration with the Psychological Association of Manitoba.

Salary will be commensurate with qualifications. St. Amant offers a comprehensive benefits package. Internship opportunities are also available.

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## TeachTown

2815 Eastlake Ave, Suite 300  
Seattle, WA 98102  
206-339-5585  
Kelli@teachtown.com  
<http://www.teachtown.com>

TeachTown is a scientifically-designed and researched-based treatment solution for children with autism spectrum disorder. The computer-assisted program incorporates ABA best practices to teach basic language, social and learning skills, and provides unique data collection and communication tools for parents, teachers, and therapists.

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## TheraCare

**ABA**

116 West 32nd St., 8th Flr.  
New York, NY 10001  
212-564-2350  
[recruiter@theracare.com](mailto:recruiter@theracare.com)  
<http://www.theracare.com>

TheraCare is a healthcare and education organization that provides rehabilitation, developmental, and educational services in Westchester, Putnam, Rockland, Orange, Nassau and Suffolk counties; in the five boroughs of New York City; and throughout New Jersey and Connecticut. TheraCare offers early intervention, preschool, and school age programs to promote individualized curriculum utilizing ABA to maximize the potential of every child. TheraCare provides in-home behavioral health services throughout New Jersey.

**START ▶** TheraCare is a multi-service healthcare and education organization that provides rehabilitation, developmental and educational services in Westchester, Putnam, Rockland, Orange, Nassau and Suffolk counties; in the five boroughs of New York City and throughout New Jersey and Connecticut. Our ABA program is community based with services provided in the child's natural environment, which may include homes, day care centers, schools/community centers.

We have the following openings available in our ABA program:

**Lead Teachers:** Provide clinical supervision and training to ABA clinicians.

**ABA Teachers:** Provide direct service to children. Collaborate in individualized curriculum development; implement Individualized Education Programs; maintain records for children in caseload.

Send your resume/cover letter to: [michelebarc@theracare.com](mailto:michelebarc@theracare.com) . TheraCare is an EEO employer.  
Learn more at [www.theracare.com](http://www.theracare.com).

# Education Consumers Foundation

[www.education-consumers.com](http://www.education-consumers.com)

**Who we are:** We are a nonprofit organization dedicated to advancing the interests of the parents, policymakers, and taxpayers who pay for and make use of publicly funded education.

**What we do:** We help parent groups, school boards, college trustees, legislative committees, and civic organizations obtain independent, consumer-friendly assessments of education policy and practice.

**Our Goal:** To help education's consumers identify effective practice and steer clear of fads through the application of sound social and behavioral science.

## **Visit us in Atlanta:**

- See examples of Second Opinions and Briefings produced by members of our Network.
- Join our Consultants Network and identify yourself as a trusted resource for education's consumers.
- Talk with Bob Spangler and John Stone, ABA members since the seventies.

J. E. Stone, Ed.D., President  
1655 North Fort Meyer Drive  
Suite 700  
Arlington, VA 22209  
[professor@education-consumers.com](mailto:professor@education-consumers.com)  
(703) 248-2611

## **ABA Cooperative Bookstore**

[www.abainternational.org/onlinestore](http://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 32<sup>nd</sup> annual convention in Atlanta. The ABA Cooperative Bookstore will be located in the Hanover Hall on the Exhibit Level of the Hyatt Regency Atlanta. Bookstore catalogues will be available on-site. Books in the following categories will be represented:

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

### **Bookstore Hours**

Friday, May 26th	9:00 am - 7:00 pm
Saturday, May 27th	9:00 am - 7:00 pm
Sunday, May 28th	9:00 am - 7:00 pm
Monday, May 29th	9:00 am - 7:00 pm
Tuesday, May 30th	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](http://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 Amanda Wright in the ABA office at (269) 492-9317, or via e-mail at [bookstore@abainternational.org](mailto:bookstore@abainternational.org).

## **Positive Behavior Support SIG Activities during Convention**

### **Positive Behavior Support SIG Business Meeting**

Sunday, May 27, 7:00:00 PM - 7:50:00 PM, Kennesaw

### **Positive Behavior Support SIG Poster at the ABA Expo**

Sunday, May 28, 10:00 PM - 12:00 AM, Grand Hall West

# 2006

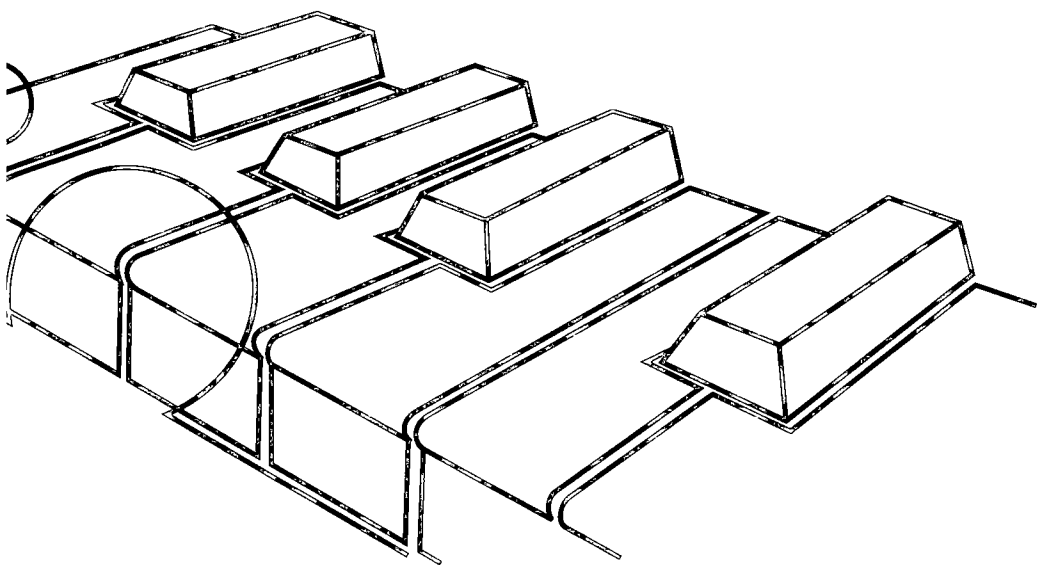
# ATLANTA

## ASSOCIATION FOR BEHAVIOR ANALYSIS

FRIDAY, MAY 26, 2006

Day Schedule

Workshops



Friday, May 26

ROOM		7 AM		8 AM		9 AM		10 AM		11 AM		12 PM		1 PM		
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Ballroom Level	Centennial Ballroom I															
	Centennial Ballroom II															
	Centennial Ballroom III							#W21 ROLIDER & Catagnus						BACB/PSY		
	Centennial Ballroom IV							#W12 McELWEE & Stewart						BACB/PSY		
	Regency V							#W14 METZGER & Poletti						BACB/PSY		
	Regency VI							#W1 AUSTIN						BACB/PSY		
	Regency VII							#W13 MCGREEVY, Fry, & Cornwell						BACB/PSY		
	The Learning Center							#W18 NEWMAN								
	North							#W20 PEELER						BACB/PSY		
Int'l Ballroom	South	#1 SQAB														
Exhibit Level	Grand Hall							2006 ABA Exhibit								
	Grand Hall	Pre- and On-Site Registration and Continuing Education														
	Grand Hall							ABA's Service to Apply, Recruit, & Train (START)								
	Hanover Hall	ABA Cooperative Bookstore														
	Chicago A-F															
Embassy Level	Manila							#W23 WEIDENBAUM, et al.						BACB/PSY		
	Singapore							#W26 WORCESTER						BACB/PSY		
	Cairo							#W17 MUELLER, et al.						BACB/PSY		
	Hong Kong							#W10 LARSSON & Riedesel						BACB/PSY		
	Montreal							#W7 JOHNSON, et al.						BACB/PSY		
	Vancouver							#W11 McDONALD & Reeve						BACB/PSY		
	Brussels	SPEAKER READY ROOM														
	Geneva															
Atlanta Conference Center Level	Auburn							#W8 KOHLENBERG, et al.						BACB/PSY		
	Baker	#W = Workshop BACB = Workshop available for BACB CE (for certified behavior analysts)  PSY = Workshop available for CE for psychologists  <div><div></div> = These rooms are located in the International Tower, which is only accessible from the Atlanta Conference Center and Lobby Levels.</div> <b>LEGEND</b>							#W9 KOZMA, Ross, & Filer						BACB/PSY	
	Courtland								#W22 SUNDBERG						BACB/PSY	
	Dunwoody								#W16 MONTGOMERY						BACB/PSY	
	Fairlie								#W15 MIGUEL						BACB/PSY	
	Greenbriar								#W5 CORCORAN, Ross, & Vedora						BACB/PSY	
	Inman								#W3 CARRASCO GIMENEZ, et al.						BACB/PSY	
	Kennesaw															
	Lenox								#W6 GOLDEN & Olson						BACB/PSY	
	Piedmont								#W19 PACLAWSKYJ & Mayville							
	Spring								#W24 WEINBERG & Cautilli						BACB/PSY	
	Techwood							#W2 BRUCE						BACB/PSY		
	University							#W4 CELIBERTI						BACB/PSY		
	Vinings							#W26 WILLIAMS						BACB/PSY		
	Edgewood							#W29 MORAN, et al.				BACB/PSY				
	Harris							#W28 FLOOD, et al.				BACB/PSY				
	Marietta							#W30 FABRIZIO, et al.				BACB				
	Roswell							#W27 BONDY & Sulzer-Azaroff				BACB/PSY				

Friday, May 26

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					
Centennial Ballroom I															Ballroom Level			
Centennial Ballroom II																		
Centennial Ballroom III	#W21 ROLIDER, cont'd																	
Centennial Ballroom IV	#W12 McELWEE, cont'd								#W41 CONFORTI, et al.									
Regency V	#W14 METZGER, cont'd								#W36 BARBIN, et al.		BACB/PSY							
Regency VI	#W1 AUSTIN, cont'd								#W48 LARSSON, et al.		BACB/PSY							
Regency VII	#W13 McGREEVY, cont'd																	
The Learning Center	#W18 NEWMAN, cont'd								#W44 EL-ROY, et al.		BACB/PSY							
North	#W20 PEELER, cont'd								#W51 MIRENDA & Fossett		BACB/PSY							
South	#1 SQAB, cont'd																	
Grand Hall			2006 ABA Exhibit													Exhibit Level		
Grand Hall	Pre- and On-Site Registration and Continuing Education																	
Grand Hall	ABA's Service to Apply, Recruit, & Train (START)																	
Hanover Hall	ABA Cooperative Bookstore																	
Chicago A-F																		
Manila	#W23 WEIDENBAUM, cont'd								#W49 MASSOTH & Adams		BACB/PSY				Embassy Level			
Singapore	#W26 WORCESTER, cont'd								#W46 FRISSEN-THOMPSON, et al.		BACB/PSY							
Cairo	#W17 MUELLER, cont'd								#W61 SALLOWS, et al.		BACB/PSY							
Hong Kong	#W10 LARSSON, cont'd								#W56 PARTINGTON & Osnes		BACB/PSY							
Montreal	#W7 JOHNSON, cont'd								#W63 WEISS, et al.		BACB/PSY							
Vancouver	#W11 McDONALD, cont'd								#W57 RAY & Ray		BACB/PSY							
Brussels	SPEAKER READY ROOM																	
Geneva																		
Auburn	#W8 KOHLENBERG, cont'd								#W37 BRITTON, et al.		BACB/PSY				Atlanta Conference Center Level			
Baker	#W9 KOZMA, cont'd								#W38 CARLSON, Rue & Lyons		BACB/PSY							
Courtland	#W22 SUNDBERG, cont'd								#W62 Laitinen, TUCCI, &		BACB/PSY							
Dunwoody	#W16 MONTGOMERY, cont'd								#W60 RUSSO		BACB/PSY							
Fairlie	#W15 MIGUEL, cont'd								#W53 MORAN & Bach		BACB/PSY							
Greenbriar	#W5 CORCORAN, cont'd								#W45 FABRIZIO, et al.		BACB/PSY							
Inman	#W3 CARRASCO GIMENEZ, cont'd								#W43 DAVEY & Stenhoff		BACB							
Kennesaw	#W31 BONDY & Frost						BACB/PSY		#W64 YUAN, Kimmel, & DiLeo		BACB/PSY							
Lenox	#W6 GOLDEN, cont'd								#W40 COHEN-ALMEIDA, et al.		BACB/PSY							
Piedmont	#W19 PACLAWSKYJ, cont'd								#W50 MCCABE-ODRI, et al.		BACB/PSY							
Spring	#W24 WEINBERG, cont'd								#W52 MOORS, et al.		BACB/PSY							
Techwood	#W2 BRUCE, cont'd								#W58 ROBERTS, et al.		BACB							
University	#W4 CELIBERTI, cont'd								#W39 CARTER, Nile on, & Boyce		BACB/PSY							
Vinings	#W26 WILLIAMS, cont'd								#W47 HUTT & Bellone		BACB/PSY							
Edgewood	#W34 SCHELL						BACB/PSY		#W54 NOVAK & Pelaez		BACB/PSY							
Harris	#W35 SHARPE, et al.						BACB		#W55 PALAZZO, et al.		BACB/PSY							
Marietta	#W32 MILKOS & Galbraith						BACB/PSY		#W59 ROTHOLZ & Reid		BACB/PSY							
Roswell	#W33 NUNN						BACB/PSY		#W42 DAHL		BACB/PSY							

<b>Workshop #1</b>	<b>CE: BACB, PSY</b>
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10:00 AM - 5:00 PM

Regency VI

CE Instructor: John Austin, Ph.D.

**OBM: What it is and How to Use it in Human Services Organizations**

JOHN AUSTIN, Ph.D. (Western Michigan University)

**Description:** This workshop will guide participants through various concepts of performance improvement of individuals and groups in any organization, but especially in human services organizations. The strategies presented will assist attendees in identifying a performance problem, developing measures to collect data on it, diagnosing the problem, developing solutions for the problem, and developing a means for maintaining those solutions. 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/supervisors in human services or other organizations. 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 the mission of your organization, department and job
- Identify a pinpoint to focus improvements on
- Develop a measurement system to measure the pinpoint
- Diagnose the problem
- Develop a solution and implementation plan for the problem
- Develop a plan to maintain the solution
- Know a collection of strategies that you can use to improve human performance

**Activities:** Participants should come to the workshop with ideas in mind for performances they would like to improve. The attendees will identify a performance problem, develop measures to collect data on it, diagnose the problem, develop solutions for the problem, and develop a means for maintaining those solutions.

**Audience:** 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/supervisors in human services or other organizations.

**Level:** Intermediate

**Member:** \$165 **Non-member:** \$180

<b>Workshop #2</b>	<b>CE: BACB, PSY</b>
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10:00 AM - 5:00 PM

Techwood

CE Instructor: Guy Bruce, Ed.D., BCBA

**Human Performance Engineering to Achieve Desired Results**

GUY S. BRUCE, Ed.D., BCBA (Appealing Solutions, L.L.C.)

**Description:** This workshop is designed to teach a practical and efficient approach to improve any type of human performance. The method is called "Human Performance Engineering" (HPE) because, like other types of engineering, it is an application of scientific principles to solve human problems. HPE is the application of behavior analysis to solve human performance problems so that individuals and organizations can achieve desired results.

The process is called PARSE, an acronym which stands for 1) Pinpoint performance problems worth solving, 2) Analyze their causes, 3) Recommend the best solutions, 4) Solve the problems by designing and implementing the best solutions, and 5) Evaluate effectiveness, efficiency, and return on investment of the solutions that you implemented. The PARSE process is "cybernetic" or self-correcting, because human performance engineers use data on the effectiveness, efficiency, and return on investment of their solutions to redesign their solutions until they have achieved the desired results at an acceptable cost. The skills you acquire in this workshop will allow you to solve performance problems at the individual, process, or organizational level.

**Objectives:**

- After collecting information about a client's desired results and the performance necessary to achieve those results, the designer will pinpoint the client's performance problems by a) defining the client's desired results and performance and b) evaluating current results and performance to decide whether the problem is worth solving.
- Given information about the causes of a client's performance problems, the designer will analyze those problems,

classifying them as “can-do,” “know-how,” and/or “want-to” problems and identifying their causes as defective resources, training, and/or reinforcement contingencies.

- Given an evaluation of the client’s current performance problems and an analysis of their causes, the designer will list possible solutions, considering the estimated value, cost, and compliance of each solution with ethical standards, and recommend those solutions with the best return on investment.
- Given a list of recommended solutions to a performance problem which may include resources, training, and performance management, the designer will solve the problem by designing and implementing the solutions.
- After collecting measures of improvement in performance and results and the time and costs to produce the improvement, the designer will evaluate solution effectiveness, efficiency, and return on investment, and recommend design changes needed to produce further improvements.

#### Activities:

- Fluency practice. Participants will gain fluency in component skills of human performance engineering by practicing with flashcards, measuring and graphing their own learning efficiencies.
- Practice solving human performance problems. Participants will practice solving human performance problems with case studies provided by the instructor.
- Engineer solutions to human performance problems. Each participant will pinpoint a human performance problem, analyze its causes, recommend the best solutions, solve the problem, and evaluate the effectiveness, efficiency, and return on investment of the solutions.
- Discuss performance engineering projects. Participants will discuss their performance engineering projects, presenting their work to the instructor and fellow students and helping their fellow students solve project-related problems.

**Audience:** This workshop will be of interest to anyone responsible for solving human performance problems, whether these exist at the individual, process, or organizational levels. For example, it can be used by process

engineers, trainers, and managers to improve individual, process, and organizational performance or it can be used by individuals to improve their own performance. It is designed to solve can-do, know-how, and want-to problems by incorporating solutions from a behavior-analytic approach to the fields of process improvement, instructional design, and performance management. For example, HPE can be used to evaluate and improve the design of information, procedures, and tools, or the design of training or educational programs, or the design of performance management procedures.

**Level:** Intermediate

**Member:** \$175 **Non-member:** \$190

#### Workshop #3

**CE:** BACB, PSY

10:00 AM - 5:00 PM

Inman

CE Instructor: Javier Virués-Ortega, Ph.D.

#### Functional Analysis and Treatment of “Psychotic” Topographies

TOMÁS CARRASCO GIMÉNEZ, Ph.D.

(Universidad de Granada) and Javier Virués-Ortega, Ph.D. (Instituto de Salud Carlos III & Universidad de Granada)

**Description:** Functional analysis is a developing subject within ABA. Nevertheless, research on functional analysis methodology has been restricted to a few topographies. This workshop aims to review the literature on functional analysis of psychotic topographies from an applied behavioral-analytical standpoint. According to this framework, “psychotic” behaviors (e.g., delusions and hallucinations), can be partially explained as functional behaviors. In addition to the evidence currently available, we will present a more comprehensive operant-based framework on psychotic topographies learning and development. Contingencies surrounding the onset of “psychotic disorders” will be analysed in terms of the particular behaviors and operant classes that are acquired. The workshop will be based on (a) the existing literature on functional analysis, (b) a theoretical analysis of psychotic topographies, and (c) an extensive series of case studies from the primary instructor’s clinical practice. We will describe the most common controlling contingencies and establishing operations for psychotic topographies. This information might work as clinical guidelines for performing functional analyses and designing functionally-based intervention programs for

patients with schizophrenia and other forms of "psychotic" behaviors.

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

- Formulate functional hypotheses explaining "psychotic" behaviors given a detailed clinical history.
- Design an operant-based intervention driven by a pre-treatment functional analysis.
- Identify the most common contingencies affecting patients with psychotic behaviors both early and late in their behavioral history.
- Identify the most common establishing operations affecting patients with psychotic behaviors both early and late in their behavioral history.
- Describe the shortcomings of functional analysis methodology implementation with patients with psychotic behaviors.

**Activities:** The workshop is interactive and participation is encouraged. Participants will be instructed on the use of theoretical and descriptive analyses of psychotic behaviors through a number of case studies. In addition, participants will take part in a series of exercises and structured role-play sessions. At the end of the workshop, participants will conduct a hypothetical functional analysis of a case study and will design an operant-based intervention. All participants will be provided with a compact disc that contains the Microsoft® PowerPoint® presentation of the workshop and additional materials to conduct FA of psychotic behaviors.

**Audience:** This workshop is intended for all professionals involved in the treatment of patients with "psychotic" behaviors, behavior analysts working at mental health units, faculty members, researchers, graduate students, managers, social workers, and mental health administrators. It would be particularly applicable to individuals interested in functional analysis methodology.

**Level:** Introductory

**Member:** \$155 **Non-member:** \$170

#### Workshop #4

**CE: BACB, PSY**

10:00 AM - 5:00 PM

University

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

#### **Promoting the Generalization and Maintenance of Skills in Learners with Autism and Related Disorders**

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

**Description:** Educators and other service providers of learners with autism and related disorders are often faced with situations in which skills do not generalize or maintain over time. Many providers fail to recognize the steps they should be taking to promote generalization and maintenance or teach in ways that actually inhibit generalization; nonetheless, the field of applied behavior analysis offers both 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 and maintenance can 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 framework for determining how best to maintain target skills after they are mastered will also be offered.

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

- Differentiate the various types of generalization.
- Recognize common obstacles and teaching approaches 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 this workshop is primarily didactic, participants will be given many opportunities to engage in discussion and will participate in tasks that will cement and synthesize the didactic information and increase the likelihood of later implementation. Videotape vignettes of a variety 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:** \$165 **Non-member:** \$180

<b>Workshop #5</b>	<b>CE: BACB, PSY</b>
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10:00 AM - 5:00 PM

Greenbriar

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

### **Activity Schedules: Beyond Independent Activities**

DAVID M. CORCORAN, M.S., BCBA and Joseph M. Vedora (Beacon Services)

**Description:** Activity schedules have been employed with individuals with autism to promote independence and increase on-task behavior. The purpose of this workshop is to train participants in the use of various forms of visual activity schedules. There will be an overview on how to design schedules and teach students to use a basic activity schedule consisting of close ended activities. Variations in procedures, format, and materials will be explored. Next, participants will learn how to expand upon basic activity schedule repertoires to: increase social and play skills, food acceptance, self-help skills, community behavior, and choice; facilitate transitions; and accept unexpected changes in routines. Lastly, participants will receive instruction on the use of computerized activity schedules, including the use of video modeling.

**Objectives:** Participants will be able to:

- 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.
- Troubleshoot and describe modifications enhancing usefulness of activity schedules.
- Expand upon basic activity schedules.

### **Activities:**

- Review of Activity Schedule instructional methodology
- Review of Activity Schedule data collection and error analysis/correction procedures
- Hands-on practice in the establishment and generalized use of activity schedules.
- Review video taped examples of activity schedules

**Audience:** Teachers and parents working with children and adults with disabilities.

**Level:** Intermediate

**Member:** \$180 **Non-member:** \$195

<b>Workshop #6</b>	<b>CE: BACB, PSY</b>
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10:00 AM - 5:00 PM

Lenox

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

### **Childhood Psychiatric Disorders & Medical Issues: Functional Assessment & Behavioral Intervention**

JEANNIE GOLDEN, Ph.D., BCBA (East Carolina University) and Lynn A. Olson (Regent University)

**Description:** Children with developmental disabilities, children with medical issues, and children in the child welfare system often 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. These symptoms can develop as the result of factors such as: separation from parents during painful and/or prolonged treatment in a hospital setting, residential placement with limited staff and/or frequent turn-over, 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 in hospital settings or during office visits and based on personality assessment instruments with questionable reliability and validity for children. 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 a 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:** The participant will be able to:

- Explain the differences between the medical and behavioral approaches to the etiology, diagnosis, prognosis, and treatment of psychopathology and medical issues in children.
- Name some of the symptoms used in the differential diagnoses of attention deficit hyperactivity disorder, bipolar disorder, and reactive attachment disorder.
- Describe the unique learning histories of children with psychiatric disorders and medical issues 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.
- Identify how the behavioral model compliments consultation models in the tertiary hospital setting and identify several strengths of using functional behavioral assessment in a hospital setting.
- Name some of the antecedents, behaviors, and consequences that are unique in children with psychiatric diagnoses and medical issues.

- Describe how to provide assessment-driven treatment and target specific behaviors that are unique in children with psychiatric diagnoses and medical issues.

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

**Audience:** Participants would include board certified behavior analysts, psychologists, counselors, nurses, health care providers, social workers and/or teachers who serve children with developmental disabilities or typically-developing children who have received psychiatric diagnoses.

**Level:** Intermediate

**Member:** \$155 **Non-member:** \$170

Workshop #7	CE: BACB, PSY
10:00 AM - 5:00 PM	
Montreal	
CE Instructor: Kent Johnson, Ph.D.	

#### **Teaching Reading with Morningside Generative Instruction**

KENT JOHNSON, Ph.D. and Kristine Melroe (Morningside Academy), Libby M. Street (Central Washington University), Elizabeth Haughton (Haughton Learning Center), and Marianne Delgado and Joanne K. Robbins (Morningside Academy)

**Description:** In the last 20 years we have seen the rise of functional assessment in the clinical thinking and procedures of educators, both within and outside of behavior analysis. This increasing focus upon the complex context in which we analyze and teach behavior requires many of us to become knowledgeable about school curriculum. Much of the disruptive behavior in schools that we are asked to change occurs as a function of poor curriculum and instruction. Many behavior analysts are now including academic components in treatment plans for non-school clients. In our experience working with over 95 schools and agencies, we have much more credibility, value, and influence when we propose to work not only on conduct, classroom management, disruptive behavior, and discipline, but also with specific academic curriculum and instructional methods.

A good place to start this work is the curricula of foundation skills, because deficits in areas such as reading, writing, and math are very much in the media and in public discussion.

Foundation skills are also very amenable to behavior analysis and modification. It is important that we are thorough in our analysis and treatment of foundation skills, not just superficially acquainted with reading or math. Nor should we uncritically accept materials and methods that are being used in the school settings in which we work. Even in clinical settings we may introduce an academic foundation skills program as a powerful component of our treatment plan.

This workshop will provide a thorough introduction to the area of reading. Mastery of the presentations and materials contained in this workshop will put you well on the road to becoming a reading expert.

As workshop participants you will receive a minimal amount of materials to allow you to participate in practice exercises. We encourage you to purchase Morningside's "Generative Reading Instruction" three-ring binder available in the ABA Bookstore for \$75. It includes all the materials we will present in our slide shows, as well as articles and sample teaching materials that may implement immediately upon your return home. Please purchase "Generative Reading Instruction" in the ABA Bookstore before you attend this workshop. For those unable to do so, a few books may be available at the workshop.

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

- Describe the most important components of effective reading instruction.
- Describe Morningside methods of teaching key components of reading instruction.
- Describe Morningside methods of practicing key components of reading instruction.
- Describe Morningside methods of applying key components of reading instruction to everyday life.
- Practice Morningside methods of teaching several components of reading instruction.
- Experience our methods of feedback and coaching as you practice.
- Use our criteria to evaluate commercially available reading programs and instructional materials that are immediately available to you.
- Make a plan to integrate reading instruction into your classroom, syllabus, or clinical program.

**Activities:** You will learn about the key components of a total reading program, including prerequisites to reading (language, phonemic awareness, phonological coding, and rapid automatic naming skills); phonics and decoding skills; vocabulary and background knowledge; comprehension skills and strategies; application of comprehension skills and strategies during reading; techniques for self-monitoring during reading; and learning skills such as rapid interaction with a teacher and peer, reasoning and problem solving repertoires, and participating in classroom discussions. We will present the basic principles for teaching each component, then show and model each component with commercially available reading curricula. You will practice some of these components in smaller breakout groups. We will give you feedback and coaching while you practice our methods. In this manner you will experience our methods of providing in-classroom coaching of teachers or clinicians who are implementing our reading programs. You will also be able to evaluate any reading program with our criteria.

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

**Level:** Introductory

**Member:** \$280 **Non-member:** \$295

<b>Workshop #8</b>	<b>CE: BACB, PSY</b>
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10:00 AM - 5:00 PM

Auburn

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

**Surfing the Third Wave: Functional Analytic Psychotherapy**

ROBERT J. KOHLENBERG, Ph.D., Reo Newring, Christeine M. Terry, Mary D. Plummer, and Gareth I. Holman (University of Washington)

**Description:** The focus of this workshop is learning to develop intense therapeutic relationships with outpatient psychotherapy clients. This workshop is for behavior analysts who want to apply functional analytic principles to outpatient mental health treatment and 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 who are new to functional analysis or FAP are welcome and we also 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. The presenters will address challenges and concerns about focusing on the client-therapist relationship. Experiential learning, didactics, and case materials will be used to illustrate the principles of FAP. Participants will have opportunities to discuss ways of tailoring FAP to their needs and integrating this approach with other treatments. Finally, time permitting, we will address issues in training and supervising therapists.

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

- To become familiar with the notion of in-vivo work.
- To understand 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 learn 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 focus on and improve their therapeutic 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 outpatients with generally intact cognitive functioning, we welcome discussion of how these methods may apply to other populations. Because clinical material is being presented, the workshop is open only to faculty, graduate students, or professionals.

**Level:** Intermediate

**Member:** \$155 **Non-member:** \$170

<b>Workshop #9</b>	<b>CE: BACB, PSY</b>
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10:00 AM - 5:00 PM

Baker

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

**Direct Instruction: Overview of Instructional Curriculum and Implementation with Non-Traditional Populations**

WENDY L. KOZMA, M.A., Ann Filer, and Robert K. Ross, M.S., BCBA (BEACON Services)

**Description:** This presentation will provide a review of outcome data related to the implementation of two (DI) curriculum components: Language for Learning and Reading Mastery in a population of children with a diagnosis of Autism Spectrum Disorders (ASD). The relevance for use with individuals with developmental disabilities will be demonstrated. Modifications of instruction and strategies to support the implementation of DI with children with ASD will be discussed and highlighted via videotape.

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 reviewed.

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

- Demonstrate beginning knowledge of Direct Instruction, as a teaching process with specific techniques and strategies.
- 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.

**Activities:**

- Didactic lecture
- Video tape review
- Interactive question and answer activities
- Small group hands on practice

**Audience:** Those new to Direct Instruction or those who wish to apply it to non-traditional populations such as those individuals with Autism Spectrum Disorders and Developmental Disabilities.

**Level:** Intermediate

**Member:** \$180 **Non-member:** \$195

<b>Workshop #10</b>	<b>CE: BACB, PSY</b>
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10:00 AM - 5:00 PM

Hong Kong

CE Instructor: Eric Larsson, Ph.D., BCBA

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

ERIC V. LARSSON, Ph.D., BCBA and Kara L.

Riedesel (Lovaas Institute Midwest)

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

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

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

**Activities:** Participants will participate in didactic presentations, discussions, and problem-solving sessions. Video models of actual staff

training activities will be used extensively. Participants will obtain specific program materials provided by the instructor.

**Audience:** The workshop is designed for parents, lead therapists, line therapists, consultants, and students. Participants should have a basic understanding of behavioral terms used in intensive early intervention. At least one-month's experience with intensive early intervention is preferable.

**Level:** Intermediate

**Member:** \$167 **Non-member:** \$182

### **Workshop #11**

**CE: BACB, PSY**

10:00 AM - 5:00 PM

Vancouver

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

#### **Using Cognitive-Behavioral Strategies to Increase Social Skills in Individuals with Autism Spectrum Disorders**

MARY ELLEN McDONALD, Ph.D., BCBA (Eden II Programs/The Genesis School) and Sharon A. Reeve (Caldwell College)

**Description:** Individuals with autism exhibit many deficits in the area of socialization. It is often thought that behavior analysts are well equipped to decrease problematic behavior but are less equipped to teach adaptive behavior. Behavior analysts actually can teach social skills to individuals with autism and have many skills that will assist them in this endeavor. This workshop will focus on the role of stimulus control in the development of social skills. A blueprint for developing skills will be reviewed and specific teaching strategies based in applied behavior analysis will be discussed. Specific strategies will include the use of modeling, behavioral rehearsal, video modeling and video rehearsal, cognitive picture rehearsal, and conducting ABC analyses on students' social behavior.

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

- The role of stimulus control in social skill development.
- How to use a blueprint to design a social skill development program.
- How to operationalize social concepts such as "friendship."
- How behavioral rehearsal can be used effectively with individuals with autism.
- How cognitive picture rehearsal can be used to increase appropriate social behavior.

- How to use self-monitoring techniques with individuals with autism to promote independence in their social skills.
- How to teach a particular social skill using behavioral principles (e.g., task analysis, etc).

**Activities:** Participants will watch video clips depicting a variety of behavioral strategies that can be used to teach social skills. Specific activities will include creating drawings to be used for cognitive picture rehearsal, developing a story about a particular social situation, and operationalizing and task analyzing specific social skills.

**Audience:** Psychologists, special educators, consultants, social workers, speech pathologists, parents

**Level:** Intermediate

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

### **Workshop #12**

**CE: BACB, PSY**

10:00 AM - 5:00 PM

Centennial Ballroom IV

CE Instructor: John D. McElwee, M.S., BCBA

#### **Training Generative Verbal Behavior in Early Intensive Behavioral Intervention**

JOHN D. McELWEE, M.S., BCBA (Step-by-Step) and Ian T. Stewart (National University of Ireland, Galway)

**Description:** Early Intensive Behavioral Intervention (EIBI) is an effective behavior analysis-based approach to remediation of deficits for Autistic Spectrum Disorder (ASD) where communication is the core deficit. Although evidence-based outcomes support EIBI, one persistent difficulty in the case of some clients has been the inability to train generativity – i.e., the capacity to understand and produce novel or untrained verbal responses. One possible solution to this problem may be provided by Relational Frame Theory (RFT), a modern behaviour analytic approach to human language and cognition. RFT 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 a brief review of the core concepts of RFT. Prospective audience members should consult the tutorial on RFT provided at the following

URL: <http://www.relationalframetheory.com/tutorial/index.html>. Core terms and concepts will also be provided in a handout. The workshop will first explain the history that gives rise to the core generalized operants which RFT sees as being essential to the development of language. It will explain how the analysis of verbal behavior in terms of what is known as "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.

The second part of the workshop, which will involve greater participation by the audience than the first, will examine how RFT may be combined with EIBI to provide a comprehensive framework for teaching relational framing. It will examine existing EIBI curricula and show how Assessment of Basic Language and Learning Skills (ABLLS) 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. A curricular sequence and an assessment of generative skills beginning with basic conditional discriminations and progressing through various stages of non-arbitrary and arbitrary relational responding will then be provided. 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. Methods of assessment presented will include a revised version of the Assessment of Basic Learning Abilities (ABLA). In addition, a customised computer program training and testing progressive stages of contextually controlled relational responding will also be available to members of the audience on a CD.

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

- Be able to understand how RFT approaches language

- Be able to understand key theoretical concepts of RFT such as mutual and combinatorial entailment and transformation of function
- Be familiar with several of the areas of the RFT empirical research programs that are relevant to Early Intensive Behavioral Intervention
- Understand and use techniques designed to train relational framing from a basic level
- Be knowledgeable of how existing EIBI curricula and core training protocols such as the ABLLS might be reinterpreted and extended using Relational Frame Theory
- Be familiar with methods of assessment of generativity such as the revised ABLA
- Be able to implement a Relational Frame-based training protocol, using a CD-ROM-based computer program that will be provided to all members of the audience

#### Activities:

- Didactic Instruction
- Small Group Work
- Brief Exercises
- Handouts
- CD

**Audience:** The audience will be 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. Prospective audience members should consult the tutorial on RFT provided at the following URL: <http://www.relationalframetheory.com/tutorial/index.html>.

**Level:** Advanced

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

**Workshop #13**

**CE: BACB, PSY**

10:00 AM - 5:00 PM

Regency VII

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

**Teaching Sign Language to Hearing Children and Adults with Down Syndrome, Autism, and Other Developmental Disabilities**

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

**Description:** Many children and adults with Down Syndrome, autism, and other

developmental disabilities do not communicate using spoken words. At the present time, the most popular alternative communication response forms include selecting pictures or words manually or with electronic devices. This workshop, which is based on B.F. Skinner's analysis of verbal behavior and the work of Michael, Sundberg, Partington, and many others, provides participants with a "new" look at the advantages and disadvantages of sign language, demonstrations of many learners using signs, and practice teaching learners sign mands, tacts, and intraverbals.

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

- Describe the importance of the echoic repertoire,
- Describe 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, and
- Adjust teaching procedures when common problems occur in teaching sign mands, tacts, and intraverbals.

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

**Audience:** The target audience for this introductory workshop includes teachers, behavior analysts, speech-language pathologists, and others who work with children and adults with developmental disabilities.

**Level:** Introductory

**Member:** \$155 **Non-member:** \$170

## Workshop #14

**CE: BACB, PSY**

10:00 AM - 5:00 PM

Regency V

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

### **A Curriculum for Intensive, Early Intervention Program for Children with Autism: The First Three Phases**

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

**Description:** The first three phases of 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 as well as grouping the programs by level of difficulty into three phases. 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, problem solving, and video clips for beginning programs and advanced programs will be presented. Systems for maintenance and generalization will be presented. Each participant will be given a copy of the curriculum flow chart as well as the corresponding "consultant" notes.

#### **Objectives:**

- Read the curriculum flow chart to determine the sequence of skills.
- Identify the programs of the first three phases of the curriculum.
- 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.
- Read the maintenance system flow chart.
- 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:** \$155 **Non-member:** \$170

#### Workshop #15

**CE: BACB, PSY**

10:00 AM - 5:00 PM

Fairlie

CE Instructor: Caio Miguel, Ph.D., BCBA

#### **A Review of Skinner's Analysis of Verbal Behavior: Theoretical and Applied Implications**

CAIO MIGUEL, Ph.D., BCBA (The New England Center for Children)

**Description:** In his book *Verbal Behavior*, Skinner described language acquisition using well-known principles of learning. He described a way of categorizing language based on the environment functions, rather than underlying cognitive structures and processes. Skinner's environmental account of language acquisition has been useful for research and application, especially when teaching children with autism, whose verbal repertoires are usually deficient. In this workshop, participants will be introduced to the behavior analytic model of language development by learning how to identify language units/verbal operants based on their environmental functions. Both selection-based and topography-based verbal behavior will be considered. The implications of Skinner's analysis for teaching language to individuals with disabilities will be discussed. Participants will also review the empirical evidence for a VB analysis of language and identify topics for future research.

**Objectives:** Participants will:

- Be able to describe the behavior analytic model of language development.
- Identify and classify language units/verbal operants.
- Distinguish selection-based vs. topography-based VB.
- Be able to identify areas for future research in the analysis of VB.
- Be able to list some of the implications of Skinner's analysis to teach language.
- Be able to define and give examples of secondary and higher order verbal

operants such as the autoclitic and the naming repertoire.

**Activities:** Attendees will participate in didactic presentations, discussions, and exercises.

**Audience:** Those interested in a conceptual understanding of Skinner's analysis of VB as it pertains to teaching language to individuals with disabilities.

**Level:** Introductory

**Member:** \$155 **Non-member:** \$170

#### Workshop #16

**CE: BACB, PSY**

10:00 AM - 5:00 PM

Dunwoody

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

#### **Sleep Issues in Autism Spectrum Children** ROBERT W. MONTGOMERY, Ph.D., BCBA (Reinforcement Unlimited)

**Description:** Pediatric sleeplessness and sleep disruptions are among the most common concerns of all parents. Sleep concerns are also among the most common of concerns expressed by parents of ASD Children to their pediatricians. Excessive sleepiness in a child is a symptom that is often under recognized and misinterpreted, but when left untreated can exacerbate or 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 reviews the nature of sleep and sleep disruption (including common pediatric sleep disorders), and introduces the participant to behavioral treatment strategies (e.g., extinction, parent education, positive routines, sleep hygiene). Finally, behavioral issues and research on sleep for children in the autism spectrum are integrated throughout the presentation.

**Objectives:** Participants will be able to:

- Identify 3 major forms of sleep disturbance.
- Identify the major reasons for a medical referral relating to sleep disturbance.
- Explain the implications of various medication classes on sleep.
- Explain the research support of the use of melatonin for pediatric sleeplessness.
- Identify the five stages of sleep.

- Implement a BEARS screening assessment of sleep disturbance.
- Distinguish between Extinction and Graduated Extinction as they relate in the literature to sleep hygiene and sleep disturbance.

**Activities:** Workshop participants will participate in didactic presentation, case examples, individual completion of a sleep hygiene assessment, and a question and answer session.

**Audience:** Those who work with children and adolescents in the Autism Spectrum.

**Level:** Introductory

**Member:** \$155 **Non-member:** \$170

<b>Workshop #17</b>	<b>CE: BACB, PSY</b>
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10:00 AM - 5:00 PM

Cairo

CE Instructor: Bryan J. Davey, Ph.D., BCBA

### **Functional Analyses in School Settings**

MICHAEL M. MUELLER, Ph.D., BCBA, Dana Trahant, Ajamu Nkosi, and Bryan J. Davey, Ph.D., BCBA (Southern Behavioral Group, Inc.)

**Description:** The full day workshop will highlight the application of Functional Behavior assessment (FBA) methodology in a variety of school settings. Functional analysis, one component of a comprehensive FBA, has been demonstrated as an effective assessment procedure used to determine the reinforcer for severe problem behavior. Iwata, Dorsey, Slifer, Bauman, and Richman (1982) described for the first time what have become typical conditions used in functional analyses. Given the dynamic and often changing environment of school settings, procedures can, and should, be modified to fit those instances when the referral environment differs from typical functional analysis conditions.

The workshop will begin with a review of current literature on functional behavioral assessments that include functional analyses conducted in public schools with school age children presenting with a variety of developmental disorders. Population characteristics, educational placement, functional behavior assessment methodologies and outcomes, and treatment selection and outcomes will be presented and discussed.

The review will be followed by the presentation of the May South assessment model, which includes indirect, direct, and experimental measures. However, the discussion will focus on

contextual factors that must be addressed prior to and during assessment in school settings. Some of those changes include adjustments made to typical functional analysis conditions; shortening or lengthening the duration of functional analysis conditions, including atypical reinforcers in test conditions; testing abnormal school behaviors; and using other professionals as therapists.

To illustrate these points, the workshop will include multiple data sets depicting traditional and innovative functional analyses in school settings for a variety of problem behaviors. All data sets, sometimes after extended analysis, identify reinforcers for severe behavior in school settings and all interventions were based on those results. Instructors will lead an audience in a discussion on creating easy to use, nonaversive, effective, and acceptable interventions. A synthesis of the presentations and general comments regarding the current state of analysis and treatment of problem behavior in school settings will conclude the workshop.

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

- Understand the continuum of services involved in comprehensive Functional Behavior Assessment (FBA).
- Conduct a comprehensive FBA, including indirect, direct, and experimental analyses.
- Derive hypotheses from indirect and direct assessments that suggest test conditions for a functional analysis (FA).
- Set up a school-based FA.
- Conduct a FA that is responsive to school contextual factors.
- Understand how and when to use dynamic or innovative test conditions.
- Interpret FA outcomes for subsequent or intervention planning.

**Activities:** Participants will be provided concise instructions, copious handouts, and several models, followed by multiple case examples presented by instructors. These presentations will be followed by a question and answer period to ensure skill acquisition. Finally, participants will complete a comprehensive case example that provides opportunities for participants to solve challenges inherent in functional analysis conducted in school settings. The comprehensive case example will consolidate and increase fluency of the skills

described and taught during the instructional phase of the workshop.

Additionally, participants will be encouraged to present questions in regard to previous functional analysis experiences.

**Audience:** Practitioners, students, researchers, educational service providers, and others interested in functional analysis methodology and function-based interventions.

**Level:** Intermediate

**Member: \$155 Non-member: \$170**

#### Workshop #18

10:00 AM - 5:00 PM

The Learning Center

#### Getting Set to Understand the Talks: Building Vocabulary and Concepts

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

**Description:** This is an introductory workshop aimed at those who are new to the field of Applied Behavior Analysis. The workshop will emphasize developing an understanding of the basic vocabulary and concepts that are central to understanding the books, journals, and presentations of ABA. In addition to building basic vocabulary and understanding of the basic concepts, a portion of the time will be spent "translating" the vocabulary of other fields into language and concepts compatible with ABA.

**Objectives:** Participants will:

- Become fluent in the basic vocabulary of ABA.
- Be able to translate concepts from other fields into language compatible with ABA.
- Learn the basics of common behavior management techniques.
- Learn the basics of common teaching techniques.
- Learn how and when to use common data collection techniques.
- Learn to draft basic behavioral goals and objectives.
- Learn to avoid common treatment mistakes that come about from misunderstandings of particular ABA techniques.

**Activities:** This will be a mixture of lecture, discussion, and analysis of audio and video materials.

**Audience:** Parents and direct care workers who are fairly new to the field of Applied Behavior

Analysis, or those who wish to brush up on the basics.

**Level:** Introductory

**Member: \$173 Non-member: \$188**

#### Workshop #19

10:00 AM - 5:00 PM

Piedmont

#### Behavior Therapists: What They Do and Why They Do It

THEODOSIA PACLAWSKYJ, Ph.D., BCBA (Kennedy Krieger Institute) and Erik A. Mayville (Connecticut Center for Child Development)

**Description:** This workshop intends to make technical information accessible to anyone interested in the development and implementation of a behavior program for persons with developmental disabilities. There are many clinicians working in applied behavior analysis who implement programs for their patients or students without the means or opportunity to fully explain the background and rationale for treatment selection. However, families looking to help their children want to do so to the best of their abilities and would benefit from acquiring the knowledge that would allow them not only to carry over effective strategies into the home setting but to teach new behaviors on their own. Learning the foundations of applied behavior analysis allows a caregiver to move beyond implementation to intervention design.

We will review applied behavior analysis in the contexts of both interventions for improving maladaptive behavior and for educational programming. Throughout the workshop, we will encourage open discussion of the rationale and practicality of what is described, especially in terms of: why a strategy is selected over other possibilities, when procedures feel artificial and when a more naturalistic approach is important, what procedures are essential yet difficult to routinely implement, what strategies are useful for maintaining consistency in public versus home or school settings, and how to manage conflicts between personal views on child-rearing with recommended behavioral interventions. For skill acquisition programs, we will also compare routine versus best practice interventions in special education and behavioral programming in special education versus general education settings.

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

- Draw comparisons between common behavioral interventions and their parallels in everyday interactions and situations.
- Identify the critical skills necessary to develop both behavior reduction and educational programs.
- Define the essential components according to current best practices of a behavior program for decreasing maladaptive behavior.
- Define and describe valid methods of descriptive, ecological, functional, and reinforcer assessments.
- Define and describe research-based interventions that target reduction of maladaptive behaviors through antecedent modifications, remediation of skill or performance deficits, environmental modifications, reinforcement-based interventions, and specific consequences.
- Define and describe research-based interventions in the educational setting that address skill acquisition, including the selection of different instructional strategies.
- List the common misconceptions about applied behavior analysis and discuss strategies to promote their resolution.
- Describe the full scope of behaviors and situations in which persons of all functioning levels can benefit from behavioral intervention.
- Identify circumstances during which the provision of appropriate behavioral services is questionable and the mechanisms through which a well-trained behavior analyst can be identified.

**Activities:** Presentation of information will take place in a lecture format with open discussion encouraged throughout the workshop. Participants will have the opportunity to view slides, videos, and hands-on demonstrations and role-plays as well as to bring up individual case examples.

**Audience:** Parents and caregivers of children and adults with developmental disabilities.

**Level:** Introductory

**Member:** \$155 **Non-member:** \$170

<b>Workshop #20</b>	<b>CE: BACB, PSY</b>
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10:00 AM - 5:00 PM

International Ballroom North

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

**Teaching Others to Teach Children with Autism: What to Teach and How to Teach It**  
COLIN PEELER, Ph.D., BCBA (Behavior Solutions, Inc.)

**Description:** Increases in the prevalence of autism, a growing body of literature supporting ABA, and recognition among the government that ABA is the best treatment for autism have all led to a demand for ABA services greater than the current supply of qualified providers. Unfortunately, because of this, the quality and/or quantity of services these children receive is typically below the best practice standard and as such their gains are not maximized. However, it is possible through better training and supervision (i.e., better consultation) that behavior analysts and other trained autism therapists (including parents) can teach almost anyone how to provide intensive behavior therapy, thereby improving the quality and quantity of providers available. The presenter will discuss the difference between best practice standards as defined by the literature and actual practice as it is affected by training and funding issues. A large portion of the workshop will focus on the three key skills all therapists should know - therapy skills, training skills, and consultation skills - and how to assess and train them. Lastly, the presenter will discuss how to efficiently supervise an in home program given a limited amount of time to do so.

**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:** Video examples will be used throughout and participants will learn how to score therapist skills from the video examples.

**Audience:** Behavior Analysts, autism therapists and consultants, parents looking to set up and manage an in home program, those who want to learn the basics of intensive behavior therapy, or those who are responsible for training these skills to others.

**Level:** Introductory

**Member:** \$155 **Non-member:** \$170

#### Workshop #21

**CE: BACB, PSY**

10:00 AM - 5:00 PM

Centennial Ballroom III

CE Instructor: Amos Rolider, Ph.D., BCBA

#### **The Smart and Sensitive Parenting Program (SSPP): Teaching Parents How to Effectively Deal with Their Children's Behavioral Difficulties**

AMOS E. ROLIDER, Ph.D., BCBA (Emek Yezreel College, Israel) and Robyn Catagnus (Clarity Behavioral Consulting)

**Description:** In this workshop, a parent consultation model entitled The Smart and Sensitive Parenting Program (SSPP) will be presented. This model emphasizes teaching parents to rearrange significant context variables and to discover the antecedents and functions of their children's most burdensome behaviors. Parents subsequently learn to identify the function of their own responses to their children's inappropriate behaviors and are trained to select and apply simple and effective interventions based on the discovery of antecedents and maintaining consequences.

**Objectives:** The following will be discussed, learned, and demonstrated:

- Identifying behaviors and typical parental responses associated with:
  - The termination of a preferred activity of reinforcer.
  - Refusal or inability to provide a preferred activity or reinforcer.
  - Demand situations.
  - Transition from preferred activity to non-preferred activity.

- Elicited emotional outbursts.

- The importance of preparing an established weekly schedule and set of expectations, and the role of:
  - The weekly family meeting
  - The daily family meeting
- Preparing children for antecedents in the form of difficult situations.
- Selecting an appropriate response based on the function of the inappropriate behavior.
- Selecting an appropriate motivational program based on DRO/DRA.

**Activities:** We will practice using the model to deal with children's most common inappropriate behaviors:

- Bickering and refusal
- Tantrums and aggression
- Over-dependence
- School-related problems
- Other problems at the participants' request.

**Audience:** Practitioners who work with or are interested in working with parents of children who exhibit a variety of behavioral issues.

**Level:** Introductory

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

#### Workshop #22

**CE: BACB, PSY**

10:00 AM - 5:00 PM

Courtland

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

#### **Using Skinner's Analysis of Verbal Behavior for Language Assessment and Intervention for Children with Autism**

MARK L. SUNDBERG, Ph.D., BCBA (Sundberg and Associates)

**Description:** B. F. Skinner's (1957) analysis of verbal behavior has provided professionals and parents with a conceptual roadmap for analyzing and treating language disorders. This workshop will begin with a brief overview of B. F. Skinner's analysis of verbal behavior, followed by a presentation of the most recent applications of the analysis to language assessment and intervention. The major focus will be on the use of a verbal behavior analysis to examine a number of common "language barriers" that often impede language acquisition. Participants will learn intervention strategies that may help to remove those barriers. In addition, this workshop will present

the most recent task analysis of the verbal operants, and strategies for teaching each of them.

**Objectives:** Participants will be able to:

- Use a behavioral approach to language assessment (e.g., mands, tacts, and intraverbals).
- Explain how a behavioral analysis of language is different from a cognitive analysis of language.
- Describe how to teach manding.
- Describe how to teach intraverbal behavior.
- Describe the common elements of matching-to-sample, receptive discriminations, and RFFC.
- Explain how to use the concepts from the book *Verbal Behavior* to analyze language deficits.
- Explain how to use concepts from the book *Verbal Behavior* to analyze language curricula

**Activities:** Attendees will participate in didactic presentations, discussions, and exercises in the analysis of verbal behavior. A 250-page handout will be provided to each participant.

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

**Level:** Intermediate

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

<b>Workshop #23</b>	<b>CE: BACB, PSY</b>
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10:00 AM - 5:00 PM

Manila

CE Instructor: Maria Garrett, M.S., BCBA

**Supporting Students with Autism Spectrum Disorders in Public School Settings**

NICOLE WEIDENBAUM, M.S., Maria Garrett, Jena Kaden, Michele Melvin, and Kathy Mannion (Nassau Suffolk Services for Autism)

**Description:** The transition to, and success in, public school often presents significant challenges to learners with Autism Spectrum Disorders and to their support staff. For support staff, the issue is further complicated by the need to design individualized interventions and supports necessitated by the complex learning, social, and behavior demands of a public school environment. This workshop will focus on

assisting students with ASD to navigate the complexities of public school settings including academic challenges, developing friendships, teasing and bullying, along with recommendations for assessment and modifications and promoting independence and social skills.

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

- Create measurable and functional objectives for students with autism.
- Conduct functional behavior assessments.
- Design data collection systems for use in public school classrooms.
- Design behavior intervention plans.
- Modify curriculum.
- Promote social skills in inclusion environments.
- Conduct peer training.
- Create strategies for positive team interactions including family participation.
- Better understand a parent's perspective.

**Activities:** Participants will be involved in didactic presentation, small group discussion, role plays, and trouble-shooting sessions. Participants will also be involved in data collection and curriculum modification exercises, the design of behavior plans, and writing of measurable objectives.

**Audience:** This workshop is designed for individuals who are involved with individuals with autism in public school settings including psychologists, behavior analysts, special educators, speech pathologists, parents, and school administrators.

**Level:** Intermediate

**Member:** \$155 **Non-member:** \$170

<b>Workshop #24</b>	<b>CE: BACB, PSY</b>
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10:00 AM - 5:00 PM

Spring

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

**OBM PART I: Using Organizational Behavior Management Approaches in Human Services Programs**

MICHAEL WEINBERG, Ph.D., BCBA (B. F. Skinner Institute; Orlando Behavior Health, LLC) and Joseph D. Cautilli (Children Crisis Treatment Center/Temple University)

**Description:** This workshop will provide a theoretical framework for utilizing behavior analysis principles of organizational behavior

management, combining it with methods from CQI 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 tend to plague many 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; Daniels, 1989).

**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.
- Identify basic principles of the 6-Sigma approach.

**Activities:** Participants will work in breakout groups to:

- Devise performance objectives for professionals and staff linked to the organization's mission;
- Consider human resource and management issues in their organization and devise potential solutions using OBM methods;
- Arrange for use of assessment methods covered in the workshop to address employee performance issues in human services settings.

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

**Workshop #25**

**CE: BACB, PSY**

10:00 AM - 5:00 PM

Vinings

CE Instructor: John L. Williams, Ph.D.

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

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

**Description:** This workshop has been created 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 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 know 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 perspective, the relationship to counseling/psychotherapeutic practices and strategies, a description of the basic components of a constructional approach, illustrations of these components, and exercises to facilitate acquisition of this perspective and these skills (with take-home material to facilitate continued practice).

**Objectives:** The participant will be familiar with:

- Basic aspects of a radical behavioral analysis and their relationship to counseling 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 other approaches.
- The skills in use and as they have been used in client situations.
- Trial and practice of constructional skills so participants can begin developing a constructional repertoire.
- The timing and use of skills in client situations.

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

and discussion of participants' application questions.

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

**Level:** Introductory

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

<b>Workshop #26</b>	<b>CE: BACB, PSY</b>
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10:00 AM - 5:00 PM

Singapore

CE Instructor: Jonathan Worcester, Ph.D., BCBA

**Supplemental Measurement in Behavior Analysis: Strategies to Improve Accountability and Evaluate the Achievement of Ultimate Outcomes for Children and Their Families**  
JONATHAN A. WORCESTER, Ph.D., BCBA (New Tampa Behavioral Health, LLC)

**Description:** While precise and empirical measurement of the implementation of the independent variable and its corresponding target and replacement behaviors is and will always remain a hallmark of behavior analysis, experts have long discussed the role of "social importance" and subjective criteria within the field (Baer, Wolf, & Risley, 1968; Wolery, 1994; Wolf, 1978). As the field of behavior analysis continues to expand, so does the need to demonstrate the relevance of its application. Consequently, the purpose of this workshop will be to operationally define and discuss types of objective and subjective supplemental measures available to behavior analysts providing services to children and families (e.g., social validation, parent satisfaction, quality of life, procedural fidelity, positive/negative adult statements). Participants in this workshop will: 1) obtain exposure to some of the available objective and subjective measures used to document the social importance of behavior change within the context of the child and family's natural environment; 2) review illustrative case examples and their corresponding methods of measurement; and 3) discuss the inclusion of supplemental measures relative to functional assessments and the implementation of functional assessment-based intervention plans.

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

- Describe the role of "social importance" and subjective criteria within the field.

- Identify types of objective and subjective supplemental measures behavior analysts can use to demonstrate accountability and support progress toward ultimate outcomes.
- Define social validation, procedural fidelity, contextual fit, and quality of life.
- Identify strategies and tools for measuring social validation, procedural fidelity, contextual fit, parent satisfaction, and quality of life.
- Discuss ways by which supplemental measures may be used within functional assessments and/or their corresponding behavior intervention plans.
- Discuss the specific strengths and limitations associated with individual supplemental measures.
- Describe how the inclusion of supplemental measures may be used to enhance the quality of behavior analytic service delivery.

**Activities:** Participation in this workshop will entail:

- Lecture
- Discussion/question and answer
- Brief quiz at end of session to assess acquisition of learning objectives

**Audience:** Professionals and students currently engaged in clinical applications of applied behavior analysis with children and families.

**Level:** Intermediate

**Member:** \$155 **Non-member:** \$170

#### Workshop #27

CE: BACB, PSY

10:00 AM - 1:00 PM

Roswell

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

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

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

**Description:** This workshop focuses on how to be an effective consultant to programs for children with autism and related disabilities. We will address how to use behavioral strategies to shape the performance of people providing services within school, community, and home-based settings. Critical topics will include identifying key antecedents to both the

behavior of the consultant and of those being advised. Important behavioral targets for various people responsible for serving children will be noted. Finally, we review reinforcement strategies designed to help maintain the performance of service providers. We also plan to discuss our views on appropriate ethical conduct for consultants. Each of these elements is based upon our work, *The Pyramid Approach to Education in Autism* (Bondy & Sulzer-Azaroff, 2002).

**Objectives:** At the completion of the workshop, participants will be able to provide written examples of:

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

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

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

**Level:** Intermediate

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

**Workshop #28****CE: BACB, PSY**

10:00 AM - 1:00 PM

Harris

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 and Stephen T. North (May South, Inc.) and Paul W. Heering (R Plus, LLC)

**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 PowerPoint with the intention of teaching and/or generalizing skills. The workshop will give a basic overview of how to use the program 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 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 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: \$120 Non-member: \$135**

**Workshop #29****CE: BACB, PSY**

10:00 AM - 1:00 PM

Edgewood

CE Instructor: Daniel J. Moran, Ph.D., BCBA

**Helping Parents of Children with Autism or Developmental Delays: An Acceptance and Commitment Training Approach**

John Tanner Blackledge (University of Nevada, Reno), DANIEL J. MORAN, Ph.D., BCBA (MidAmerican Psychological Institute), and Patricia Bach (Illinois Institute of Technology)

**Description:** The parents of developmentally disabled children experience high levels of chronic stress (DeMyer, 1979; Holroyd, Brown, Wikler, & Simmon, 1975), and have high rates of depressive and anxiety disorders (Breslau & Davis, 1986). While most researchers understand that such concerns are largely "secondary or reactive to the stress and special non-normative adaptations" these children require (Konstantareas, 1990, p. 60), the fact remains that high levels of distress in these contexts both decrease quality of life and impose significant barriers to the parents' successful and consistent implementation of behavioral treatment programs. It thus appears prudent for ABA consultants to also be prepared to help the parents of the referred client.

This workshop will help ABA consultants be aware of signs of significant parental psychological distress, and help them make appropriate referrals. In addition, this workshop will also discuss an Acceptance and Commitment Training approach to helping these parents with

their distress and challenges. Results, for example, from *Using Acceptance and Commitment Training in the Support of Parents of Children Diagnosed with Autism* (Blackledge & Hayes, in press) showed that general distress (as measured by the Brief Symptom Inventory's G) and depression levels (BDI-II) decreased significantly after group ACT training, that these changes were maintained three months after the treatment was delivered, and that these changes were mediated by ACT's core processes.

The workshop will focus on the ACT consistent assessment and the pertinent ACT Training exercises and interventions that can be helpful to distressed parents. The workshop will cover values assessment, barriers to values-based behavior and relevant mindfulness exercises. A significant portion of the workshop will focus on applying ACT interventions.

**Objectives:** Attendees will:

- Become more aware of how parental distress interferes with the successful implementation of behavioral programs.
- Learn to recognize and functionally analyze problematic behavior on the part of the caregiver.
- Be introduced to the ACT approach to addressing problematic experiential avoidance exhibited by distressed caregivers.
- Understand the reasons for and usefulness of values assessment in helping parents improve their functioning when helping their children, and also to improve their own quality of life.
- Be introduced to acceptance and defusion exercises (e.g., mindfulness exercises) applicable to the distress they and parents of their child clients experience in the process of working with developmentally disabled children and adults.

**Activities:** A significant portion of this workshop will focus on the application of ACT exercises and interventions. We will discuss the major areas in the ACT model for behavioral flexibility and how it relates to being a parent of a child with disabilities. The participants can choose to engage in exercises in developing their own value system, and then learn what barriers impede value-guided behaviors. The workshop will also be guided by a slide show and slide show handouts will be distributed.

**Audience:** This workshop is for behavior analysts who work with children with developmental disabilities or autism-spectrum disorders. This will also be worthwhile for parents of children with disabilities. The presenters plan a comfortable pace to introducing ACT training and this workshop will be useful to anyone interested in the Acceptance and Commitment Therapy approach.

**Level:** Introductory

**Member:** \$100 **Non-member:** \$115

**Workshop #30**

**CE: BACB**

10:00 AM - 1:00 PM

Marietta

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

**Overview of Standard Celeration Charting**

Clay M. Starlin (University of Oregon), Abigail B. Calkin (Calkin Consulting Center), MICHAEL 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 settings to illustrate key concepts taught in the workshop. Examples from the areas of university teaching, intervention with children with autism, educational intervention with students with learning disabilities, general public school education, and the monitoring of private events will be used. All participants will receive a copy of all materials used in the workshop including a CD-ROM containing additional copies of the presentation materials, forms, example videos, and an animation-based tutorial.

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

- Read human performance data charted on all versions of the SCC.
- Chart human performance data charted on all versions of the SCC.

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

**Activities:** Applying principles derived from behavior analysis of well-designed instruction, our world-class group of workshop presenters will use a range of activities to ensure participants learn the key skills targeted in the objectives. Participants will engage in choral responding and paced practice, timed practice on key concepts and skills, and both small and large group discussion.

**Audience:** Anyone seeking an introduction (or refresher!) to 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:** \$320 **Non-member:** \$335

**Workshop #31**

**CE: BACB, PSY**

2:00 PM - 5:00 PM

Kennesaw

CE Instructor: Andy Bondy, Ph.D.

### **Using Skinner's Verbal Behavior to Analyze Pure and Impure Verbal Operants to Improve Communication-Training Interventions**

ANDREW S. BONDY, Ph.D. and Lori A. Frost  
(Pyramid Educational Consultants)

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

strategies with individuals with various disabilities.

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

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

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

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

**Level:** Intermediate

**Member:** \$110 **Non-member:** \$125

**Workshop #32****CE: BACB, PSY**

2:00 PM - 5:00 PM

Marietta

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

**Providing Feedback on the Intensive Teaching of Verbal Operants through a Transcription Code**

MICHAEL MIKLOS, Ph.D., BCBA and William A. Galbraith (PA Training and Technical Assistance Network)

**Description:** This three-hour workshop will guide participants through the process of observing and recording the instructional behavior of teachers during intensive teaching of the primary verbal operants for children with autism. The conceptual origins and basic instructional procedures for using a mixed and varied approach to teaching the verbal operants will be briefly reviewed. Focus will be on a method of transcribing teacher behaviors using a formalized code. The transcription code to be presented is flexible and allows consultants to deliver competency-based performance feedback to instructors. Participants will learn to code rate of instructional presentation (trials per minute), the frequency of type of verbal operant trial presented; ratio of reinforcement delivery; and fidelity with error correction and prompting procedures.

**Objectives:** Participants will

- Identify components of instruction using a mixed and varied approach to teaching the verbal operants to children with autism.
- Read transcription protocols and describe the quality of instruction represented by the protocol.
- Practice using the observational code to transcribe both demonstrations of instruction and videotaped instructional samples.
- Practice scoring transcription protocols and analyzing the protocols.
- Identify steps in providing systematic feedback using the transcription protocol.

**Activities:** Participants will be provided opportunities to practice coding videotaped segments of instruction as well as instructional demonstrations. Practice in reading and interpreting transcription protocols will be provided.

**Audience:** Consultants and teachers providing intensive behavioral interventions that

incorporate Skinner's analysis of verbal behavior for students with autism.

**Level:** Intermediate**Member:** \$100 **Non-member:** \$115**Workshop #33****CE: BACB, PSY**

2:00 PM - 5:00 PM

Roswell

CE Instructor: R. Gregory Nunn, Ph.D., BCBA

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

R. GREGORY NUNN, Ph.D., BCBA (National University)

**Description:** Maladaptive and undesirable habits, tics, Tourette's syndrome (TS), and stuttering are extremely common problems that 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 that has proven to be an effective, "General treatment" for habits and tics including TS (Azrin & Nunn, 1973; Azrin & Nunn, 1977; Azrin, Nunn & Frantz, 1980; Azrin & Peterson, 1988; Finney, Rapoff, Hall, & Christopherson, 1983; Franco, 1981; Miltenberger, 2001; Nunn, 1978; Zikis, 1983).

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

**Objectives:** At the conclusion of the workshop, the participant 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.
- Describe the Habit Reversal and Regulated Breathing Treatment Procedures.

- Identify the common pitfalls of treatment and ways of overcoming them.

**Activities:** 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:** \$100 **Non-member:** \$115

#### **Workshop #34**

**CE: BACB, PSY**

2:00 PM - 5:00 PM

Edgewood

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

#### **Legal & Ethical Issues for Behavior Analysts Serving People with Mental Retardation and Related Disabilities**

R. M. (DUKE) SCHELL, Ph.D., BCBA (J. Iverson Riddle Developmental Center)

**Description:** This workshop will focus on legal issues related to the use of behavior analysis techniques and procedures with people with mental retardation and related developmental disabilities. It will also describe legal issues from the field of mental health that have had an impact on behavior analytic approaches. Legal issues will be discussed across the varied settings from which they are drawn including schools, mental retardation and mental health facilities, and community settings.

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

- Describe legal issues (topical areas and specific court cases) that have influenced the general use of behavior analysis techniques and procedures.
- Describe and discuss the effects of legal issues and precedents on the everyday practice of behavior analysis with consumers (i.e., people directly receiving behavior analytic services).
- Describe and discuss the effects of legal issues and precedents on the perception of behavior analysis techniques and procedures on the public as consumer.
- Describe and discuss legal issues in the context of ethics for psychologists and the responsible code of conduct for certified behavior analysts.

**Activities:** A brief review of historical and more current legal information will be followed by

casebook-style discussions based on experiences of the presenter as well as composite examples that raise legal and ethical issues. Cases will be discussed in small-groups and then presented to the entire audience. Participants are encouraged to bring their own experiences with legal issues and anonymous case examples for discussion with the group.

**Audience:** People involved in the development and supervision of behavioral assessment and treatment procedures and applied research with people with mental retardation and related disabilities. People who manage the provision of behavior analytic services in applied settings are also encouraged to attend.

**Level:** Intermediate

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

#### **Workshop #35**

**CE: BACB**

2:00 PM - 5:00 PM

Harris

CE Instructor: Thomas L. Sharpe Jr., Ed.D., BCBA

#### **Data Collection and Analysis Using Computer Technology: Hands-on Discrete and Sequential Applications of the BEST System.**

THOMAS L. SHARPE, JR., Ed.D., BCBA (University of Nevada, Las Vegas), Daniel W. Balderson (Weber State University), Matthew R. Martin (Illinois State University), and John Koperwas

**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 that are emitted at high rates, oftentimes overlap in time, and that 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.

While some computer hardware will be provided, it is recommended that workshop participants bring their own IBM-compatible laptop 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, participants will be able to:

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

**Activities:** Activities include (a) review of traditional behavior analysis recording methods, (b) introduction to and hands-on application of a computer-based package designed to enhance behavior analyses of complex interactive settings, and (c) detailed hands-on demonstration of data collection features, discrete and sequential analysis capabilities, within and across data-file graphic representations, and a variety of reliability, treatment fidelity, and data manipulation and editing functions.

**Audience:** Advanced graduate students and behavior analysts working in experimental and applied settings who are interested in research and development related to the interactive nature of behavior in situations where study of multiple behaviors and events, multiple participants, and changing setting variables are present. Those working in educational and social science settings and who are challenged with how to describe and analyze highly interactive

behavioral transactions should find the workshop experience and complimentary software particularly appealing to a wide range of research and assessment applications.

**Level:** Intermediate

**Member:** \$225 **Non-member:** \$240

**Workshop #36**

**CE: BACB, PSY**

6:00 PM - 9:00 PM

Regency V

CE Instructor: Jane M. Barbin, Ph.D., BCBA

**Successful Behavioral Consultation in Autism Spectrum Disorders (ASDs): Parent and Professional Perspectives**

JANE M. BARBIN, Ph.D., BCBA (Behavioral Directions, LLC), Linda S. Meyer (Linda S. Meyer Consulting, LLC), Suzanne Letso (Connecticut Center for Child Development), Erik A. Mayville (Institute for Educational Planning), and Lisa Heilbronner (Parent)

**Description:** Extensive research supports the effectiveness of a behavioral approach for individuals with ASD and their families. Behavioral consultation that is professional consultative guidance in educational, vocational, residential, and family systems based on ABA principles, is often the avenue in which families, agencies, and learners access behavioral intervention. Consultation often involves sharing of information on instructional strategies, skill acquisition, behavior reduction, curricula, motivational systems, and organizational systems and occurs in home, school, community, and other settings. An effective behavioral consultant must understand and become proficient in the contingencies that establish effectiveness for consumers. In addition to assuring the consultant has adequate credentials, parents and agency staff must explore that sufficient resources are available and that empirically-supported interventions are utilized.

Response data from parents and professionals (consultants, home-based instructional staff, and vocational, residential school staff) will be presented to clarify essential factors for best outcome in the consultation relationship. This workshop will explore the importance of making data-based decisions and the importance of ongoing training with effective feedback. Other related success elements will be discussed (e.g., generalization, immediacy of change). Parent and professional similarities and differences will be reviewed as they relate to building better collaboration and coordination between team members.

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

- Identify three key factors related to successful behavioral consultation.
- Understand important credentialing requirements for professionals, which sets up successful consultation.
- Identify strategies for increasing communication and collaboration within the treatment team, including use of consultation contracting.
- Demonstrate an increased appreciation for the impact of family (e.g., sibling, marital) and agency (e.g., resources, treatment philosophy) issues that impinge on service delivery.

**Activities:** Classroom presentation and discussion will be provided. Participants will also engage in a brief problem-solving session in which participants will break into groups to discuss how the presented information can be directly applied to their own consultation activity. Each participant will receive an information folder containing samples and supportive reading materials for exploration.

**Audience:** Behavior analysts, psychologists, related service providers, and other consultants who provide behavioral consultation services; agency staff or caregivers who deliver or receive consultation services; parents or caregivers of individuals with autism and professionals who support them.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

<b>Workshop #37</b>	<b>CE: BACB, PSY</b>
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6:00 PM - 9:00 PM

Auburn

CE Instructor: Lisa N. Britton, Ph.D., BCBA

**Assessing the Quality of Special Education Classrooms and Services**

LISA N. BRITTON, Ph.D., BCBA Amy Crye, and Whitney O'Keefe (Spectrum Center)

**Description:** The purpose of this workshop is to provide the participants with some tools that will allow them to assess a classroom to evaluate the quality of the program. In particular, we will provide training in the following areas:

- **Classroom Climate Data:** Participants will learn how to use a partial interval recording system to collect data on instructions, praise statements, and negative statements delivered by

classroom staff and compare these data to classroom expectations.

- **Communication Data:** Participants will learn how to use a partial interval recording system to assess the use of Augmentative and Alternative Communication devices and how classroom staff promote communication within the classroom setting. Participants will also learn how to compare these data to classroom expectations.
- **Functional Assessment (FA) and Behavior Intervention Plan (BIP) Checklist:** Participants will learn to assess the quality of an FA and BIP based on the criteria discussed through the workshop. There will be an emphasis on assessing the thoroughness of the FA in determining the function of the behavior as well as ensuring that the BIP is based on the function of the behavior.
- **Individualized Education Plan (IEP) Checklist:** Participants will learn to assess the quality of IEP goals based on the criteria discussed through the workshop. There will be an emphasis on ensuring that the baseline levels have quantitative values. In addition, there will be a focus on ensuring that the IEP goals are specific and measurable.

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

- Use a partial interval recording system to collect data on instructions, praise statements, and negative statements delivered by classroom staff and compare these data to classroom expectations.
- Use a partial interval recording system to assess the use of Augmentative and Alternative Communication devices and how classroom staff promotes communication within the classroom setting.
- Assess the quality of an FA and BIP based on the criteria discussed through the workshop.
- Assess the quality of IEP goals based on the criteria discussed through the workshop.

**Activities:** A didactic lecture will be provided on each of the topics listed. After each section, the participants will have an opportunity to practice the skills discussed. Practice activities include:

**Workshop #39**

6:00 PM - 9:00 PM  
University

**Improve Your Oral Presentations**

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

**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.
- Deal with situations such as stage fright, "losing your place," and aggressive questioning.
- Identify and control extraneous stimuli in order to maximize audience attention.

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

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

**Level:** Introductory

**Member: \$100 Non-member: \$115**

- Collecting partial interval recording on staff interactions with students.
- Collecting partial interval recording on staff promoting communication skills with students.
- Assessing the quality of an FA and BIP.
- Assessing the quality of IEP goals.

**Audience:** Consultants in schools, special education teachers, school psychologists, and other professionals working in an education setting

**Level:** Introductory

**Member: \$100 Non-member: \$115**

**Workshop #38**

6:00 PM - 9:00 PM  
Baker

**Functional Assessment: An Introduction to Managing Problem Behavior**

JANE I. CARLSON, Ph.D., BCBA, Hanna C. Rue, and Elizabeth Lyons (The May Institute)

**Description:** This workshop will provide an introductory overview of functional assessment procedures and strategies. Topics include the theoretical underpinnings of functional assessment, various assessment methods, and utilizing a problem-solving approach to intervention.

**Objectives:** Attendees will:

- Understand the rationale supporting functional assessment techniques.
- Learn to utilize various assessment techniques (e.g., scatter plots and ABC data collection).
- Be able to identify and analyze the function of problem behaviors, learn to implement appropriate interventions, and evaluate outcomes based on a problem-solving model.
- Become familiar with empirically supported behavioral interventions.

**Activities:** Attendees will record behavioral data, complete problem solving plans, review case examples, and develop functional interventions based on data collection.

**Audience:** Parents and teachers

**Level:** Introductory

**Member: \$100 Non-member: \$115**

**Workshop #40****CE: BACB, PSY**

6:00 PM - 9:00 PM

Lenox

CE Instructor: Frank Bird, M.Ed., BCBA

**Ensuring Procedural Integrity of Clinical Programming in Applied Settings**

Frank L. Bird, M.Ed., BCBA, Rita M. Gardner, Helena L. Maguire, and DANIEL COHEN-ALMEIDA, M.A., BCBA (Melmark New England)

**Description:** The clinical effectiveness of a behavior support plan relies not only on the technological sophistication of the written plan, but also on the ability of direct service staff to accurately and consistently implement the behavior support plan. This workshop will present the staff training and performance monitoring systems for clinical programming that have evolved over the past 8 years at Melmark New England, a private, not for profit, community-based organization serving children and adolescents with autism spectrum disorders, acquired brain injury, neurological diseases and disorders, dual diagnosis, and severe challenging behaviors. Following a review of the OBM literature on effective systems development, workshop participants will review sample training schedules, training protocols, performance monitoring tools, and procedures for training supervisors to implement these systems. The goal of the workshop is to provide participants with systems to ensure competent and accurate implementation of clinical programs from a direct service staff person's first day on the job.

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

- Identify the components of an effective staff training program
- Develop training schedules and select training protocols for sample clients.
- Accurately score sample performance monitoring tools after viewing video samples of work performance.
- Identify the components of training systems necessary for supervisory staff.

**Activities:** Short lecture, case studies, and guided practice with feedback

**Audience:** Professional staff responsible for the training and/or supervision of direct service staff.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

**Workshop #41**

6:00 PM - 9:00 PM

Centennial Ballroom IV

**Incorporating Applied Behavior Analysis Principles and Procedures in the Natural Environment**

AMY CONFORTI, M.S.Ed., BCBA, Kathleen Flanders, Tanya Ciano, and Lisa M. Resto (TheraCare, Inc.)

**Description:** The workshop will discuss ABA principles and procedures and Natural Environment Therapy techniques and how to incorporate these two methods to optimize learning. The presentation will also discuss Autism Spectrum Disorders, how to create an individualized program for your students, and tips on choosing appropriate goals and objectives. It will be presented in PowerPoint format while promoting the audience as active participants in the presentation.

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

- Understand basic principles and procedures of ABA, Verbal Behavior, and Natural Environment Therapy.
- Increase spontaneous language in children with Autism Spectrum Disorders by using these methods.
- Create short- and long-term goals and develop an appropriate individualized curriculum.
- Increase acquisition of new skills in children with Autism Spectrum Disorder.

**Activities:** The presentation will include a PowerPoint format and videos of children in sessions. Attendees are invited to actively participate by asking questions and volunteering for role playing activities.

**Audience:** This presentation is targeted for educators or any other service providers working with children with Autism Spectrum Disorders and other developmental disabilities. Parents of children with ASD and other developmental disabilities will also gain knowledge from this presentation.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

**Workshop #42** **CE: BACB, PSY**

6:00 PM - 9:00 PM

Roswell

CE Instructor: Joanne Dahl, Ph.D.

**Treatment of Chronic Pain with Acceptance and Commitment Therapy**

JOANNE DAHL, Ph.D. (University of Uppsala, Sweden)

**Description:** This is an experiential workshop that focuses on the theory, research and practice of Acceptance and Commitment Therapy (ACT), a third wave behavior therapy approach to the analysis and treatment of individuals who are trapped in chronic pain/stress symptoms and subsequent avoidance behaviors. A powerful model of intervention for treatment of chronic pain that can be used for individuals or groups will be presented. "Hands on" exercises will be demonstrated and practiced. Topics covered will include:

- Basic analysis and ACT principles of treatment for chronic pain.
- Conceptualization on new ways of approaching the problem.
- The hexaflex.
- Dramatization of the complex process of establishing chronic pain life patterns.
- Role play of the first session: values life compass, creative helplessness.
- Exercises in pairs: life compass, creative hopelessness, commitment.
- Group exercises:
  - Being present in the here and now: mindfulness exercise, the observer self
  - Showing the ACT principles Values: Funeral exercise
  - Defusion: Bus metaphor
  - Defusion: Chess board
  - Defusion: Joe the Bum
  - Commitment: taking valued steps

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

- Illustrate the use of Acceptance and Commitment Therapy (ACT) in the field of chronic pain/stress as an effective alternative to the traditional medical model approach to chronic illness.
- Practice functional conceptualization of chronic pain using the ACT model.

- Practice the components of ACT: values, defusion, exposure, mindfulness, and commitment in the application of chronic pain.
- Experience through experiential exercises how to do and use ACT skills in the form of dramatisation of ACT components for use in groups of clients with chronic pain.

**Activities:** Workshop activities will include: role play, experiential exercises, written exercises, and group activities in the form of dramatisation of metaphors. Theoretical model for ACT in the treatment of chronic pain will be presented in the form of a lecture.

**Audience:** Anyone working with clients with chronic pain.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

**Workshop #43** **CE: BACB**

6:00 PM - 9:00 PM

Inman

CE Instructor: Bryan J. Davey, Ph.D., BCBA

**Using Excel Spreadsheets and Graphs for Visual Display of Individual Behavior and Academic Performances in Applied Settings**

BRYAN J. DAVEY, Ph.D., BCBA (Southern Behavioral Group, Inc.) and Donald M. Stenhoff (University of Kentucky)

**Description:** Visual display of data in single-subject research is imperative when communicating quantitative relationships and behavior patterns to consumers and fellow practitioners. Microsoft 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). These designs allow practitioners to display assessment (i.e., functional analyses, structural analyses) and intervention (i.e., various forms of differential reinforcement, discrete trial programs) outcomes. While Excel can be difficult to navigate and master, this workshop will provide participants with hand-on training promoting effective use. Workshop mini-lessons include how to set up spreadsheets and input data sets, chart wizard navigation, graph construction including all data or select data sets within a spreadsheet, manipulation of graph components (e.g., axes, data labels, phase change lines, raised zero), and updating data sets and graphs when data are available. Instructors will provide several models, followed

by opportunities for participants to practice skills with timely feedback. Throughout the workshop, instructors will explain and demonstrate the subtle nuances of Excel. These tips allow for easier Excel navigation and enhanced graphical presentations. 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 completion of this workshop participants 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, gridlines, backgrounds, data points, data paths, secondary axis), and use drawing tools to insert additional components (e.g., arrows, data labels, phase change lines, text boxes).

**Activities:** Participants will be provided concise instruction and several models 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 are encouraged to bring questions with 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:** \$105 **Non-member:** \$120

## Workshop #44

CE: BACB, PSY

6:00 PM - 9:00 PM

The Learning Center

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

### **Applications of OBM Strategies in Service Settings for Individuals with Autism:**

#### **Promoting Quality Outcomes**

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

**Description:** The incidence with autism has grown considerably in the past ten years. In order to meet the needs of this growing population, there has been a corresponding growth in the 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 autism service providers, these agencies must also compete with the employment opportunities that are less stressful and less demanding than working with individuals with autism.

There have been a large number of articles and 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 behavior teaching techniques in special education, few providers apply these same principles to address staff behavior change and organizational change. Organizational behavior management (OBM) is the application of 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, and overall organizational health. The purpose of this workshop is to provide an overview of organizational behavior management techniques to address common issues within the field of human services and more specifically to programs serving individuals with autism and other developmental disabilities. Topics to be addressed include issues of staff retention and turnover, staff development, and issues of quality assurance and improvement. Data will be presented on different organizational interventions along with details on these specific interventions.

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

- Understand basic principles of OBM 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 the efficacy of quality improvement strategies and plans.

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

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

**Level:** Intermediate

**Member:** \$110 **Non-member:** \$125

<b>Workshop #45</b>	<b>CE: BACB, PSY</b>
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6:00 PM - 9:00 PM

Greenbriar

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

**Combining Direct Instruction and Precision Teaching for Children with Autism**

MICHAEL FABRIZIO, M.A., BCBA, Krista Zambolin, Kelly J. Ferris, and Amy King (Fabrizio/Moors Consulting) and Kathleen S. Laino (University of North Texas)

**Description:** This workshop will present participants with skills that are often very helpful in combining direct instruction curricula and precision teaching in intervention programs for children with autism and related disabilities. The workshop will focus on (a) selecting appropriate direct instruction programs given various learner characteristics, (b) measuring student progress through DI curricula and using those data to make ongoing instructional decisions, (c) precision teaching sections or key skills from the major DI curricula that tend to be difficult for children with autism, (d) modifying error correction procedures to help promote appropriate stimulus control and true learning, and (e) accelerating students' progress through DI curricula. We will focus on these skills across the curriculum areas of language, reading, mathematics, and writing. Participants will receive printed and digital copies of all materials presented including an enhanced CD-ROM that contains supplemental instructional and practice activities and recommended readings related to the workshop's topic.

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

- Discriminate between developmental and corrective Direct Instruction curricula.
- Select an appropriate DI curriculum given various learner characteristics from the curricular areas of language, reading, mathematics, and writing.
- Describe how to measure student progress through DI curricula and make various instructional decisions based on that measurement.
- List skills that tend to be problematic for learners with autism from the major DI curricula in the areas of language, reading, mathematics, and writing.
- Describe modifications that should occur to prescribed error corrects to facilitate appropriate stimulus control.
- Describe ways to accelerate students' rates of progress through DI curricula.

**Activities:** This workshop will employ a blend of lecture, discrimination practice, and coached small group activities to facilitate participants' skill acquisition as it relates to the above objectives.

**Audience:** This workshop is appropriate for clinicians, parents, and teachers who are currently employing or wish to employ direct instruction curricula in the intervention programs of children with autism and related disabilities. Some familiarity with the tenets and procedures associated with precision teaching would be helpful.

**Level:** Intermediate

**Member:** \$175 **Non-member:** \$190

<b>Workshop #46</b>	<b>CE: BACB, PSY</b>
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6:00 PM - 9:00 PM

Singapore

CE Instructor: Kristie Frissen-Thompson, Ph.D., BCBA

**The Real Function of Play: Transitioning from Contrived to Natural Antecedents and Consequences When Targeting Play, Language, and Social Development in Children with Autism**

KRISTIE M. FRISSEN-THOMPSON, Ph.D., BCBA and Selene Johnson (ABC of North Carolina)

**Description:** By definition, play is described as intrinsically motivated, freely chosen, and process-oriented over product-oriented, non-literal, and enjoyable. Incorporating play skills

for a child with autism is important for many reasons. First, developmentally appropriate social interaction is a primary impairment in autism. Second, play is a fundamental means by which children typically interact with others. In typical development, the reinforcer for playing with others is the interaction itself (i.e., reciprocity), rather than an unrelated, tangible reinforcer. Children at the one-word stage use language to communicate social functions such as regulating others' behavior, establishing joint attention, and social interaction. As more advanced language develops, children must have social motivation to use it (e.g., through commenting, narratives, conversation, referencing, etc.). Children with autism often have delays in pragmatic development (i.e., use of language in a social contexts), which may be related to an overall deficit in development of social motivation. By teaching play, language, and social development by looking at function, we ensure that our learners are able to respond to natural antecedent and consequent conditions.

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

- Identify natural and unnatural antecedents and consequences for play, language, and social behaviors.
- Identify ways to transition from the use of contrived to more natural antecedents and consequences.
- Write developmentally appropriate play language targets based on identification of a child's level of social motivation.
- Define and identify the components of proximity play.
- Identify the sequence of teaching components and determine the child's ability to move forward within the teaching sequence.

**Activities:** We will review the literature on play, language, and social skills development and will show videotaped vignettes of play and language development in neurotypical peers, of transitioning from contrived to natural antecedents and consequences, and of targeting natural play language in children with autism.

**Audience:** The workshop is designed for individuals currently implementing programs to teach play skills to children with autism using ABA-based teaching technologies. Participants

should have some knowledge of applied behavior analysis.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

**Workshop #47**

**CE: BACB, PSY**

6:00 PM - 9:00 PM

Vinings

CE Instructor: Laura Hutt, M.S., BCBA

### **Consultative Speech and Language Services for Children with Autism and Severe Developmental Disabilities**

LAURA M. HUTT, M.S., BCBA and Beth O. Bellone (New England Center for Children)

**Description:** Children with autism and severe developmental disabilities present with critical needs in communication and difficulties acquiring, maintaining, and generalizing skills. Consistent and extensive instruction is required to ensure that learning and subsequent performance increase. Direct pull-out speech and language treatment may not adequately address the communication deficits of children with autism. The American Speech Language and Hearing Association's (ASHA) 1993 position statement endorses the consultative model as an effective way to provide services. In a consultative model, children receive several hours each day of direct instruction from their teacher targeting their individual communication needs. Data collected from the ASHA National Outcomes Measurement study indicate that children of many ages made more and better progress when they received treatment delivered in this manner. At New England Center for Children, this model includes presenting 1) learning opportunities, 2) prompting accurate performance for both teachers and students, 3) reinforcement of correct performances, and 4) systematically fading prompts. Training teachers to provide instruction in speech and language ensures more learning opportunities in the settings that the target skills must be used. Participants will learn to present the benefits of the model to school administrators and parents, provide trainings for teachers, and observe and evaluate program effectiveness.

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

- Identify drawbacks of the traditional pull-out speech and language services for children with autism.

- Identify benefits of the consultative/collaborative model of speech and language services.
- Present benefits of the consultative/collaborative model to families, teachers, and school administrators.
- Develop caseload management systems within the framework of the consultative/collaborative model.
- Train teachers to use speech and language curriculum, collect and summarize data, and present student progress.

**Activities:** Case studies with video and/or written examples: Participants will identify classroom and individual goals, environmental factors, and training issues. Motivating operations, antecedents, target behavior, and reinforcement will be identified for the student and for the trainer. Analysis of consumer, service, and organizational factors will be conducted and participants will make decisions on implementing this type of service plan.

**Audience:** Behavior analysts working in school systems, school personnel, speech and language pathologists, direct care staff, and teaching aides.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

<b>Workshop #48</b>	<b>CE: BACB, PSY</b>
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6:00 PM - 9:00 PM

Regency VI

CE Instructor: Eric Larsson, Ph.D., BCBA

### **Intensive Early Intervention: Advanced Social Language and Social Skills Programming**

ERIC V. LARSSON, Ph.D., BCBA and Kara L. Riedesel (Lovaas Institute Midwest) and Charryse M. Fouquette (LIFE-Midwest / St. Cloud State University)

**Description:** In intensive early intervention with young children with autism, a great number of language skills are developed. This workshop will outline how to develop the skills within a coherent conceptual framework, enabling productive treatment planning and program evaluation. The framework will be a matrix of social language skills that follows a sequence of generative language development. Most importantly, not only is the matrix of skills organized across generalization modalities, syntax forms, and conditional discriminations; but it is also clinically focused on the functional social relationships that interfere with natural development. After basic receptive and

expressive skills are developed, the matrix naturally flows into auditory comprehension and production skills. The organization of the language curriculum is used to control the pace of development-related social skills in a systematic manner. Due to the functional social impairments often displayed by children with autism, a lack of cooperative play skills, and therefore mutual friendships, are not developed without specialized intervention. The workshop will also focus on the developmental progression of play, effective behavioral techniques and procedures to develop creative and spontaneous play skills, problem-solving strategies to enhance the acquisition of play skills, and generalization of play skills from highly structured environments to naturalized environments. Complex social contingencies will be addressed to ensure that the child is not only acquiring social skills, but is using those skills functionally throughout the child's 24-hour and 7-day life.

**Objectives:** Participants will be able to:

- Plan a child's language curriculum as part of a coherent whole.
- Implement programs that promote creative language production and auditory comprehension through generative language learning.
- Program genuinely functional social language skills.
- Program the development of play skills that include: independent play, parallel play, associative play, cooperative play, imaginative play, social congruent play, and social language play.
- Identify behavioral techniques and procedures to teach play skills.
- Identify generalization procedures to promote naturalized play skills.

**Activities:** Participants will observe videos of social language programs, and participate in didactic presentations, problem-solving discussions, and interactive exercises. Participants will obtain specific program sheets provided by the instructors.

**Audience:** Parents, lead therapists, line therapists, consultants, and students. Participants should have a basic understanding of behavioral terms used in intensive early intervention. At least one-month's experience with intensive early intervention is preferable.

**Level:** Intermediate

**Member:** \$112 **Non-member:** \$127

**Workshop #49****CE: BACB, PSY**

6:00 PM - 9:00 PM

Manila

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

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

PATRICIA R. MASSOTH, B.A. and Mark Adams, Ph.D., BCBA (BEST Consulting, Inc)

**Description:** Children receiving intensive 1:1 discrete trial training often show deficits in developing vocal speech, while receptive language skills are strong. In addition, there is beginning to be support shown for developing alternative means of vocal speech (e.g., writing or typing or word exchange) as a substitute for vocal, expressive speech. The purpose of this workshop is to provide training of expressive object labeling and other expressive language skills using writing, typing, and word exchange as a substitute for vocal speech response requirements. It is proposed that strengthening the "equivalence" properties of hearing vocal speech, seeing objects, and constructing their corresponding written or typed responses through the use of a Reading and Writing Program based on the publication "The Reading and Writing Program," (Watthen-Lovaas & Lovaas, 1998), will facilitate the use of language, regardless of the formal characteristics of the expressive response.

Workshop participants will receive hands-on practice using a Reading and Writing board and corresponding materials. Additionally, they will leave with a Reading and Writing board, and receive a comprehensive manual outlining progressions and various methods of implementing a Reading and Writing Program based on case examples.

**Objectives:** This workshop will demonstrate:

- Steps to teach children with autism to read and write.
- Steps to teach advanced alternative means of vocal speech such as writing, spelling, and typing.
- How to teach each progression of a Reading and Writing program.
- Helpful procedures to teach advanced receptive and expressive skills.
- How to make a Reading and Writing board and related materials.
- How to develop lessons using procedures of the Reading and Writing program.

**Activities:** Workshop activities will include modeling of procedures as well as video examples. Participants will practice teaching skills 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.

**Level:** Introductory

**Member:** \$100 **Non-member:** \$115

**Workshop #50****CE: BACB, PSY**

6:00 PM - 9:00 PM

Piedmont

CE Instructor: Justin DiDomenico, M.S.Ed., BCBA

**Pay Attention! Strategies for Active Engagement of Preschoolers with Autism in Home/Community Classroom Environments**

KATHLEEN McCABE-ODRI, M.Ed. (Advance, Inc./Partners in Learning Inc.), Laura Kenneally, Justin DiDomenico, M.S.Ed., BCBA, Lori A. Lorenzetti, and Jennifer Cornely (Advance, Inc.), and Nicole M Swanfeld (Partners in Learning, Inc.)

**Description:** Attending and active engagement are critical components of learning. Preschoolers with autism often experience severe challenges in both attending to relevant environmental cues and sustaining attention for the duration of activities. Active engagement is vital for children to benefit from the experiences occurring in typical settings such as the home or a community preschool classroom. The attending challenges experienced by young children with autism require systematic intervention strategies specifically adapted to each environment in order to assist the child in developing improved attending skills.

This workshop will address the challenges associated with engaging young children with autism in activities occurring in the natural environment, focusing on strategies and adaptations that improve the attending abilities of preschoolers with autism. We will discuss the importance of active engagement in inclusive settings, as well as meaningful participation in family activities in both the home and community environment. Examples of effective programming used by professionals and families for each environment will be presented. DVDs with sample strategies will be given to each participant.

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

- Define active engagement/attending of preschoolers per environment.
- Measure engagement/attending via objective data collection procedures.
- Develop strategies to address attending/engagement deficits in classroom settings.
- Develop strategies to address attending/engagement deficits in home/community settings.

**Activities:** Using lecture, video demonstrations, handouts and small group activities, participants will learn strategies to improve engagement and objectively measure progress of students.

**Audience:** This workshop is designed for teachers, paraprofessionals, parents, and behavior consultants for preschoolers with autism. The emphasis is on designing and implementing strategies to improve engagement in a variety of typical environments.

**Level:** Intermediate

**Member:** \$175 **Non-member:** \$190

#### Workshop #51

**CE: BACB, PSY**

6:00 PM - 9:00 PM

International Ballroom North

CE Instructor: Pat Mirenda, Ph.D., BCBA

#### **A Picture is Worth a Thousand Words:**

#### **Research-Based Instructional Supports for Children with Autism**

PAT MIRENDA, Ph.D., BCBA and Brenda Fossett  
(University of British Columbia)

**Description:** Instructional techniques incorporating pictures and/or videotapes can be quite effective for teaching a wide range of skills to children with autism. This workshop will provide participants with research-based guidelines for using four visual support techniques. Single-subject studies examining each of the techniques will be used to illustrate key principles and components. Visual schedules use pictures to depict sequences of activities or task steps and thus enable individuals to predict future events in order to reduce problem behavior and/or increase independence. Contingency maps depict environment-behavior relationships by using pictures to represent: (a) the common antecedent that precedes both problem and alternative behaviors, (b) the topography of both problem and alternative behaviors, (c) the functional reinforcer(s) that will be provided contingent on alternative behavior, and (d) the previously-available functional reinforcer(s) that will no longer be

provided contingent on problem behavior. Picture-to-text matching instruction is used to teach sight words to individuals with autism who are unable to speak and for whom the use of pictures may interfere with sight word learning when used within a paired associate learning paradigm. Finally, video modeling can be used to teach social interaction and other skills to children with autism in peer play situations.

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

- Summarize ABA research on the use of visual schedules, including the components that appear to be essential for success.
- Describe the four key elements of contingency maps and guidelines for creating and implementing them.
- Describe the differences between paired associate and picture-to-text matching paradigms for sight word instruction and provide examples of how to implement the latter.
- Design a basic video modeling intervention using multiple vignettes to teach social language skills to children with autism in peer play contexts.

**Activities:** Activities will include opportunities for participants to view research-based case studies (some with videotaped examples) and to engage in activities related to the objectives. For example, participants will be asked to plan a contingency map for a hypothetical child, design a picture-to-text matching activity for a student in a regular classroom, and plan a video modeling intervention to teach social language skills.

**Audience:** The target audience includes teachers, speech-language pathologists, and behavior analysts at a post-Master's level who work with children with autism spectrum disorders who have difficulty using and/or understanding spoken language. The children may be in home-based ABA programs or inclusive classrooms in public schools.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

**Workshop #52****CE: BACB, PSY**

6:00 PM - 9:00 PM

Spring

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

**Linking Assessment to Practice: How to Analyze Assessment Scores to Design Effective Educational Programming for Learners with Autism**

ALISON L. MOORS, M.A., BCBA, Holly Almon-Morris, Kelly J. Ferris, and Sara J Pahl (Fabrizio/Moors Consulting)

**Description:** When working with children with autism, clinicians and parents are faced with varied and countless reports of assessment protocols from the initial diagnosis and throughout the student's educational career. This workshop is specifically designed to target service providers and parents working with kids with autism who want to gain a better understanding of academic/achievement testing and how the results can aide in future educational programming.

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

- Define types of assessments commonly used in educational programming.
- Define parts of assessment score reports when shown examples.
- List examples of criterion and normed referenced assessments conducive to educational planning.
- Create example educational plans using sample assessment data.

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

**Audience:** This is an introductory-level workshop designed for clinicians, parents, teachers, or anyone else responsible for designing educational programming for students with autism. Applied knowledge of behavior analytic teaching techniques and subsequent terminology is required.

**Level:** Introductory

**Member: \$175 Non-member: \$190**

**Workshop #53****CE: BACB, PSY**

6:00 PM - 9:00 PM

Fairlie

CE Instructor: Daniel J. Moran, Ph.D., BCBA

**Case Conceptualization in Acceptance and Commitment Therapy**

DANIEL J. MORAN, Ph.D., BCBA (MidAmerican Psychological Institute) and Patricia Bach (Illinois Institute of Technology)

**Description:** This workshop will provide a step-by-step framework for functionally conceptualizing client behavior problems, and will discuss selection and application of specific ACT interventions. The workshop will also help attendees develop their own ACT-consistent interventions, exercises, and metaphors.

Process and outcome measures will be discussed, as well as the utilization of the Action and Acceptance Questionnaire-2 as an adjunct measure of clinically-relevant behavior change. The workshop will also discuss first order and second order therapeutic approaches, and help the attendees discriminate when to use the appropriate therapeutic intervention. This workshop will be based on content from the forthcoming publication *Case Conceptualization in Acceptance and Commitment Therapy*, (Moran and Bach, in preparation, New Harbinger).

**Objectives:** Participants will:

- Become familiar with the six core ACT principles of defusion, self-as-context, acceptance, values, committed action, and contacting the present moment, which will be described from a strict behavior analytic perspective.
- Be able to conceptualize clinically relevant behaviors as functional response classes, and discriminate when they are amenable to an ACT approach.
- Be able to select ACT interventions appropriate for addressing specific core principles.
- Learn how to apply specific ACT interventions based on the case formulation.
- Learn to use ACT case conceptualization to facilitate creating one's own ACT consistent metaphors, exercises, and interventions for application in the context of a client's unique history and presenting complaints.
- Learn methods of assessing effectiveness of interventions.

**Activities:** The workshop will use a case-based approach beginning with instructor-supplied cases and later using participants' clinical cases for practice in ACT case formulation, selecting interventions, and assessing the effectiveness of interventions and outcomes.

There will be a 60-minute slide presentation, demonstrations, large group exercises, and case-based practice. Participants will be provided with handouts to use with their clients for assessment and homework assignments to augment in session interventions. Worksheets will also be distributed for the participants to use to facilitate ACT case formulation.

**Audience:** This workshop is suitable to clinicians with little exposure to ACT who would like to learn how to apply ACT broadly. It is also suitable for participants who have attended ACT experiential workshops and would like to improve their skill in functional contextual case formulation and deciding when to apply specific ACT interventions.

**Level:** Introductory

**Member:** \$100 **Non-member:** \$115

#### Workshop #54

CE: BACB, PSY

6:00 PM - 9:00 PM

Edgewood

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

#### Teaching a Behavioral Child Development Course with Inter-teaching and Student Response Systems (Clickers)

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

**Description:** Very few behavior analysts teach courses in child development. As a result, this important area is dominated by nonbehavioral viewpoints. This workshop will give you the knowledge and skills needed to be prepared to teach a course in child and adolescent development from a behavioral perspective. The workshop leaders will present the basic concepts of their behavioral-systems approach to child and adolescent development that are detailed in their textbook. Through the use of Student Response Systems (clickers), participants will learn how to develop an interactive classroom format in which peers, the instructor, and the student share an active teaching role. Objectives, outlines and other materials will be provided.

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

- Explain the basic principles of a behavioral systems approach to child development.
- Write questions to be used in clicker-based interteaching sessions.
- Take a chapter and write learning objectives for a unit of a child development course.
- Identify the pedagogical approach they will take in teaching a course.
- Know the basics for teaching a course in behavioral development.

**Activities:** Participants will be given a set of chapter objectives related as models. They will be asked to write their own set of objectives for one chapter. Participants will create sample questions based on the objectives they create. Participants will learn how to use clickers to effectively engage students. Participants will discuss the type of pedagogy that would work best for their individual teaching situations.

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

**Level:** Introductory

**Member:** \$100 **Non-member:** \$115

#### Workshop #55

CE: BACB, PSY

6:00 PM - 9:00 PM

Harris

CE Instructor: Judith L. Palazzo, M.S.Ed., BCBA

#### Creative Problem Solving of Skill Acquisition and Behavior Reduction for Individuals with Autism in an ABA Center-Based Program

JUDITH L. PALAZZO, M.S.Ed., BCBA, Elizabeth Cranmer, and April G. Gilmore (Connecticut Center for Child Development, Inc.), Aimee H. Haray (University of North Texas), Kristine L. Marino (Connecticut Center for Child Development), and Stephanie Pocius and Tania A. Vidosevic (University of North Texas)

**Description:** This workshop will illustrate the problem-solving model used at the Connecticut Center for Child Development and provide examples of creative problem solving strategies addressing issues for individuals with autism across different age groups. Specific problems will be presented along with the rationale for intervention, description of intervention, data collected on the intervention, summary of progress, and implications for the individual with autism. Participants will have opportunities

to identify individual concerns and design potential interventions with assistance.

**Objectives:** Participants will:

- Learn the steps in an effective problem-solving model.
- Learn creative problem-solving strategies for skill acquisition objectives.
- Learn creative problem-solving strategies for behavior reduction objectives and tolerance of non-preferred situations.
- Identify individual problems and design potential solutions using the steps in the problem-solving process illustrated.

**Activities:**

- Discussion about steps in the problem-solving model.
- Data-based presentations of creative problem-solving strategies.
- Video clips of creative problem-solving strategies.
- Design of potential problem-solving strategies to address participants' individual concerns.

**Audience:** Teachers, behavior analysts, ABA providers, related service providers, and parents.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

#### **Workshop #56**

**CE: BACB, PSY**

6:00 PM - 9:00 PM

Hong Kong

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

#### **Developing Effective Language-Based ABA Classrooms within Public School Systems**

JAMES W. PARTINGTON, Ph.D., BCBA and Pamela G. Osnes, Ph.D., BCBA (Behavior Analysts, Inc.)

**Description:** Research has clearly established the effectiveness of intensive behavioral intervention with children with autism. A great proportion of these services have been provided to children in 1:1 training sessions outside of a public school classroom. However, it is possible and desirable to incorporate these effective educational services within public school classroom environments. This workshop will review critical components for establishing and providing effective language-based behavioral interventions within classrooms of the public school system. A review of issues related to, and specific recommendations for staff

training, classroom structure and schedule, curriculum development, small-group (1 to 2+) instructional strategies, skill acquisition tracking, and behavioral consultation will be provided.

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

- Identify critical teaching skills that must be demonstrated by teachers and instructional assistants in a language-based, ABA classroom.
- Specify components of a classroom schedule that will allow for high frequency of learner responding to high-priority learning tasks.
- Identify how to assess learner skills and construct an IEP to ensure the development of language and other important learner skills.
- Identify methods for implementing behavioral language training strategies in a small group format.
- Specify critical components of a classroom-wide, data collection system and a system for monitoring student progress.
- Identify how the critical elements of discrete trial instruction can be implemented within the child's typical daily events.

**Activities:** Participants will receive information regarding the above objectives.

**Audience:** This workshop is highly recommended for behavior analysts, educators, administrators, and consultants who wish to help public schools develop effective, data-based classroom services.

**Level:** Introductory

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

#### **Workshop #57**

**CE: BACB, PSY**

6:00 PM - 9:00 PM

Vancouver

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

#### **A Software System for Shaping Reliable Behavioral Tacting and Intervention Skills During Staff or Student Training**

Jessica M. Ray (Rollins College) and ROGER D. RAY, Ph.D ((AI)2, Inc. / Rollins College)

**Description:** Reliable identification of client behaviors requiring different intervention strategies (reinforcement, extinction, time out, etc.) is a prerequisite to offering consistent services by various staff members. Thus training staff to observe and tact client behaviors is a

fundamental starting point across many types facilities and client services. But there is rarely an efficient means for such training, much less measuring how reliable behavioral tacting and interventions might be. This workshop is designed to give participants experience with a new software training system that shapes observational, tacting, and intervention-decision making skills. This software tool is also useful in teaching researcher observation and recording skills and for calibrating inter-observer reliability in research settings.

With the aid of this software system, participants will take an active role in constructing alternative training coding schemes for tacting video-based client behaviors. Participants will learn how to load such coding schemes 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 simple percent agreement as well as 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 and intervention-identification skills in someone else.
- Apply behavioral principles to teach observational techniques in staff training situations.
- Build a simple behavioral tacting scheme to use within the software system.
- Link any external digital video file to the software for customizing the training environment.
- Use alternative levels of successive approximation to shape expert intervention-identifications of a selected video.
- Explain unconditional and conditional behavioral probabilities and their meaning to others.
- Code and save a sample training file and 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 that uses

shaping principles to teach observation and tacting skills; and 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 behaviors in need of intervention across various settings.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

#### Workshop #58

**CE: BACB**

6:00 PM - 9:00 PM

Techwood

CE Instructor: Sarah Roberts, M.S., BCBA

#### Graphing with Microsoft Excel

SARAH E. ROBERTS, M.S., BCBA (Behavioral Dimensions) and Emily Rudrud Monn, Eric Rudrud, and Kimberly A. Schulze (St. Cloud State University)

**Description:** Participants will be provided with systematic instruction on graphing single-subject research designs using 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 conclusion of the workshop, the participant will be able to:

- Enter data on an 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 step-by-step instruction and practice in graphing single-case designs using Excel. 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 and faculty and graduate students who teach behavior analysis.

**Level:** Introductory

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

**Workshop #59****CE: BACB, PSY**

6:00 PM - 9:00 PM

Marietta

CE Instructor: David A. Rotholz, Ph.D., BCBA

**The AAMR Positive Behavior Support Training Curriculum: Overview and Practical Methods for Successful Implementation**

DAVID A. ROTHOLZ, Ph.D., BCBA (University of South Carolina) and Dennis H. Reid (Carolina Behavior Analysis &amp; Support Center, Ltd.)

**Description:** This workshop will be provided by the senior editor and senior author of *AAMR Positive Behavior Support Training Curriculum*. The presenters will provide information "from the source" on the evidence base underlying the curriculum contents, the validation process for components of the curriculum, what the curriculum includes, and how to prepare and plan for its successful implementation. Participants will have the opportunity to get answers to questions about implementing this best-selling training curriculum at their own agencies.

The *AAMR Positive Behavior Support Training Curriculum* is a trainer-ready resource for providing competency-based training on positive behavior support to staff who supervise direct care professionals. Designed specifically for staff working with adults and adolescents who have developmental disabilities, this curriculum provides skill training for those who implement and supervise the implementation of supports. The curriculum is focused on implementation of positive behavioral supports, not the design of such supports. By including key skills such as teaching methods, providing appropriate social interactions, and observing and providing feedback to staff, in addition to the basics such as the effective use of reinforcement, appropriate data collection, this curriculum can help an agency train its staff in key areas that can directly benefit those to whom it provides support. A more comprehensive description and discussion of the curriculum and its statewide implementation can be found in a recent article in the *Journal of Positive Behavior Interventions* (2003, 5, 35-46). A description of how this fits into a statewide system's change effort in positive behavior support can be found in *Mental Retardation* (2003, 41, {5}, 354-364). Please see [www.aamr.org](http://www.aamr.org) for further information on the curriculum contents.

This three-hour workshop provides an overview of the curriculum content, a description of the competency-based aspect of the training, a

detailed discussion on the role of the trainer and how best to use the modules, plus information on related practical issues associated with successful implementation of the training curriculum. Information will also be provided on the 800+ supervisors who have participated in this competency-based training (in small groups) in a five-day format in one state over the past six years. A description of a model for training new trainers of the direct support edition of the curriculum will also be provided. Ample time for questions and answers from participants will be provided to enable proactive problem solving for implementation of the curriculum.

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

- Understand how the use of this training curriculum functions as a key component of improving quality of behavior supports provided to adults and adolescents with mental retardation/developmental disabilities.
- Know the key content areas for training direct support staff supervisors that affect the quality of behavior supports provided.
- Be able to use strategies for successfully implementing competency-based training on key skill areas necessary for implementing effective positive behavior supports.
- Be able to use key strategies for organizing the training with this curriculum based on six years of statewide training experience.

**Activities:**

- Provide information on development of the PBS training curriculum, why specific skills were included and how this relates to improving services.
- Provide information on results of training on a statewide basis.
- Provide information on content of curriculum, how it is organized, how it is "trainer-ready" to facilitate easy use.
- Demonstration of how a training module would be presented (e.g., module 8 on choice; demonstration of providing a 2-item choice).
- Participants practice giving choice (as per curriculum), then demonstration of an in-class skills check on giving a 2-item choice.

- Review of how feedback was provided during the demonstration skills-check with elaboration on the feedback component.
- Discussion of practical issues that effective use of the curriculum requires.
- Discussion of trainer preparation issues.
- Questions and answers with participants on curriculum content, process for training, related practical issues, and whatever they bring up related to use of the AAMR Curriculum on positive behavior support.

**Audience:** Professionals interested or involved in staff training at programs serving adults and/or adolescents with mental retardation and other developmental disabilities. Professionals interested in providing training to staff that will increase skills in teaching, providing choices (including to those with severe disabilities and limited communication skills), preventing problem behavior, and addressing problem behavior.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

**Workshop #60** **CE: BACB, PSY**

6:00 PM - 9:00 PM

Dunwoody

CE Instructor: Dennis C. Russo, Ph.D.

**Designer Education: Creating Educationally-Appropriate Schools for Children and Adolescents with Brain Injuries**

DENNIS C. RUSSO, Ph.D. (The May Institute)

**Description:** Educational systems seem ill-suited to the needs of the recovering child with Acquired Brain Injury (ABI). Focused on group-based, verbal instruction; rife with multi-step tasks; heavily focused on sequences and organizational requirements; requiring sustained attention; and crowded with numerous pupils, the educational environment is a setting likely to bring out the worst in many of these children. This presentation will focus on the development of 'brain injury intelligent' behavioral interventions and environments. This presentation will address outcomes of neurological trauma, development of IEPs, staff training, use of behavioral procedures, academic schedules, and other variables that affect success in school for the child with ABI.

**Objectives:** Participants will:

- Gain knowledge of the outcomes of neurotrauma or disease and how they impact child behavior.

- Be able to identify aspects of behavioral treatment that are effective with children and adolescents with ABI.
- Learn of factors in the educational environment that may produce negative educational outcomes in children.
- Learn specific methodologies for the design of instructional programs for children with ABI.

**Activities:** Didactic instruction, case studies, and in-vivo practice in writing objectives.

**Audience:** Behavioral and educational professionals who work in special needs schools, human services, or healthcare.

**Level:** Introductory

**Member:** \$100 **Non-member:** \$115

**Workshop #61** **CE: BACB, PSY**

6:00 PM - 9:00 PM

Cairo

CE Instructor: Glen O. Sallows, Ph.D., BCBA

**Overcoming Problems in Intensive Behavioral Treatment: Strategies Used and Developed Over Ten Years' Time**

GLEN O. SALLOWS, Ph.D., BCBA, Michelle Sherman, and Lisa Barsness (Minnesota Early Autism Project, Inc.)

**Description:** Being skilled in delivering an ABA-based treatment intervention begins with understanding principles of learning, knowledge of behavioral teaching strategies, and access to a curriculum of skills. However, this is not enough to be able to carry out treatment proficiently, or to individualize treatment for individual children or to deal effectively with even the common problems that arise. This workshop will cover many common problems and strategies for addressing them that were used in a successful replication of the UCLA model of Intensive Behavioral Treatment.

Common problems include resistance and oppositional behavior; rigid beliefs or actions (e.g., winning or losing, having to be first); aggression; inattention; slow learning; failure to generalize skills to the natural environment; parental problems (e.g., not following recommendations, lack of involvement); sibling problems (e.g., conflictual relationship or avoidance); school problems on the bus, in the classroom (non-compliance, inattention, not completing work), and on the playground (e.g., not knowing how to join a group, being teased or bullied); poor social conversation skills (staying on topic, initiating/changing a topic,

reading others' social cues); and understanding others' perceptions (e.g., perceiving accidental, unintended, or chance outcomes as deliberate slights).

Strategies used to address these issues will be demonstrated using vignettes and video clips that include interactive play (involves carefully "reading" the child's behavior and play) to build a positive relationship; recognizing signs that the program demands are too difficult and knowing how to modify them; eliciting the child's reasoning; video modeling and other visual strategies; role playing; use of motivational systems such as tokens/points/response-cost; use of social stories, foreshadowing, and rules; school observations and working with teachers; gradual exposure and assigning a task to reduce anxiety in new situations; skill streaming groups; error correction; and providing replacement language.

**Objectives:** Participants will:

- Become familiar with common problems of children as they progress in treatment.
- Learn strategies for building a positive relationship.
- Learn how to recognize the signs that program goals are too difficult and how to modify the program.
- Learn strategies for increasing motivation and decreasing inattention.
- Learn strategies for dealing with behavior problems and a variety of social difficulties.

**Activities:** We will use lecture, video clips, demonstration, and vignettes.

**Audience:** Clinicians and professionals providing treatment for children with autism and school personnel.

**Level:** Advanced

**Member:** \$100 **Non-member:** \$115

**Workshop #62**

**CE: BACB, PSY**

6:00 PM - 9:00 PM

Courtland

CE Instructor: Richard E. Laitinen, Ph.D., BCBA

**Program Formulation for Naïve Learners: Four Key Questions to Answer**

Richard E. Laitinen, Ph.D., BCBA and VICCI TUCCI, M.A., BCBA (Tucci Learning Solutions, Inc.) and Dan Hursh (West Virginia University)

**Description:** This workshop will provide attendees with a basis for formulating programming for naïve learners. Such

programming requires determining (1) what repertoires are to be developed, (2) are there adequate stimuli available to affect change, (3) what contingencies will be designed given type of programming required, and (4) how can parts of the instructional conditions be arranged and re-arranged given required contingencies or programming? Application of these four formulation questions to classroom programming will be reviewed and discussed.

**Objectives:** Each participant will:

- Complete a worksheet to answer each of the Four Key questions in application to an individual case of his/her choice.
- Complete a placement test for a learner of his/her choice.
- Follow and apply the decision path for determining which supplemental contingencies should be used to promote individual learner performance.
- Conduct an environmental assessment to identify the place and occurrence of specific instructional conditions within a teaching/learning environment.
- Complete a worksheet to identify current arrangements and potential re-arrangements of instructional conditions.

**Activities:**

- PowerPoint overview of each component of programming steps (1-4).
- Review and illustration of presented assessment and placement procedures.
- Review and illustration of presented contingency selection and application procedures.
- Review and illustration of typical classroom instructional conditions.
- Review and illustration of the construction, arrangement, and re-arrangement of instructional conditions to promote improved and enhanced Learner performance.

**Audience:** BCABAs, BCBAs, and service providers such as teachers, home program therapists, and program supervisors working with young children expressing challenging learning and behavioral concerns.

**Level:** Intermediate

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

**Workshop #63****CE: BACB, PSY**

6:00 PM - 9:00 PM

Montreal

CE Instructor: Julie S. Weiss, M.S., BCBA

**Teaching Behavior Chains to Children with Autism Using Task Analysis: Research to Practice**

JULIE S. WEISS, Ph.D., BCBA, Stacie L. Fitch, Sorrel Ryan, Pam Olsen, and Myrna E. Libby (New England Center for Children)

**Description:** Behavior chains consist of a sequence of related responses and each response or step in the chain results in a change in the environment, which reinforces the response that precedes it and becomes the discriminative stimulus for the next response in a chain. Typically, acquisition trials are organized by breaking the chain into teachable units, thus task-analyzing the chain. This workshop will begin by reviewing current research in the area of teaching behavior chain, including prompting procedures, how to teach untrained steps, and determining the optimal number of teachers for implementing the curriculum. This workshop will also address critical components of task analysis to facilitate design of effective curriculum. The workshop will provide an overview of methods to teach a behavior chain including forward, backward, and total task presentation. Participants will learn factors to facilitate acquisition when using task analytic programming. Participants will be instructed on how to implement teaching procedures. Emphasis will be placed on teaching criteria and prompting, as well as how to address untrained steps in the chain. Participants will be taught how to summarize and analyze the task analysis data.

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

- Describe past and current research in the area of task analysis.
- Specify factors for facilitating acquisition in task analytic programming.
- Specify components for designing effective task analyses.
- Implement forward, backward, and total task chaining procedures.
- Develop task analytic curriculum.
- Specify appropriate prompting strategies.
- Determine how to teach untrained steps in the chain.

- Analyze and summarize data from task analysis sessions.
- Evaluate the efficacy of the teaching procedure.

**Activities:** Through the use of didactic presentations, handouts, videotaped examples, and competency-based practice, participants will learn to develop and implement a behavior chain. Participants will learn factors to facilitate acquisition when using task-analytic programming. Participants will practice how to implement teaching procedures. Emphasis will be placed on teaching criteria and prompting, as well as how to address untrained steps in the chain. Participants will learn data summary and how to analyze task analysis data.

**Audience:** The workshop is designed for teachers and clinicians currently implementing skill acquisition programs to teach behavior chains to children with autism and developmental disabilities. Participants should have some knowledge of applied behavior analysis.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

**Workshop #64**

6:00 PM - 9:00 PM

Kennesaw

**Effective Parenting Repertoires**

LYNN YUAN, Ph.D., Barbara Kimmel, and Gina Dileo (Fred S. Keller School)

**Description:** This workshop presents an overview of applied behavior analysis and effective parenting repertoires. The workshop will focus on (1) the basic principle of operant behavior, (2) the types of antecedent and consequences that result in the increase or decrease of a target behavior, (3) various ways to measure behaviors and how to interpret the results of the data collected, (4) effective teaching strategies for parents, and (5) the process of setting long-term and short-term goals for the child.

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

- Identify an operant, including antecedent, behavior, and consequence.
- Identify the form and function of the target behavior.
- Measure behaviors by counting, recording, graphing, and interpreting the data.
- Implement effective teaching strategies.

- Set long-term goals and the appropriate sized short-term objectives to meet those goals.

**Activities:** The three-hour workshop will consist of three components: (1) A lecture on basic principles of behavior, (2) group activities that require parents to utilize the skills they learned in the lecture component, and (3) a group discussion giving parents an opportunity to present their work and receive feedback from the instructor.

**Audience:** This introductory ABA workshop is designed for parents who have limited or no

knowledge in applied behavior analysis and its relationship to effective parenting strategies. The target audience will be parents who are seeking the knowledge and tools required to implement programs to either teach new behaviors, increase the frequency of desirable behaviors, or decrease inappropriate behaviors at home or in the community.

**Level:** Introductory

**Member: \$110 Non-member: \$125**

## #1 Special Event

7:00 AM - 10:00 PM

International Ballroom South

**Society for the Quantitative Analyses of Behavior**

Chair: Randolph Grace (University of Canterbury)



### Promoting evidence-based practices for autism by:

- shaping public policy concerning autism and its treatment through the development and dissemination of National Standards.
- providing information, professional resources, and comprehensive services to parents, schools, and communities.
- modeling best practices for families, practitioners, and organizations.
- identifying national Affiliates who model best practices in service delivery.
- supporting basic and applied research.

*Advancing knowledge and expertise.*



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## *Blending science with service...*

- Our team includes more than 60 licensed and credentialed doctoral-level professionals.
- Over 50 May staff have BCBA and BCABA certification.
- Our publications over the past 25 years include more than 300 peer-reviewed journal articles, book chapters, and books.
- Our professional staff have conducted over 1,500 invited presentations to international, national, and regional audiences.
- We have provided behavioral training to over 9,000 public school teachers over the past 15 years.
- Through our APA-accredited internship program, we have trained and supervised 48 pre-doctoral clinical psychology interns and 26 post-doctoral fellows since 1998.
- Over 700 graduate students have received their Master's in Applied Behavior Analysis (ABA) through our MABA program, one of the largest programs in the country.
- Our Graduate Scholars Program offers a work/study program to college graduates who aspire to earn a master's degree in ABA, special education, and psychology.
- We offer research opportunities with leading authorities in the field.

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**Society for the Quantitative Analyses of Behavior**

**29<sup>th</sup> Annual Meeting, May 25 – 27, 2006**

*Hyatt Regency Hotel, International Ballroom South Atlanta, GA, USA*

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**Thursday Evening, May 25**

*Cash Bar & Registration*

**Friday, May 26**

*Registration, Coffee & Pastries*

**William Baum** - President's Introduction

**Fantino, Gaitan, Kennelly, & Stolarz-Fantino** - How Reinforcer Type Affects Choice in Economic Games

**Bickel, Yi, Gatchalian, Lindquist, & Kowal** - Discounting of Past Rewards: Comparison of Cigarette Smokers and Controls

**Hursh & Silberberg** - The Essential Value of Reinforcers

**Paul Glimcher** - Neuroeconomic Studies of Choice and the Matching Law

**Michael L. Platt** - Economics in the Primate Brain

**Allen Neuringer, Greg Jensen & Paul Piff** - Matching and the Perception of Voluntary Behavior

**Gordon R. Foxall** - Explaining Consumer Choice: Coming to Terms with Intentionality

**Stephen E. G. Lea** - Antelopes, Berries, and Cousins: the ABC of Behaving in a Consumer Culture with a Stone Age Brain

**Zentall, Friedrich, Klein, & Singer** - Wrinkles in Time Assessment in Animals: Production, Discrimination, Detection, and Subjectivity

**Jozefowicz, Cerutti, & Staddon** - Choice, Timing and the Modularity of Behavior

**Kirkpatrick & Pizzo** - Characteristics of Response Bouts in Interval Timing Tasks

**Alex Kacelnik** - Tool Oriented Behaviour in New Caledonian Crows: a Behavioural Analysis Challenge

**K. Geoffrey White** - Remembering and Discrimination

**Friday Evening, May 26**

*Poster Session & Cash Bar*



**Society for the Quantitative Analyses of Behavior**

**29<sup>th</sup> Annual Meeting, May 25 – 27, 2006**

*Hyatt Regency Hotel, International Ballroom South Atlanta, GA, USA*

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**Saturday Morning, May 27**

*Registration, Coffee & Pastries*

**Douglas Elliffe** - Variability and Constraint in Quantitative Models of Behavior

**Doughty & Lattal** - Studying Applied Compliance Procedures in Pigeons

**J. J McDowell** - Undermatching is an Emergent Property of Selection by Consequences

**Nevin & McLean** - A Model of Response Rates and Their Resistance to Change in Concurrent Schedules

**Saturday Afternoon, May 27**

*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.

**Charles P. Shimp** - Explicit Methods and Implicit Human Values in Quantitative Behavioral Models

*Chair:* Randolph Grace

**Jose E. Burgos** - Neural-Network Modeling in Conditioning Research

*Chair:* TBA

**M. Christopher Newland & Wendy D. Donlin** - Applied Modeling and the Identification of Behavioral Mechanisms of Action

*Chair:* Mark Reilly

**Charles Catania** - Creating Artificial Behavior: A Tutorial on Modeling

*Chair:* J. E. R. Staddon

For further information, visit the **SQAB** website at: <http://sqab.psychology.org>  
or contact Randolph Grace, **SQAB** Program Chair, at  
[randolph.grace@canterbury.ac.nz](mailto:randolph.grace@canterbury.ac.nz)

# ABA

Applied Behaviour Analysis

## PROGRAM

**Opening Minds & Expanding Potential**



St. Amant is a multi-service resource centre providing services for individuals with developmental disabilities in Winnipeg, Canada. Funded by the Province of Manitoba, the ABA Program is offered by St. Amant to children diagnosed with Autism Spectrum Disorders. The ABA Program has been operating for three-and-a-half years with great success implementing early intensive behavioral intervention, with well-trained and rigorously supervised teams.

**To learn more about St. Amant, the ABA Program  
and our job opportunities, visit**

**[www.stamant.mb.ca/abaprogram/index.html](http://www.stamant.mb.ca/abaprogram/index.html)**

**or email [abaprogram@stamant.mb.ca](mailto:abaprogram@stamant.mb.ca)**

**We are located in Winnipeg**



2006

# ATLANTA

**ASSOCIATION FOR BEHAVIOR ANALYSIS**

**SATURDAY, MAY 27, 2006**

Day Schedule

Workshops

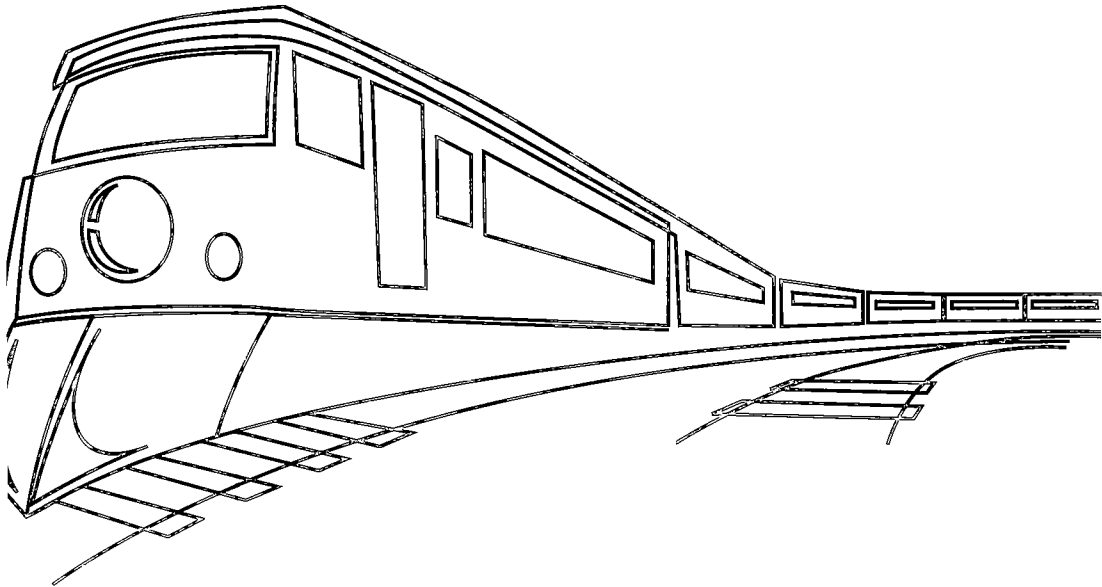
Opening Event/SABA Awards

Sessions

Business Meetings

Presidential Scholar's Address

Behavioral Bash



Saturday, May 27

	ROOM	7 AM :00 :30	8 AM :00 :30	9 AM :00 :30	10 AM :00 :30	11 AM :00 :30	12 PM :00 :30	1 PM :00 :30
Ballroom Level	Centennial Ballroom I					#8 Opening Event & SABA Awards BACB		#10 OBM BACB Ch: BRAKSICK
	Centennial Ballroom II							#12 TBA BACB Ch: FUEYO
	Centennial Ballroom III				#6 International Development Brunch			#13 AUT BACB Ch: Charles-Christy
	Centennial Ballroom IV							#27 DDA BACB Ch: Anderson
	Regency V		#W81 PARTINGTON & Osnes		BACB/PSY			#31 AUT BACB Ch: Higbee
	Regency VI		#W76 MONTGOMERY, et al.					#28 DDA BACB Ch: Roscoe
	Regency VII		#W90 WHALEN, et al.		BACB/PSY			#32 AUT Ch: Nuzzelo-Gomez
	The Learning Center		#W84 SALLOWS & Graupner		BACB/PSY			#15 VRB Ch: Bailey
Int'l Ballroom	North		#W67 BAXTER, et al.		BACB/PSY			#33 DDA BACB Ch: Corcoran
	South		#2 SQAB					#11 SQAB SHIMP
Exhibit Level	Grand Hall					2006 ABA Exhibit		
	Grand Hall					Pre- and On-Site Registration and Continuing Education		
	Grand Hall					ABA's Service to Apply, Recruit, & Train (START)		
	Hanover Hall					ABA Cooperative Bookstore		
	Chicago A-F		#3 SIG Meeting	#4 Chapter Meeting				#35 AUT BACB Ch: Lackshin
Embassy Level	Manila		#W74 MARTINEZ		BACB/PSY			#25 EAB Ch: Snow
	Singapore		#W71 GALIATSATOS, et al.		BACB/PSY			
	Cairo			#5 Newcomers' Session	#7 Guide to the AUT Program			
	Hong Kong		#W75 McCABE-ODRI, et al.		BACB/PSY			#35 EAB Ch: Dymond
	Montreal		#W86 SULZER-AZAROFF & Dyer		BACB/PSY			#29 OTH Ch: Alligood
	Vancouver		#W92 MERBITZ & Merbitz		BACB			
	Brussels		SPEAKER READY ROOM					
	Geneva							
Atlanta Conference Center Level	Auburn		#W70 FABRIZIO, et al.		BACB/PSY			#20 EDC Ch: Allan
	Baker		#W82 PUTNAM, et al.		BACB/PSY			#26 CBM Ch: Adcock
	Courtland		#W77 MOORS, et al.		BACB/PSY			#30 EDC BACB Ch: Thompson
	Dunwoody		#W88 TUCCI, Laitinen, & Hursh		BACB/PSY			#21 TPC Ch: Eahleman
	Fairlie		#W91 ZHOU		BACB/PSY			
	Greenbriar		#W73 LETSO & Mayville		BACB/PSY			#9 CBM Ch: Bill
	Inman		#W80 PALAZZO, et al.		BACB/PSY			#34 EDC Ch: Twyman
	Kennesaw		#W87 TERRY & Ruiz		BACB/PSY			#22 CBM Ch: Griffie
	Lenox		#W66 BAILEY & Burch		BACB/PSY			#17 CSE Ch: Ennis
	Piedmont		#W78 MORAN & Bach		BACB/PSY			#23 BPH BACB Ch: Dworkin
	Spring		#W83 REID & Green		BACB/PSY			#19 OTH Ch: Dula
	Techwood		#W79 PACE, et al.		BACB/PSY			#14 TBA Ch: Wilhite
	University		#W68 CALKIN & Cobane		BACB/PSY			#24 EDC Ch: Kubina
	Vinings		#W89 VILLONE		BACB/PSY			#18 VRB Ch: Marine-Lapidus
	Edgewood		#W65 Pinto, ADAMS, & Wood					
	Harris		#W72 HAGENLOCHER, et al.		BACB/PSY			
	Marietta		#W69 COTA, et al.		BACB/PSY			
	Roswell		#W85 SHARPE, et al.		BACB/PSY			#16 TPC Ch: Neuman

= Special and  
Invited Events

#W = Workshop

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

PSY = Workshop  
available for CE for  
psychologists

Ch: = Chairperson

= These rooms  
are located in the  
International Tower,  
which is only accessible  
from the Atlanta  
Conference Center and  
Lobby Levels.

LEGEND

Saturday, 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		9 PM - 12 AM
Centennial Ballroom I	#36 TPC SCHLINGER		#60 VRB ELMAN		#70 Presidential Scholar's Address							#92 Behavioral Bash 9pm - Midnight	
Centennial Ballroom II	#40 TBA BACB SCHWARTZ		#63 CSE BACB Ch: Ruiz										
Centennial Ballroom III	#13 Cont'd	#52 AUT BACB Ch: Harris											
Centennial Ballroom IV	#27 Cont'd	#59 DDA BACB Ch: Peterson											
Regency V	#31 Cont'd	#45 AUT BACB Ch: Reeve											
Regency VI	#28 Cont'd	#49 DDA Ch: Ringdahl											
Regency VII	#32 Cont'd	#64a AUT BACB Ch: Whalen											
The Learning Center	#15 Cont'd												
North	#33 Cont'd	#59a DDA Ch: Willis											
South	#39 SQAB BURGOS		#65 SQAB NEWLAND		#69a SQAB CATANIA								
Grand Hall			2006 ABA Exhibit										
Grand Hall	Pre- & On-Site Registration & Continuing Ed.						POSTER SESSIONS						
Grand Hall	ABA's Service to Apply, Recruit, & Train (START)												
Hanover Hall	ABA Cooperative Bookstore												
Chicago A-F	#35 Cont'd	#54 AUT Ch: Young											
Manila	#25 Cont'd	#51 EAB Ch: Hung											
Singapore		#62 DEV BACB Ch: Novak											
Calra	#41 OBM BACB Ch: Morse										#77 BACB Certification		
Hong Kong	#35a Cont'd											#81 HSF Meeting	
Montreal	#29 Cont'd	#53 OTH Ch: Charlton											
Vancouver		#64 OBM BACB Ch: Jackson											
Brussels	SPEAKER READY ROOM												
Geneva													
Auburn	#20 Cont'd	#43 EDC Ch: Buck		#66 EDC Ch: Holmsson									
Baker	#26 Cont'd	#50 CBM BACB Ch: Duda									#87 Tai Chi Cheun for Beginners		
Courtland	#30 Cont'd	#48 EDC BACB Ch: Cameron									#83 OBM Network Business Meeting		
Dunwoody	#21 Cont'd	#55 TPC Ch: Hayes									#91 Autism SIG		
Fairlie											#82 JEAB Meeting		
Greenbriar		#46 CBM BACB Ch: Fuqua									#78 Behaviorists for Social Responsibility		
Inman	#34 Cont'd	#56 EDC Ch: Melroe									#79 Clinical SIG		
Kennesaw	#22 Cont'd	#42 CBM Ch: Sandoz		#69 CBM Ch: Landes							#84 Positive Behavior Support SIG		
Lenox	#17 Cont'd										#80 ETC Review Board		
Piedmont	#23 Cont'd	#61 BPH Ch: Galuska									#89 Chicago ABA		
Spring	#19 Cont'd	#58 OTH Ch: Rivera									#90 NYS ABA		
Techwood	#14 Cont'd										#85 Wisconsin ABA		
University	#24 Cont'd	#47 EDC Ch: Nuzzolo-Gomez									#88 TBA SIG		
Vinings	#18 Cont'd										#86 SCS Meeting		
Edgewood													
Harris													
Marietta													
Roswell	#16 Cont'd	#44 TPC Ch: Schrimmer		#67 TPC Ch: Gena									

Ballroom Level

Int'l Ballroom

Exhibit Level

Embassy Level

Atlanta Conference Center Level

**Workshop #65**

8:00 AM - 11:00 AM

Edgewood

**The Distinction between Functional Analysis and Functional Assessment**

Jaclyn Ann Shandy Pinto (BEST Consulting, Inc.), AMANDA ADAMS, Ph.D., BCBA (Wahoe County School District), and Kimberly A. Wood (BEST Consulting, Inc.)

**Description:** This workshop will train the audience on the difference between a functional assessment and a functional analysis when dealing with aberrant behavior. It will review the current literature's use of the terminology and the discrimination between experimental and non-experimental procedures. In addition, it will review various techniques and procedures that make up the functional assessment process- including but not limited to: indirect assessments, direct/descriptive assessments, experimental analyses, data collection, how to analyze and evaluate data, and the ethical implications to consider when implementing experimental procedures with children and adults.

**Objectives:** The participant will learn:

- To discuss and discriminate between the terms "functional assessment" and "functional analysis."
- The different components that make up a "functional assessment," such as indirect assessments and direct assessments.
- When to implement an "analysis" and the ethical considerations of an "analysis."
- To discuss contradictions between terminology used in behavioral literature.
- To discuss future needs for research.

**Activities:** Hands-on exercises such as the analysis of data.

**Audience:** Persons working in the field of autism.

**Level:** Introductory

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

**Workshop #66****CE: BACB, PSY**

8:00 AM - 11:00 AM

Lenox

CE Instructor: Jon S. Bailey, Ph.D., BCBA

**Ethics for Behavior Analysts**

JON S. BAILEY, Ph.D., BCBA (Behavior Management Consultants, Inc.; Florida State University; Florida Association of Behavior Analysis) and Mary R. Burch (Instructional Strategies Unlimited)

**Description:** This workshop will provide participants with a basic foundation in ethics for behavior analysts. Topics will include nine core ethical principles, how to write an ethical behavior plan, and what makes behavior analysts unique with regard to ethics. The BACB Guidelines will be covered in detail.

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

- Briefly describe three key issues in the early history of "behavior modification" that caused serious ethical problems for the field.
- Articulate at least six of the nine core values of the scientist/practitioner behavior analyst who is striving for responsible conduct.
- Outline at least five features of the practice of behavior analysis that makes it unique in the human services.
- Give at least five examples of common, everyday situations that can compromise the ethics of a behavior analyst and describe how to handle each situation.

**Activities:** The workshop will involve PowerPoint presentations, active learning activities such as "Ethics games people play," and analyzing ethics scenarios.

**Audience:** Board Certified Behavior Analysts who are currently practicing.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

**Workshop #67****CE: BACB, PSY**

8:00 AM - 11:00 AM

International Ballroom North

CE Instructor: Sharon Baxter, M.A., BCBA

**Running Your Home-Based ABA Program: A Parent-Professional Perspective**

SHARON E. BAXTER, M.A., BCBA (ABLE Clinic), Michelle Karren (St. Cloud State University), and Tyla M Frewing (University of Victoria)

**Description:** This workshop will use a behavioral perspective to examine the challenges of creating and maintaining an effective ABA home program. This workshop will provide a comprehensive overview of these issues from three perspectives: an ABA-trained parent who also works in the field, a practicing behavioral consultant, and a behavioral tutor. The goal of the workshop is to discuss how those perspectives can work together both in theory and in practice. Participants will learn how the principles of applied behavior analysis can be applied to hiring, training, and the ongoing supervision of staff, and how these principles can be integrated into the structure of family life. This workshop will outline the importance of a team approach between the behavioral consultant, parent, and therapists/tutors to run a maximally effective home-based ABA program.

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

- Describe the implications of parent training and involvement in a home program.
- List the necessary training components of a successful ABA home program.
- Identify the risks and challenges of a home program that does not incorporate a partnership approach.
- Describe how the rules of behavior govern both family and staff approaches.
- Be able to apply these principles to practical "real life" home programming issues.
- Set up practical contingencies within the home to make programs effective.
- Describe the importance of practical, relevant behavior plan design and how parents must actively participate in both the training and implementation of behavior plans.
- List at least three common pitfalls that parents run into and potential real life solutions for each.

- Discuss what a consultant needs from a family for program success and ways to ensure these needs are met.
- List what a therapist/tutor needs from a family and how both parties can actively participate to make this relationship work.
- Identify at least three ways you can provide your tutors with positive reinforcement.
- Identify at least three examples of boundaries that should be upheld between parents and tutors.
- Describe strategies that can be used to improve the way a team works and operates.

**Activities:** Active group discussions and seminar-type learning, with real life problem solving, examples of successful programs and the approaches used, and video presentation of successful strategies in action.

**Audience:** Behavior analysts, parents who have or are setting up and managing a home program, graduate students training to provide home programming consulting, autism therapists/tutors, direct care staff, teachers, and school personnel.

**Level:** Introductory

**Member:** \$100 **Non-member:** \$115

**Workshop #68****CE: BACB, PSY**

8:00 AM - 11:00 AM

University

CE Instructor: Abigail B. Calkin, Ph.D.

**Inner Behavior: Changing Thoughts, Feelings, and Urges**

ABIGAIL B. CALKIN, Ph.D. (Calkin Consulting Center) and Emma F. Cobane (TreeHouse School)

**Description:** This workshop views thoughts, feelings, and urges as inner behaviors that can be observed, counted, and changed. It reviews the history of private events and inner behavior, and includes some charts of people who have counted inner behaviors in the past 35 years. The workshop also teaches how to use the Standard Celeration Chart to count and change any inner behavior.

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

- Learn the background and become familiar with the research on observing and changing inner behavior.

- Define and identify thoughts, feelings, and urges.
- Practice writing positive thoughts, feelings, and/or urges at 30-35 per minute and saying them at 50-75 per minute.
- Count and record some specific inner behaviors for the duration of the workshop.
- Discuss and develop a plan to change inner behaviors of self or clients.

**Activities:** The primary focus is on the practice of identification, listing, counting, recording, and changing inner behavior. There is a minimal amount of lecture on the literature and successes of the technique.

**Audience:** Psychologists, clinical behavior analysts, parents, and teachers of regular or special education children, including those with behavior disorders.

**Level:** Intermediate

**Member:** \$110 **Non-member:** \$125

#### **Workshop #69**

**CE: BACB, PSY**

8:00 AM - 11:00 AM

Marietta

CE Instructor: Shelly R. Cota, M.S., BCBA

#### **Using Video Modeling to Teach Play to Young Children with Autism**

SHELLY R. COTA, M.S., BCBA, Rebecca P. F. MacDonald, Theresa M. Clevenger, and Sally N. 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:** \$100 **Non-member:** \$115

**Workshop #70****CE: BACB, PSY**

8:00 AM - 11:00 AM

Auburn

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

**Beyond Typical Programming: Advanced Topics in Behavior Analytic Interventions for Children with Autism**

MICHAEL FABRIZIO, M.A., BCBA, Kelly J. Ferris, Krista Zambolin, and Shelley McInnis (Fabrizio/Moors Consulting)

**Description:** This workshop will present attendees with a range of topics often encountered when delivering behavior analytic intervention to children and adolescents with autism and related disorders. Topics presented will include the non-linear/constructional management of misbehavior, the measurement of client assent and the use of assent data to inform instructional decision making, and the integration of augmentative/adaptive communication devices into instructional programming.

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

- Define child assent and describe ways of measuring assent.
- Describe the types of intervention decisions that can be made through analysis of assent data.
- Describe ways in which curricular sequences can be modified to incorporate augmentative or adaptive communication systems.
- Analyze instructional sequences for possible stimulus control problems that may arise if a child responds using an augmentative or adaptive communication system and describe plans for correcting such.

**Activities:** Throughout the workshop, participants will practice discriminating between appropriate and inappropriate instances of all of the concepts presented and practice applying skills relate to each learning objective using case study data. Participants will receive printed and digital copies of all materials presented in the workshop, along with a supplemental and expanded CD-ROM containing additional training and expansion materials and recommended readings.

**Audience:** This workshop is appropriate for clinicians, parents, and teachers who are responsible for supervising behavior analytic

intervention programs for children with autism and related disabilities.

**Level:** Intermediate

**Member:** \$175 **Non-member:** \$190

**Workshop #71****CE: BACB, PSY**

8:00 AM - 11:00 AM

Singapore

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

**Transition Planning for Adult Placement**

TRACEY GALIATSATOS, M.S., BCBA, Stacy Edinburg, Karen L. Alitz-Polga, and Kimberly Keogh (The New England Center for Children)

**Description:** There are many factors that influence a successful transition of individuals to adult placement. Adults are expected to hold a job, be active members of their community, and take responsibility for their own medical and financial needs. Many individuals that we serve may not be prepared for this level of independence. Through the use of case studies, this workshop will assist the clinician or parent to identify and prioritize critical skills necessary to facilitate the most successful transition to adult placement settings. General skill areas include behavior, self-preservation, self-care, community integration, vocational, and academic. Particular emphasis will be given to IEP planning for clinical, vocational, educational, and domestic objectives for individuals ages 16 and older. In addition to the IEP planning, this workshop will review the transition planning process including legal (e.g., guardianship), medical (e.g., insurance), and financial (e.g., SSI) considerations to address when preparing individuals for placement to adult service settings.

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

- Identify critical clinical issues to consider for IEP planning in preparation for transition to adult placement.
- Identify critical vocational, educational, and domestic skills to facilitate transition to adult placement.
- Create an individualized transition plan.
- Access resources/agencies available pre/post transition.

**Activities:** Instructors will utilize handouts, lecture, checklists, and case studies. Workshop participants will go through the process of identifying critical clinical issues to consider during the transition planning process. Case studies will be used to demonstrate the planning

process for individuals of different ages with a variety of skills.

**Audience:** This workshop is targeted for clinicians, administrators, parents, educators, and therapists who work with individuals over the age of 16.

**Level:** Introductory

**Member:** \$100 **Non-member:** \$115

#### **Workshop #72**

**CE: BACB, PSY**

8:00 AM - 11:00 AM

Harris

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

#### **Developing Language-Based Learning Objectives and Curricula Using the ABLLS Assessment**

CHRISTINE D. HAGENLOCHER, M.S., BCBA (Newton Public Schools) and James T. Ellis and Daniel Cohen-Almeida (Melmark New England)

**Description:** The Assessment of Basic Language and Learning Skills (ABLLS) is an objective guide for the assessment of young children with autism. This workshop will review the ABLLS assessment; specifically the requesting, labeling, and intraverbal sections. Participants will develop IEP objectives from sample ABLLS assessment results, and will also develop curricula for these skill areas. Participants will receive a CD of sample curricula from each of these three skill areas.

**Objectives:** Participants will:

- Review the ABLLS assessment, specifically the requesting, labeling, and intraverbal sections.
- Develop IEP objectives from sample assessment data.
- Review the components of effective language curricula.
- Develop sample language curricula.

**Activities:** Brief lecture, case study, and video review.

**Audience:** Behavior analysts and special educators responsible for the assessment of language skills and the development of language curricula.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

#### **Workshop #73**

**CE: BACB, PSY**

8:00 AM - 11:00 AM

Greenbriar

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

#### **Conducting Data-Based Classroom Observations and Evaluations**

SUZANNE LETSO, M.A., BCBA (Connecticut Center for Child Development) and Erik A. Mayville (Institute for Educational Planning)

**Description:** Today, a host of programs and services for students with autism 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. Secondly, parents and professionals often need to assess whether these services and learning environments are appropriate to meet the specific needs of a given child. This workshop will provide information and resources to assist in the process of program evaluations to facilitate educational placement decisions. An overview of the observation and evaluation process will be described, and rationale for self-evaluation and collaboration with independent evaluators will be discussed. Determination of observation and evaluation parameters, utilization of norm references tests, determination of curriculum and key programmatic components, environmental considerations, and staff competencies will be discussed. Methods of collecting data and writing observation and evaluations to support the decision-making process will be described, and samples provided.

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

- Determine factors that affect the purpose of an observation or evaluation, and how these processes can assist IEP development.
- Define program parameters that are observable, measurable, and relevant to the environment and an individual student.
- Describe a basic overview of the observation and evaluation processes including the rationale for internal evaluation, parent evaluation, and independent evaluation.
- Identify assessment tools to determine a particular student's readiness for active participation in different learning environments.

- Identify clinical and administrative program criteria including credentials of staff, staffing ratios, training, supervision, and access to peers and the community.
- Create a customized checklist of critical features in relation to a student's individual educational needs.
- Customize data collection systems and guidelines for writing observation and evaluation summaries, including data summaries.

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

**Audience:** Behavior analysts, school administrators, psychologists, or other educational service providers working in applied settings with individuals with autism or related disorders. Participants should have a basic understanding of the signs and symptoms of autism spectrum disorders, applied behavior analysis, and autism intervention and education strategies.

**Level:** Introductory

**Member:** \$110 **Non-member:** \$125

**Workshop #74** **CE: BACB, PSY**

8:00 AM - 11:00 AM

Manila

CE Instructor: Rosa C. Martinez, Ph.D., BCBA

**EIBSC: Early Intervention Behaviorally Scripted Curriculum**

ROSA C. MARTINEZ, Ph.D., BCBA (The Children's Center for Early Learning)

**Description:** This workshop is designed to introduce a behaviorally scripted curriculum to teachers, therapists, clinical staff members, and administrators of early intervention programs for children aged 0-3 on the autism spectrum. The curriculum is criterion referenced and includes an assessment of developmental milestones from 0-42 months of age.

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

- Define Autism Spectrum Disorder.
- Assess a child in a natural learning environment.
- Identify skill and deficit areas based on each child's individual assessment to target developmentally appropriate instruction.

- Individualize a curricular program based on individual child deficits and use a behavioral template to develop further programming.

**Activities:**

- PowerPoint presentation on Autism Spectrum Disorder
- Overview of EIBSC: Early Intervention Behaviorally Scripted Curriculum
- Write sample individualized programs using behavioral template

**Audience:** Participants of this workshop should have general knowledge of applied behavior analysis regarding discrete trial therapy, learn units, and natural teaching environments. The target audience is homebased or centerbased providers of ABA for children on the autism spectrum.

**Level:** Intermediate

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

**Workshop #75** **CE: BACB, PSY**

8:00 AM - 11:00 AM

Hong Kong

CE Instructor: Justin DiDomenico, M.S.Ed., BCBA

**S.T.E.P.S: Systematic Training and Evaluation of Practitioner's Skills: A Model for Training Applied and Theoretical Competencies**

KATHLEEN McCABE-ODRI, M.Ed. (Advance, Inc./ Partners in Learning Inc.), Laura Kenneally and Justin DiDomenico (Advance, Inc.), Kim M. Goergen (Partners in Learning), and Lori A. Lorenzetti (Advance, Inc.)

**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 using a systematic, data-based approach.

Trainers will receive a manual and DVD with video models and training modules.

**Objectives:** Participants will learn:

- 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 using treatment integrity protocols.
- To create a program to motivate and monitor the staff's skill acquisition.
- To create and design individual core competency skills profiles for each staff member tailored to their skill level of both mastery of theory and application.

**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. Knowledge of ABA and autism helpful.

**Level:** Intermediate

**Member: \$180 Non-member: \$195**

#### **Workshop #76**

8:00 AM - 11:00 AM

Regency VI

#### **Autism: How to Select an Effective Treatment and a Qualified Therapist**

ROBERT W. MONTGOMERY, Ph.D., BCBA, Meaghan Timko, and Christine R. Montgomery (Reinforcement Unlimited)

**Description:** This workshop is intended for parents of children with autism and other consumers. The focus is on what the research says works, who it works for, and what we know about the variables that impact effective treatment of autism. Additionally, the workshop will provide valuable guidelines for consumers of services on what to look for in a qualified therapist.

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

- Name three seminal articles supporting effective treatment for autism.
- Identify the behaviors that best predict positive treatment outcome.

- Determine if a therapist has the basic education and training to independently implement effective treatments for ASD children.
- Access appropriate resources to determine if new treatments are actually empirically supported by the peer-reviewed literature.

**Activities:** Didactic interaction, mock credentials review, deconstruction of a research article on ASD treatment, and question and answer session.

**Audience:** Parents and others who have to make informed decisions regarding selection of effective treatments and qualified treatment providers for children with Autism Spectrum Disorders.

**Level:** Introductory

**Member: \$100 Non-member: \$115**

#### **Workshop #77**

**CE: BACB, PSY**

8:00 AM - 11:00 AM

Courtland

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

#### **Developing Fluent Language Skills for Children with Autism Part III: Pragmatic Language Skills**

Holly Almon-Morris, ALISON L. MOORS, M.A., BCBA, Kristin N. Schirmer, and Sara J Pahl (Fabrizio/Moors Consulting)

**Description:** This workshop will focus on using the techniques of fluency-based instruction to teach pragmatic language skills to children with autism. Once children have gained facility with basic, intermediate, and advanced language skills, such as asking and answering informational questions, they still have much to learn to acquire verbal repertoires of sufficient extensivity to allow them to maximally benefit from classroom instruction and social interactions with others. We will focus on pragmatic language skills as they relate to attending and responding to vocal and non-vocal cues of others, following conversational rules, predicting social cause and effect, usage of idiomatic/metaphorical language, and increasing overall flexibility and scope of language. We will present skill descriptions, scope and sequence charts showing component/composite relationships between skills, suggested skill frequency aims, descriptions of the critical and variable attributes relevant to the instructional stimuli used for each skill, and methods for empirically validating critical instructional outcomes such as skill retention, endurance, stability, and

application. Throughout the workshop, we will use actual student performance data and videotaped examples to illustrate each of the key skills discussed.

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

- List and describe important pragmatic language skills across multiple verbal behavior repertoires.
- Describe the relationship between those skills and other curriculum areas such as reading comprehension and social language development.
- Generate teaching examples that account for all skill critical and variable stimulus features.
- Generate sample scope and sequence teaching outlines for various skills across multiple verbal behavior repertoires.

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

**Audience:** Anyone interested in teaching advanced/pragmatic language skills for children with autism, and/or whose students have difficulty with appropriate social use of language. It will be particularly helpful for persons designing or supervising language intervention programs for children with autism in home or school settings. Please note: a basic understanding of fluency-based instructional practices is recommended.

**Level:** Intermediate

**Member:** \$175 **Non-member:** \$190

#### Workshop #78

CE: BACB, PSY

8:00 AM - 11:00 AM

Piedmont

CE Instructor: Daniel J. Moran, Ph.D., BCBA

#### RFT 101: An Introduction to Relational Frame Theory

DANIEL J. MORAN, Ph.D., BCBA (MidAmerican Psychological Institute) and Patricia Bach (Illinois Institute of Technology)

**Description:** Arbitrarily applied what? Derived relational who? If you started learning about Relational Frame Theory (RFT), and then stopped when you read: Crel {ArxB and BrxC...}, or have just been interested in

learning the basics of RFT, this is the introductory workshop for you.

This workshop will outline and explain the basic concepts of RFT and help the audience members understand an expanded functional approach to verbal behavior. We will discuss, from a behavior analytic point of view, how people can listen with understanding and speak with meaning. The workshop will simplify functional contextualism principles and discuss the basic RFT research methods and results in a manner that will help people who are new to RFT to begin applying the concepts to their own behavior analytic endeavors.

We plan to make clear the core assumptions of functional contextual behavior analysis and how they apply to discussing language and cognition. We aim to not let your eyes glaze over as we discuss transformation of stimulus functions, generalized operants, and the different types of derived relating. Most importantly, we plan to help everyone have an enjoyable time while "framing events relationally" about RFT.

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

- List and describe six basic principles of functional contextualism, and also contrast those principles from mainstream psychology principles.
- Compare and contrast conditioned discrimination and derived relational responding, in research contexts and in daily use.
- Define arbitrary applicable relational responding, along with mutual entailment and combinatorial entailment.
- Define "relational frame" in behavior analytic terms, and give six examples of relational frames.
- Describe transformation of stimulus functions regarding relational frames.
- Explain an expanded view of "verbal behavior" using RFT principles.
- Generate examples of how to apply RFT principles to their own research or application questions.

**Activities:** The workshop will be guided by an animated slide show and will be punctuated with audience participation and small group participation. Slide show handouts will be distributed as well as files for RFT SAFMEDS cards.

**Audience:** This workshop is for behavior analysts with limited exposure to relational frame theory. Because we will focus on the fundamentals of RFT, all specializations in behavior analysis will be discussed (AUT, OBM, CBA, etc.), and practitioners interested in teaching verbal skills to individuals will certainly find this workshop valuable.

**Level:** Introductory

**Member:** \$100 **Non-member:** \$115

<b>Workshop #79</b>	<b>CE: BACB, PSY</b>
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8:00 AM - 11:00 AM

Techwood

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

**Implementing System Changes to Meet Current Standards of Practice in Behavior Analysis**

GARY M. PACE, Ph.D., BCBA, Meredith L. Cochran, and Ava E Kleinmann (May Institute) and Sara McCollum (May Center for Child Development)

**Description:** Standards for designing and implementing program-wide behavior systems are an area of increasing importance in the field. This workshop will highlight several systems-wide protocols developed for settings where the individuals served present challenging behaviors. First, guidelines for writing focused and consumer-friendly behavior support plans will be presented. This structured procedure will highlight best practices in the field, particularly with regards to the implementation of program-wide policies. Second, a procedure for collecting program-wide staff integrity data will be presented. Both individual and group data will be presented to illustrate the proximate clinical utility of this procedure, as well as longer term implications for standards of staff training. Third, two approaches to collecting 24-hour reliability/interobserver agreement (IOA) data will be presented as applied in two different settings. Methods and outcome data will be presented for the collection of these data for both maladaptive behaviors and skill acquisition. It is the goal of this workshop that attendees will be able to apply the protocols to their own settings to both improve the overall quality of service delivery and introduce methods of accountability for systems-wide goals.

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

- Write more focused and consumer-friendly behavior support plans.

- Monitor staff integrity for the implementation of these plans.
- Collect reliability (IOA) data on a variety of behaviors throughout the treatment day.

**Activities:** Participants will listen to PowerPoint presentations on each of the three educational objectives. Presentations will be interactive such that questions and discussion will be encouraged throughout the workshop. Participants will also practice skills such as writing behavior goals and completing sample integrity and IOA forms.

**Audience:** This workshop is geared towards behavior analysts that want to establish or enhance systems in their programs to write effective behavior support plans, improve the integrity of plan implementation, and collect continuous IOA data.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

<b>Workshop #80</b>	<b>CE: BACB, PSY</b>
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8:00 AM - 11:00 AM

Inman

CE Instructor: Judith L. Palazzo, M.S.Ed., BCBA

**Training for Functional Independence: Creative Use of Visual and Auditory Supports to Achieve Functional Independence in Learners with Autism**

JUDITH L. PALAZZO, M.S.Ed., BCBA, Megan McCarron, and Jill E. Castellani (Connecticut Center for Child Development)

**Description:** This workshop will illustrate basic considerations to identify target objectives and design procedures to teach functional independent skills to learners with autism. The evolution of procedures will be highlighted and examples of such objectives will be outlined across learners at different functioning levels. Samples of visual and auditory supports will be presented and participants will have an opportunity to identify target skill areas and design potential teaching procedures with assistance.

**Objectives:** Participants will learn:

- Basic considerations for identifying and designing procedures to teach functional independent skills to learners with autism.
- Strategies for using visual supports to promote functional independence in learners with autism.
- Strategies for using auditory supports to promote functional independence in learners with autism.

- Identify and design potential procedures for teaching functional independent skills to learners with autism.

#### **Activities:**

- Discussion of basic considerations for identifying and designing procedures for teaching functional independent skills
- Presentation of examples of specific teaching procedures and the use of visual and auditory supports
- Video clips of teaching procedures
- Group development of potential teaching procedures

**Audience:** Teachers, behavior analysts, ABA providers, related service providers, and parents.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

#### **Workshop #81**

**CE: BACB, PSY**

8:00 AM - 11:00 AM

Regency V

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

#### **Using Skinner's Analysis of Verbal Behavior to Teach Language Skills During Daily Activities to Children with Autism or Other Developmental Delays**

JAMES W. PARTINGTON, Ph.D., BCBA and Pamela G. Osnes, Ph.D., BCBA (Behavior Analysts, Inc.)

**Description:** This workshop is designed to provide the attendees information as to how language skills (based on B. F. Skinner's analysis of verbal behavior) can be taught to children in the context of ongoing, daily activities. Participants will review videotapes of such training and practice identifying specific verbal operants and other basic learner skills that could be taught during typical daily activities in the home environment.

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

- Identify how basic language skills can be taught to young children with autism in the context of ongoing daily activities.
- Identify examples of B. F. Skinner's verbal operants that are included in the teaching procedures.
- Describe several examples as to how parents can maintain the motivation of young children during the language instruction.

- Identify how teaching a child to mand for reinforcers results in the development of several other important learner skills.
- Identify how to sequence daily events such that the child's participation in targeted language activities results in reinforcers that are typically delivered non-contingently.

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

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

#### **Workshop #82**

**CE: BACB, PSY**

8:00 AM - 11:00 AM

Baker

CE Instructor: Robert F. Putnam, Ph.D., BCBA

#### **Improving Classroom Behavior Support Practices through Applied Behavior Analysis Interventions**

ROBERT F. PUTNAM, Ph.D., BCBA, Marcie W. Handler, and Christine Davis (May Institute)

**Description:** This workshop will provide behavior analysts with an evidence-based approach to designing effective classroom interventions. It includes the use of functional assessment as a method to systematically evaluate the classroom environment in order to design, implement, and evaluate effective classroom-wide behavioral support practices. Once the environment is assessed, the model incorporates both indirect (i.e., lecture, written training materials) and direct (i.e., modeling, performance feedback) instruction. Finally, participants will learn how teachers participate in a data-based decision making process in order to establish more effective practices, procedures, and interactions with students. Data will be presented supporting the need for a comprehensive training method that includes both indirect and direct instruction for teachers

to adequately implement classroom-wide behavior support practices.

**Objectives:** Participants will learn:

- How to apply functional assessment strategies to the selection and implementation of effective classroom-wide practices.
- Evidence-based methods used to train teachers in classroom-wide behavior support practices.
- Learn a data-based decision process used with teachers to modify classroom behavior support practices.
- Learn instructional and behavior support practices that establish more effective interactions between teachers and students.

**Activities:** Participants will have an opportunity to engage in discussions with other behavior analysts, analyze sample data, draw conclusions about relevant classroom-wide interventions, and role play the direct instruction (e.g., performance feedback) provided to teachers.

**Audience:** Behavior analysts who provide training and consultation to school teachers or paraprofessionals.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

<b>Workshop #83</b>	<b>CE: BACB, PSY</b>
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8:00 AM - 11:00 AM

Spring

CE Instructor: Dennis 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 (JIRDC)

**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 conclusion of the workshop, the participant 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.
- How to use establishing operations to maximize the preferred nature of at least one aspect of a teaching session.
- How at least one learner choice can be embedded within a teaching session to enhance the preferred nature of the session for a learner.
- 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:** \$100 **Non-member:** \$115

**Workshop #84**

**CE: BACB, PSY**

8:00 AM - 11:00 AM

The Learning Center

CE Instructor: Glen O. Sallows, Ph.D., BCBA

**Treatment Procedures and Staff Training in Intensive Behavioral Treatment: 49%**

**Average Scores After Four Years**

GLEN O. SALLOWS, Ph.D., BCBA and Tamlynn Graupner (Wisconsin Early Autism Project)

**Description:** This workshop will present methods used to carry out a successful replication of the UCLS Intensive Behavioral Treatment Project using current procedures. We will begin with a review of the progress during the four-year effort for 35 children with autism, where 17 of 35 (49%) achieved scores in the average range in IQ, language, social, academic, and adaptive areas, and succeeded in regular classrooms with a regular curriculum. Several measures were used to assess the presence of residual symptoms, and these results will be described. We also developed outcome prediction models that were 91% accurate with this group.

We will describe staff selection, training, supervision, and scheduling. We will demonstrate treatment procedures using video clips. A partial list includes behavioral teaching, incidental teaching, programs for building generative language, building social skills through interactive play and play dates, video modeling and role playing, increasing parental involvement, transition to school, use of shadows, and psychiatric services.

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

- Understand optimum staffing and staff training, supervision practices.
- Understand a wide range of current treatment procedures used to successfully treat young children with autism.
- Learn predictive variables useful in determining which children will do well in treatment.
- Learn the extent of residual symptoms in children who achieve average post-treatment scores, and strategies for treating them.

**Activities:** Presenters will use lecture, video clips, handouts, and demonstrations.

**Audience:** Providers and administrators of intensive behavioral treatment programs,

clinicians and staff who work with children diagnosed with autism, and school professionals.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

**Workshop #85**

**CE: BACB, PSY**

8:00 AM - 11:00 AM

Roswell

CE Instructor: Thomas L. Sharpe Jr., Ed.D., BCBA

**Using Behavior Systems Technology in Teacher Education Programming: Principles, Practice, and Hands-on Applications**

THOMAS L. SHARPE, JR., Ed.D., BCBA (University of Nevada, Las Vegas), Daniel W. Balderson (Weber State University), and Matthew R Martin (Illinois State University)

**Description:** This workshop will provide an 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 Microsoft Word 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 laptops 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 conclusion of the workshop, the participant 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.
- 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:** \$200 **Non-member:** \$215

**Workshop #86**

**CE: BACB, PSY**

8:00 AM - 11:00 AM

Montreal

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

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

BETH SULZER-AZAROFF, Ph.D., BCBA (Browns Group Naples) and Kathleen Dyer (River Street Autism Program)

**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 have insufficiently mastered the capability of "walking the walk." In this workshop, we will present a program that college, university, and program-based trainers of behavior analysis in organizations serving children with special needs will be able to use to guide trainees step by step along the path toward increasing competence. Attendees will receive a copy of a teaching manual to take to their home locations.

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

- Say why guided and reinforced practice is essential to preparing skillful 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 weekly assignments designed to support trainee progress
- Participant plans to introduce the sequence at their respective programs
- Evaluation of learning and satisfaction

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

**Level:** Intermediate

**Member:** \$115 **Non-member:** \$130

<b>Workshop #87</b>	<b>CE: BACB, PSY</b>
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8:00 AM - 11:00 AM

Kennesaw

CE Instructor: Maria Ruiz, Ph.D., BCBA

#### **Enhancing Behavior Analytic Practices with Feminist Principles**

Maria R. Ruiz, Ph.D., BCBA (Rollins College) and CHRISTEINE M. TERRY, B.A. (University of Washington)

**Description:** Though rarely seen as compatible, behavior analysis and feminist theory, broadly defined, share some interesting conceptual and practical perspectives. For example, the feminist critique of traditional psychological science in many respects parallels the behavioral critique. Feminist psychology and behavior analysis also share some important assumptions about scientific knowledge and the process of knowledge making. Feminist psychologists have tackled many interesting domains in their research, but their research methodologies have often been limiting. This workshop will explore what a merger of feminist research interests and behavior analytic practices might look like. Specifically, we will consider how feminist-enhanced behavior analysis might lead to stronger pedagogical and clinical practices.

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

- Describe four points of conceptual convergence between behavior analysis and feminist psychology.

- Describe four key points in the feminist critique of traditional psychological science.
- Identify four ways in which the teaching of behavior analysis might be enhanced by feminist practice.
- Identify four approaches to enhancing behaviorally-oriented clinical practice (e.g. Functional Analytic Psychotherapy) with feminist principles.

#### Activities:

Lecture material will be presented with PowerPoint, videos, small group activities, and experiential exercises.

**Audience:** introductory level

**Level:** Introductory

**Member:** \$100 **Non-member:** \$115

<b>Workshop #88</b>	<b>CE: BACB, PSY</b>
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8:00 AM - 11:00 AM

Dunwoody

CE Instructor: Richard E. Laitinen, Ph.D., BCBA

#### **Formulating Programs for Naïve Learners: Worksheets for Designing Contingencies**

VICCI TUCCI, M.A., BCBA, and Richard E. Laitinen, Ph.D., BCBA (Tucci Learning Solutions, Inc.) and Dan Hursh (West Virginia University)

**Description:** The design and implementation of effective contingencies to solve problems of social importance is the *sine qua non* of behavior analysis. This workshop will provide assistance to educators and parents to make conspicuous the contingencies operating in a given situation. Participants will learn to formulate and deliver supplementary reinforcement contingencies as prescribed by best-practice recommendations. Each participant will receive a copy of a "Contingency Management" binder that compiles many of the contingencies known to reflect best practice for achieving ethical change in problematic behavior. For service providers already familiar with the principles and operations of behavior analysis, the worksheets contained within this binder will serve as a convenient means of standardizing communication and documentation of procedures. For those less familiar with applied behavior analysis, the booklet will provide an overview of the critical concepts, principles, and operations that the ethical utilization of each of the contingencies contained therein. Each contingency description is designed so that that page can be copied and completed for an individual learner or client. Each participant will

be required to select and complete a contingency worksheet for a learner of his or her choice.

**Objectives:** Participants will learn to utilize the procedures and materials contained within the CLM "Designing Contingencies" binder to identify, individualize, and formulate contingencies to establish, strengthen, or extend educational and behavioral targets for naïve learners. This binder compiles many of the contingencies known to reflect best practice for achieving ethical change in problematic behavior.

**Activities:**

- Overview and introduction to the "Designing Contingencies" binder.
- Review and practice utilizing the decision process for selecting contingencies.
- Practice in completing and individualizing selected contingencies for at least three learners of concern to the participant.

**Audience:** BCABAs, BCBAs, and service providers (teachers, home program therapists, and program supervisors) working with young children with challenging learning and behavioral concerns.

**Level:** Intermediate

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

<b>Workshop #89</b>	<b>CE: BACB, PSY</b>
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8:00 AM - 11:00 AM

Vinings

CE Instructor: Kristen M. Villone, Ph.D.

**The ABC's of Consulting in School Districts**

KRISTEN M. VILLONE, Ph.D. (Melmark)

**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 17 years of consulting experience) will offer unique perspectives on strategies and approaches that have been found invaluable.

**Objectives:** At the conclusion of the workshop, the participant 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 that 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:** \$100 **Non-member:** \$115

**Workshop #90****CE: BACB, PSY**

8:00 AM - 11:00 AM

Regency VII

CE Instructor: Christina Whalen, Ph.D., BCBA

**TeachTown: Incorporating ABA Best-Practices into Computer-Assisted Treatment for Children with Autism**

CHRISTINA WHALEN, Ph.D., BCBA, Brad McGuire, and Manya Vaupel (TeachTown)

**Description:** The use of computers with children with autism is becoming increasingly prevalent, yet this technology still seems relatively untapped with its potential. In this workshop, all of the essential elements of ABA for children with autism will be discussed, including SD's, prompting, discrimination, acquisition, reinforcement, generalization, data collection, information sharing, and research. These topics will be discussed in terms of how to incorporate the best-practices of ABA into computer technology. One example of a program that attempts to incorporate all of these essential elements, the TeachTown program, will be presented and attendees will receive free demo copies of the software. It is suggested that attendees bring laptop computers for a more hands-on experience.

**Objectives:** This workshop aims to answer the following questions.

- What are ABA best-practices and how will we know when we are doing it?
- How can we use computers to improve existing ABA practices?
- How can we better manage data from ABA programs?
- How important is generalization? What is the best approach for incorporating generalization into treatment? How can we measure generalization in ABA programs?
- What research has been done on using computers with children with autism? What research still needs to be done?
- What is the TeachTown program? How does this program incorporate ABA best-practices?

**Activities:** Review of ABA therapies available for children with autism; review of "best-practices" in ABA therapy; review of studies using computers for children with autism; discussion of advantages and disadvantages of using computers for children with autism; review and hands-on demonstration of TeachTown program along with discussion of "best-

practices" in ABA; discussion of generalization and ideas for incorporating generalization into computer-assisted programs.

**Audience:** Parents, teachers, professionals, and researchers specializing in autism, language delays, or other special needs. Basic understanding of ABA and ABA principles (e.g. reinforcement, prompting, discrimination, etc.). These terms will be reviewed briefly but workshop is ideal for those with basic understanding of these principles.

**Level:** Intermediate

**Member:** \$100 **Non-member:** \$115

**Workshop #91****CE: BACB, PSY**

8:00 AM - 11:00 AM

Fairlie

CE Instructor: Liming Zhou, Ph.D., BCBA

**Community-Based Behavior Service for Adults with Developmental Disabilities: Assessment, Treatment, and Evaluation**

LIMING ZHOU, Ph.D., BCBA (Midsouth Behavior Clinic)

**Description:** This workshop provides a technical roadmap for behavior analysts on how to serve adults with developmental disabilities/mental retardation who live in community settings (group home, family home, and other supported living arrangement). The workshop focuses on practical questions such as how to conduct appropriate functional assessment based on individual needs, how to develop reinforcement-based treatment procedures based on functional assessment, how to prevent and intervene SIB, aggression, destruction, and other challenging behaviors, how to develop adaptive replacement behavior, how to build supportive environment through staff training and agency/parent consultation, and finally, how to evaluate effectiveness of treatment program. While studying the above questions, the instructor will first briefly review selected ABA literature, and then guide the audience to learn and practice behavior analysis and behavior therapy techniques that are proven to be effective

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

- Understand and conduct basic functional assessment to assess target behaviors based on individual's needs.
- Understand and develop basic reinforcement-based prevention and intervention procedures to treat behavior problems.

- Understand and build supportive environment through training and consultation.
- Understand and evaluate effectiveness of treatment program.

**Activities:** Didactic lecture includes literature review, technical analysis, data analysis, and case study. Group discussion will be utilized. Handouts include a sample of functional assessment tools, reinforcement-based procedures with data sheet, case study with data analyses, and a list of selected key references. Participants will have structured opportunities of asking questions and sharing practical experiences.

**Audience:** Behavior analysts, behavior analyst associates, behavior specialists, graduate students and college students in ABA programs, direct care professional supervisors, managers, program coordinators, case managers, administrators of private and government agencies serving adults with developmental disabilities, and parents of individuals with developmental disabilities. Participants should have basic knowledge of applied behavior analysis.

**Level:** Introductory

**Member:** \$100 **Non-member:** \$115

<b>Workshop #92</b>	<b>CE: BACB</b>
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8:00 AM - 11:00 AM

Vancouver

CE Instructor: Charles T. Merbitz, Ph.D., BCBA

**AimChart: Standard Celeration Charting on the Web at [www.aimchart.com](http://www.aimchart.com)**

Charles Merbitz, Ph.D., BCBA (Chicago School of Professional Psychology) and Ben Merbitz ([aimchart.com](http://aimchart.com))

**Description:** AimChart ([www.aimchart.com](http://www.aimchart.com)) is a Web-based tool for Standard Celeration Charting. The basic service is free to use over the internet; advanced services provide better management and sharing of data across institutions with complex needs.

AimChart guides any user to properly drag and drop data on the screen for instant uploading to the central database and immediate display on a proper standard chart, complete with automatic Celeration. This data is stored by AimChart and can be shared by the user with other stakeholders such as parent, team members, administrators, and referring sources. An authorized user can immediately see the most current data from anywhere in the world 24/7.

AimChart supports phases, aimstars, and extremely precise printing. You can instantly, easily stack and restack data from an unlimited number of combinations of learners, pinpoints, and times.

Workshop attendees will learn and practice with AimChart's easy-to-use tools to set up, collect, save, and analyze data and charts and control access for groups and individuals. Future developments will be discussed. Participants receive an AimChart institutional account (minimum value, \$100). It is requested that attendees bring a laptop with WiFi or Ethernet and Flash 7; contact Ben Merbitz ([ben-aba@xig.net](mailto:ben-aba@xig.net)) to discuss equipment.

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

- Set up AimChart accounts for students, clients, teachers, and schools.
- Define behaviors to count and set goals for acceleration, deceleration, both (for comfort pairs), or neither.
- Access the site as a student or other user and enter data.
- View the same data on daily, weekly, or monthly charts.
- Set and remove phase lines and celeration lines, AimStars, and notes.
- Select combinations of charts (across persons and pinpoints) to view as overlays.
- Set the system to center on any Sunday for both data entry and display.
- Set controls on access to the information in the AimChart database.
- Export AimChart data to Excel.
- List at least one way to maintain confidentiality and one minimum system requirement for AimChart.

**Activities:** This workshop will begin with a brief introduction of Standard Celeration Charting. Then participants will be guided through the use of AimChart, including the creation of an AimChart account; setting up groups, learners, and actions; entering and editing data, markers, notes, and aimstars; viewing different combinations of charts; exporting data; and controlling access to their data.

Future AimChart developments will also be discussed, and feedback and requests will be gathered from participants for inclusion in newer versions of AimChart. Substantial time

will be spent allowing participants to practice using AimChart and answering any questions.

Workshop attendees are strongly encouraged to bring or arrange for a laptop so they can actually practice these techniques. Participant computers should have a working internet (WiFi or Ethernet) connection and Macromedia Flash Player 7. (We recommend Firefox on Windows, OS X, and Linux. We also support IE on Windows.) A very limited number of computers will be available for rental (\$25) during the workshop. Please arrange this well before the conference with Ben Merbitz (ben-aba@xig.net)

**Audience:** Interested professionals may include BCBAs, academic behavior analysts, teachers, and administrators; AimChart supports data collection across agencies, consulting practices, schools, classroom, and other organization where it is desirable for key people to have 24/7 access to learning and performance data for clients and students. Parents, students, and other persons may set up AimChart accounts as individuals simply for convenient charts or for easier data analysis.

We prefer that participants understand the basics of Precision Teaching and use of the Internet.

**Level:** Introductory

**Member:** \$100 **Non-member:** \$115

Saturday, May 27



**ABA TEACHERS & COORDINATORS / SUPERVISORS**  
for HOME-based program for young children diagnosed  
with PDD / Autism & other developmental delays

\*\*\*NY STATE CERTIFICATION REQUIRED\*\*\*

- Openings in Manhattan, Queens, Bronx & Staten Island
- ABA TRAINING available

PHONE: 718-956-7779

EMAIL: [info@chipny.com](mailto:info@chipny.com)

OUR WEB SITE: [www.chipny.com](http://www.chipny.com)



## **# 2 Special Event**

7:00 AM - 11:20 AM

International Ballroom South

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

Chair: Randolph Grace (University of Canterbury)

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## **# 3 Business Meeting**

8:00 AM - 8:50 AM

Chicago A-F

### **Special Interest Group Business Meeting with the ABA Presidents**

Chair: Frances K. McSweeney (Washington State University)

A meeting to share goals and activities of ABA's Special Interest Groups.

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## **# 4 Business Meeting**

9:00 AM - 9:50 AM

Chicago A-F

### **Affiliated Chapters Meeting**

Chair: R. Douglas Greer (Columbia University Graduate School and Teachers College)

A meeting to share goals and activities of ABA's U.S. and non-U.S. affiliated chapters.

## **# 5 Special Event**

9:30 AM - 10:20 AM

Cairo

### **Newcomers' Session**

Co-Chairs: Jack Michael (Western Michigan University, Emeritus) 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 dealt with. 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.

## **# 6 International Special Event**

10:00 AM - 11:20 AM

Centennial Ballroom III

### **International Development Brunch**

Chair: Simon Dymond (University of Wales, Swansea)

The international development brunch is scheduled on the first day of the convention to welcome the international members and review the international development activities of ABA.

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## **# 7 Business Meeting**

10:30 AM - 11:20 AM

Cairo

### **A Road Map to the Autism Program at ABA: A Guide for Newcomers**

Chair: Jack Scott (Florida Atlantic University)

This session will offer a brief review of the events in the Autism Area of the ABA Program. More specifically, the Program Coordinator for this area will outline presentations, their times, locations, and notable papers that would match the interest of the first time attendees such as students and parents.

## # 8 Special Event

11:30 AM - 12:50 PM  
Centennial Ballroom I & II

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

#### 2006 SABA Awards

**Award for Distinguished Service to Behavior Analysis: James A. Dinsmoor, Ph.D.** (Awarded posthumously) Dr. Dinsmoor's award will be accepted by Mrs. Kay Dinsmoor.



**Dr. James A. Dinsmoor** will be remembered by Dr. Philip Himeline (Temple University), who will deliver an address titled *In Honor and Memory of James A. Dinsmoor*.

Jim Dinsmoor was at the core of behavior analysis from its very beginnings and remained so throughout his career. He participated in the very first "proto-ABA convention," the Conference on the Experimental Analysis of Behavior at Indiana University nearly sixty years ago. As a graduate student under Keller and Schoenfeld at Columbia, he provided advice on research strategy to Murray Sidman. Moving to the Midwest, he took up the flag for behavior analysis in the Psychology Department at Indiana

University while Kay, his wife, ran the back office for the *Journal of the Experimental Analysis of Behavior*. Over the years, Jim accomplished a remarkable series of incisive research projects focused upon key conceptual issues. The first of these was a struggle to untangle the complex contingencies of escape and avoidance conditioning, the interpretation of which is a matter of contention to this day. The most notable project, in my view, served to unmask the cognitivist interpretation of conditioned reinforcement. He showed that a conception in terms of "information" was a misleading characterization of the processes involved. Concurrently, Jim was a political activist, supporting controversial causes through his reputation for personal integrity. And of course, Jim was prominent in the action first at EPA, at MPA, at MABA, and at ABA; where he could be counted on for good humor as well as supportive and provocative wisdom.

**Award for International Dissemination of Behavior Analysis: Joseph E. Morrow, Ph.D. (Applied Behavior Consultants)**



**Dr. Joseph Morrow** received his Ph.D. in experimental psychology from Washington State University in 1965. Since that time he has taught at California State University, Fullerton; Indiana University, South Bend; and California State University, Sacramento, from which he recently retired. For the past nineteen years he has been president of Applied Behavior Consultants (ABC), a 300-person firm providing Applied Behavior Analysis Services. ABC operates day schools and provides home services throughout California for children with autism and other special needs. In the last few years, ABC has opened behavioral schools in China and Bahrain as well as providing services in several other countries. Dr. Morrow will give a

presentation titled *Behavioralizing the World*.

This paper raises the issue of bringing behaviorism to our culture and to the world. It examines the question of vehicles that are available to us to reach this goal. Certain vehicles are specified and elaborated on. Finally, the issue of "why behavioralize the world" is addressed. It is argued that, given our understanding of contingencies of reinforcement, it may be time for behaviorists to begin talking about such important issues as war and poverty.

Saturday, May 27

### **Award for Public Service in Behavior Analysis: Robert H. Horner, Ph.D. (University of Oregon)**



**Dr. Robert Horner** is a professor of special education at the University of Oregon. He took his undergraduate degree in psychology from Stanford University, his master's degree in experimental psychology from Washington State University, and his doctorate in special education at the University of Oregon. His research during the past 25 years has focused on the design of instructional technology for individuals with severe intellectual disabilities, generalization, stimulus control, and, most recently, positive behavior support. During the past 12 years Dr. Horner has worked with Dr. George Sugai on implementation of school-wide positive behavior support, an application of behavior analysis at the whole-school level. This approach

currently is being implemented in over 3000 schools, and, when blended with academic interventions, is associated with improvements in both social and academic gains of students. Dr. Horner is a former associate editor of the *Journal of Applied Behavior Analysis*, a past editor of *JASH (The Journal of the Association for Persons with Severe Handicaps)*, and current co-editor of the *Journal of Positive Behavior Interventions*. His professional awards include the 1996 APA Fred Keller Educational Researcher Award and the 2002 AAMR Education Award. Dr. Horner will give a presentation titled *Implementing Applied Behavior Analysis at Scales of Social Importance*.

The potential value of applied behavior analysis for society is most likely to be realized if behavior analysts focus on expanding our unit of analysis, increasing the range of our outcome measures, and improving the accessibility of our technology. This will require a blending of rigorous behavioral science with a practical transfer technology. Six recommendations will be offered for how applied behavior analysts may extend impressive demonstrations of individual behavior change to demonstrations of large-scale social change. The basic thesis is that applying the principles of behavior analysis at scales of social significance will not occur from an awakening of society to the value of behavior analysis, but through efforts of behavior analysts to reach out and make behavior analysis relevant to the needs of society.

### **Award for Impact of Science on Application: Nathan H. Azrin, Ph.D. (Nova University)**



**Dr. Nathan Azrin** is a professor at Nova Southeastern University in Fort Lauderdale, Florida. He received his Ph.D. under B. F. Skinner at Harvard University in 1956. Azrin began his career doing basic laboratory research in operant conditioning, later shifting his focus to applied psychology, in which he has been a pioneer in establishing the field of applied behavior analysis. Many of the treatment/training programs he developed are now in widespread usage. Specific examples are the Token Economy or Point Reward Program (with Dr. Ayllon); use of time-out; and effective self-care programs for retarded persons including toilet training, nocturnal enuresis, dressing, proper mealtime skills, self-stimulation, aggression, and self-injury.

He also developed programs for non-retarded persons including alcoholism, drug use, medication adherence, tics, stuttering, Tourette's Disorder, Trichotillomania, marital dysfunction, classroom management, toilet training, nocturnal enuresis, the Job Club method for securing employment for the chronically unemployed, parent-youth problems, and Major Depressive Disorder. The great diversity of problems he has studied reflects his conviction that applied behavioral analysis is a rich conceptual strategy with unlimited avenues of treatment applicability. Dr. Azrin will give a presentation titled *Impact of Science on Applied Behavior Analysis*.

Laboratory studies of operant conditioning have justifiably been judged to provide the scientific basis for applied behavior analysis. Close examination of the specific procedures, methods of measurement, and behavioral generalizations reveals that very many of these laboratory procedures and findings have had little relevance to the procedures used in the area of applications. Successful applications have not been a direct translation of operant procedures but rather an exclusion of many of these operant procedures, a focus on several of the methodological features and development of several new procedures that have little or no relation to the laboratory programs. This analysis suggests that applied behavior analysis will continue to devise new treatments for complex, socially significant problems by continuing to develop new procedures

that have not been central to the laboratory procedures and findings. The elements common to both endeavors appear to be specification, standardization, quantification, and experimental evaluation.

#### **Award for Enduring Programmatic Contributions in Behavior Analysis: Behavior Analysis and Therapy Program of Southern Illinois University, Carbondale**

Tony Cuvo, Ph.D. will accept the award on behalf of the Behavior Analysis and Therapy Program.

In 1955, Guy Renzaglia founded the Rehabilitation Institute at **Southern Illinois University at Carbondale (SIUC)**. The goal of the Institute is to serve as an academic home for training professionals in various branches of rehabilitation. In the same year, Israel Goldiamond joined the faculty of SIUC's Department of Psychology. Israel was instrumental in recruiting Nathan Azrin to Southern Illinois to become the founding director of the Behavior Research Laboratory at Anna State Hospital, located some 20 miles south of Carbondale. Guy and Nathan collaborated in 1965 to form the first Master's degree program in Behavior Modification in the United States, which became one of several graduate programs within the Rehabilitation Institute.

Ed Sulzer was hired as the Behavior Modification Program's founding coordinator. There has been a close working relationship between the academic program on campus and the former Anna State Hospital, now named the Choate Mental Health and Developmental Center, since the program's inception. The state hospital provided the program with the initial faculty and a site for students to acquire research and clinical experience. Ed Sulzer and Nathan Azrin, along with Donald Hake and Teodoro Ayllon (also from the hospital), designed the original academic curriculum. Subsequently, Richard Foxx and other behavior analysts provided supervision to program students in their positions at the state hospital.

In 1982, the name of the program was changed to Behavior Analysis and Therapy to reflect not only our evolving disciplinary terminology, but also the comprehensive nature of the curriculum. The program is accredited by the Association for Behavior Analysis. A doctoral program in rehabilitation, including a behavioral specialty, was also added during the early 1980s. Students in the program have been able to receive education and training in both basic and applied behavior analysis, as well as behavior therapy. Some areas of specialization over the decades have included developmental disabilities, child abuse and neglect, acquired head injury, gambling, stimulus equivalence, school intervention, behavioral medicine, sexual behavior, community behavior analysis, organizational behavior management, functional analysis of challenging behavior, and other topics.

Two major clinical training and community service programs have been externally funded for a number of years. Project 12-Ways, which serves families indicated for child abuse and neglect, has been in operation for more than 20 years. More recently, the Center for Autism Spectrum Disorders has become a comprehensive, behaviorally-based regional center for autism in southern Illinois. During the past 40 years, in addition to those individuals cited above, program faculty have included Bob Campbell, Dick Sanders, Harry Rubin, Roger Poppen, Bill Hopkins, Tony Cuvo, Brandon Greene, Paula Davis, Gina Green, Mark Dixon, Ruth Anne Rehfeldt, and April Worsdell.

#### **Award for Effective Presentation in the Mass Media: James Kauffman, Ed.D. (University of Virginia)**



**Dr. James M. Kauffman**, Professor Emeritus of Education at the University of Virginia, received his Ed.D. degree in special education from the University of Kansas in 1969. He is a past president of the Council for Children with Behavioral Disorders (CCBD). Among his honors are the 2002 Outstanding Leadership Award from CCBD and the 1994 Research Award from the Council for Exceptional Children. Besides the book *Education Deform*, published in 2002, he is author, editor, co-author, or co-editor of numerous publications in special education and related fields. One of his textbooks, *Characteristics of Emotional and Behavioral Disorders of Children and Youth*, is widely adopted in special education and is now in its eighth edition. His most

recent co-authored books are *Special Education: What it is and Why We Need It*; *Learning Disabilities: Foundations, Characteristics, and Effective Teaching*; *Children and Youth with Emotional and Behavioral Disorders: A History of Their Education*; the fourth edition of *Managing Classroom*

*Behavior: A Reflective Case-Based Approach*; and the 10<sup>th</sup> edition of *Exceptional Learners: Introduction to Special Education*. Dr. Kauffman will give a presentation titled *Concerns about a New Racism*.

In this presentation, Dr. Kauffman raises concern about a new racism often mistaken for cultural sensitivity and cultural competence. It is characterized by the assumption that skin color or heritage, usually said to designate a culture, makes an individual responsive or unresponsive to particular therapies, educational methods, or other efforts to teach, heal, or help. Markers of the new racism include misleading statements and hyperbole, the creation of politically charged but scientifically and logically questionable categories or groups, the assumption that group identity is more important than individual characteristics, and the use of inappropriate proxies in making treatment decisions. Better science is our best hope of combating the new racism, and the hope is that applied behavior analysts will play an important role in checking out the idea that skin hue and heritage determine how someone responds to behavioral operations.

### **2005 International Grant Awards**

The *International Development Fund* provides for three \$1,000 International Development Grants annually, through a competitive process. In 2005, the grants were awarded to support the following projects:

- **Behavior Analysis Training in a Clinical Psychology Context**, developed by Aldo Hernandez Barrios and Vladimir Bernal Alfonso (Universidad Católica de Colombia, Unidad de Servicios Psicológicos, Colombia)
- **A University Training Program in Applied and Clinical Behavior Analysis in Tampere, Finland**, developed by Dr. Martti T. Tuomisto (Institute for Extension Studies, University of Tampere, Finland)
- **Development of a BCBA Master's Degree Program**, developed by Dr. Denis O'Hora and colleagues (University of Ulster, Northern Ireland)

### **2006 Fellowship Awardees**

SABA Fellowships are awarded to doctoral students by way of a competitive process in two areas of concentration: Child Development and Experimental Analysis of Behavior.

The *Sidney W. and Janet R. Bijou Fellowship* provides an annual fellowship to a doctoral student investigating child development from a behavior analyst perspective. Recipients in 2006 are **Elizabeth Adams (University of Florida)** and **Sarah O'Connor (National University of Ireland, Maynooth)**.

The *SABA Experimental Analysis of Behavior Fellowship* provides an annual fellowship to a doctoral student in psychology or behavior analysis who is conducting research in the experimental analysis of behavior. The 2006 recipient is **Bethany Raiff (University of Florida)**.

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### **# 9 Paper Session**

1:00 PM - 1:50 PM

Greenbriar

CBM; Applied Behavior Analysis

### **Applied Behavior Analysis of Child Behavior Problems**

Chair: Charmaine Bill (ABA Supervisor)

**Getting the Kids to Eat: A Dynamic Procedure Addressing Food Refusal in Selective Eaters.**  
CHARMAINE BILL (ABA Supervisor)

**The Efficacy of Brief FBA Methods for Assessing ADHD Behaviors and Stimulant Medication Effect.** C. BAKER WRIGHT (Behavior Management Consultants) and Jon S. Bailey (Behavior Management Consultants, Florida State University, Florida ABA)

## # 10 Invited Event

1:00 PM - 1:50 PM

Centennial Ballroom I

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Leslie Wilk Braksick, Ph.D.

### OBM 2006: A View from the Field

Chair: Timothy Ludwig (Appalachian State University)

LESLIE WILK BRAKSICK (The Continuous Learning Group, Inc.)



**Dr. Leslie Braksick** is noted for energy, honesty, and an intense commitment to results. She has earned the trust of AT&T, Bayer Corporation, Chevron Corporation, Ingersoll-Rand, Bell Atlantic, H.J. Heinz, and many other companies. Dr. Braksick's power-packed, practical teaching, her personal ease, and her down-to-earth style make her the speaker of choice for anyone seeking the Holy Grail of strategy execution. Her key message—"success is driven by human behavior and the consequences that shape it"—resonates with today's grand-slam execution challenges, like M&A, corporate creep, supply chain management, technology implementation, attracting and retaining top talent, succession, and knowledge management.

In addition to speaking at conferences for Inc. Magazine, The Conference Board, and the International Society for Performance Improvement, Dr. Braksick is in great demand for strategic internal meetings. Executives of Fortune 100 companies turn to her for a message that is totally customized to advance their cause, delivered with passion, and grounded in real-world results. High demand to spread the word prompted her first book, *Unlock Behavior, Unleash Profits* (McGraw-Hill, 2000). Her provocative ideas have appeared in numerous popular business publications and refereed journals.

**Abstract:** In this address, Dr. Leslie Braksick will offer her perspective on the State of Organizational Behavior Management (OBM) from the consultant and client's point of view. As a behavioral leadership coach to Fortune 100 executives and as the Co-Founder and Chairman of the largest behaviorally-based consulting firm, Braksick has an important perspective on the world of work and the opportunities and challenges for OBM practitioners. Braksick will discuss current and emerging trends in business and the role of behavior analysis in those trends. She will highlight client examples where Fortune 100 companies are, today, relying on behavior analysis as their "strategic weapon" for high performance and competitive differentiation. She will also draw attention to clients who say they are focusing on "behavior" but, in reality, use programs that have no scientific underpinning. The voice of the client will be seen and heard using video technology. Finally, Braksick will offer her perspective on areas of needed study by OBM researchers as well as how the OBM network might better market their behavioral solutions.

## # 11 Special Event

1:00 PM - 1:50 PM

International Ballroom South

EAB; Experimental Analysis

### SQAB 2006 Tutorial: Explicit Methods and Implicit Human Values in Quantitative Behavioral Models

Chair: Randolph Grace (University of Canterbury)

CHARLES P. SHIMP (University of Utah)

**Charles Shimp** began his scientific career believing that science, especially quantitative science, offered a path to important knowledge about the human condition that was fundamentally different from those offered by art, literature, and music. Over the course of his career, he has come to question that belief. He now believes there are implicit and unevaluated

**Abstract:** Quantitative models of behavior will be described, sorted, and informally categorized in terms of their underlying metaphors, including geometric, mechanical, hydraulic, electromechanical,

statistical, computer, cosmological, philosophical, political, ecological, and logical metaphors. They will also be categorized in terms of the purposes for which they are constructed, including to summarize data, to predict new phenomena, to identify basic mechanisms, and to integrate diverse phenomena in terms of similar underlying mechanisms. The diverse means by which they are evaluated will also be described, for example, in terms of parsimony, descriptive accuracy against data, descriptive accuracy compared to that of other models, whether they can submit to a critical test, and the breadth of data to which they apply. Evaluative tools such as clarity, elegance, intuitive accessibility, biological plausibility, practical relevance, and the persuasiveness of the arguments advanced by their inventors, will be described. The relevance to model evaluation of historical trends, fads, and technological limitations will also be addressed. A sense in which quantitative models have only the appearance of being quantitative will be discussed.

#### # 12 Invited Event

1:00 PM - 1:50 PM

Centennial Ballroom II

TBA; Theory

BACB CE Offered. CE Instructor: Vivian Fueyo, Ph.D.

#### Using Grounded Reflection to Reflect on the Constructivist Perspective

Chair: Pamela Osnes (Behavior Analysts, Inc.)

VIVIAN FUEYO (University of South Florida, St. Petersburg)



**Dr. Vivian Fueyo** received her Doctorate in Developmental and Child Psychology at the University of Kansas and joined the faculty at USF St. Petersburg in 2003 as founding Dean of the College of Education. Prior to serving as Dean of the College of Education at USF-St. Petersburg, Dr. Fueyo was a faculty member in the College of Education at Florida State

**Abstract:** Reflection, based on grounded theory and supported by research and the scientific method, is much more behavioral than constructivist. Despite this assertion, current priorities in teacher education posit that behavioral approaches are inadequate for defining the social and cognitive mediation necessary for teaching and learning in today's classrooms. Frequently,

constructivist principles are advocated instead. In the second edition of *The Handbook of Research on Teacher Education* (Sikula, 1996), Constructivist Perspectives is one of eight subsections under Contemporary Conceptions of Learning to Teach. The others are Critical Perspectives, Teacher Reasoning, Pedagogical Content Knowledge, Multicultural Teacher Education, Global Teacher Education, Human Development, and Cognitive Instruction. Behaviorism and Behavior Analysis comprises a separate, stand alone section of this same book. It is telling that constructivist perspectives is listed as one among many in the handbook, while an entire section of the book is dedicated exclusively to behaviorism. Without behavioral approaches to teaching, all the requisite skills that students and teachers need to reflect and reason, such as active listening, attending to appropriate cues, clarifying and extending questions, paraphrasing, etc., could never occur. Nevertheless, the confusion continues. The purpose of this address is to engage the audience in a semantic and functional analysis of behavioral and constructivist approaches to teaching and learning.

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#### # 13 Symposium

1:00 PM - 2:20 PM

Centennial Ballroom III

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Marjorie H. Charlop-Christy, Ph.D.

#### Acquisition and Generalization of Social Skills

Chair: Marjorie H. Charlop-Christy (Claremont McKenna College)

**Comparative Analysis of Generalization Strategies.** Marjorie H. Charlop-Christy (Claremont McKenna College) and GINA T. CHANG (Claremont Graduate University)

**Increasing Social Initiations in Nonverbal Children with Autism: A Comparison of Modified Incidental Teaching Sessions (MITS) and Discrete Trial Training (DTT).** Marjorie H. Charlop-Christy (Claremont McKenna College) and KARI BERQUIST (Claremont Graduate University)

**Increasing Social Initiations through Functional Assessment and Communication Training in Children with Autism.** Marjorie H. Charlop-Christy (Claremont McKenna College) and KATHERINE K. BYRD (Claremont Graduate University)

**A Comparison of Steps to Social Success (SSS) and Social Stories for Teaching Social Skills to Children with Autism.** SABRINA D. DANESHVAR (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)

#### # 14 International Paper Session

1:00 PM - 2:20 PM

Techwood

TBA

#### **Applied Behavior Analysis Training Programs: Design and Effects**

Chair: Criss Wilhite (California State University, Fresno)

**Behavior Analysis Dissemination in Spain: The Design of a Two-Year Training Program.** (Service Delivery) TOMÁS CARRASCO GIMÉNEZ (Universidad de Granada) and Javier Virués (Instituto de Salud Carlos III & Universidad de Granada)

**Effects of Teachers' Verbal Behavior and Application of Research Based Tactics on Instructional Objectives by Students with Pervasive Developmental Disorders.** (Applied Behavior Analysis) JEREMY H. GREENBERG (Columbia University)

**Shape Your Teacher: An Exercise to Improve Participation in College Courses.** (Service Delivery) CRISS WILHITE (California State University, Fresno)

#### # 15 Symposium

1:00 PM - 2:20 PM

The Learning Center

VRB; Applied Behavior Analysis

#### **Applied Verbal Behavior**

Chair: Jon Bailey (Behavior Management Consultants, Inc., Florida State University, Florida ABA)

Discussant: Jack Michael (Western Michigan University)

**A Behavioral Interpretation of Pulling Your Own Strings (Wayne Dyer).** KELLE WITT (Florida State University at Panama City)

**He Just Doesn't Understand Me! Gender Differences in Applied Verbal Behavior.** CARA L. PHILLIPS (Florida State University at Panama City)

**"If I Said You Had a Beautiful Body Would You Hold it Against Me?" Using Verbal Behavior to Perfect Pick-Up Lines: A Practical How-To Guide.** CRISTAL E. ELWOOD (Florida State University at Panama City)

#### # 16 Paper Session

1:00 PM - 2:20 PM

Roswell

TPC; Theory

#### **Awareness, Free Will, and Intention**

Chair: Paul Neuman (Bryn Mawr College)

**Who Needs Awareness?** SOLANGE PASQUET (Florida International University)

**The Belief in Free Will as Establishing Operation: Universal Biological Adaptation or Western Cultural Phenomenon?** RICHARD F. RAKOS (Cleveland State University)

**An Intentional Interpretive Perspective.** PAUL NEUMAN (Bryn Mawr College)

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### # 17 Symposium

1:00 PM - 2:20 PM

Lenox

CSE; Theory

#### **Behavior Analysis and Issues of Social Concern: From Metatheory to Praxis**

Chair: Michelle Ennis (Temple University)

Discussant: Maria R. Ruiz (Rollins College)

**The Behavior Analytic Path to Social Justice is Paved with Implicit Assumptions.** MICHELLE ENNIS and Philip N. Hineline (Temple University)

**The Implications of the Medical Model on Social and Mental Health Policies.** CHRISTEINE M. TERRY and Robert J. Kohlenberg (University of Washington)

**Critical Psychology: Building Careers in the Service of Social Justice.** MARY D. PLUMMER (University of Washington)

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### # 18 Symposium

1:00 PM - 2:20 PM

Vinings

VRB; Applied Behavior Analysis

#### **Building Vocal Mands and Tacts for Pre-Speakers: Existing Tactics from Verbal Behavior**

Chair: Susan Mariano-Lapidus (Columbia University)

**Effects of Rapid Motor Imitation and Verbal Function Training on Acquisition of Echoic Behavior for Young Children with Autism.** DENISE ROSS (Teachers College, Columbia University) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

**Effects of Rapid Motor Imitation with and without Verbal Function Training on Early Vocal Verbal Behavior.** DENISE ROSS and JoAnn Pereira Delgado (Teachers College, Columbia University)

**Effects of Auditory Word Match-to-Sample on Echoic Repertoire of Students with Language Delays.** JENNIFER LONGANO (Teachers College, Columbia University)

**Stimulus-Stimulus Pairing and the Acquisition of Echoic Repertoires.** KENYA CLAY (Columbia University)

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### # 19 Symposium

1:00 PM - 2:20 PM

Spring

OTH; Experimental Analysis

#### **Can Surveys Predict Behavior?**

Chair: Chris Dula (East Tennessee State University)

Discussant: E. Scott Geller (Virginia Polytechnic Institute & State University)

**Can the "Big 5" Personality Traits Predict Behavior of College Students?** PHILIP K. LEHMAN, Aaron Vollmer, and Elise A. Drake (Virginia Polytechnic Institute & State University)

**Exploring the Relationship between Psychological Entitlement and Behavior.** CHRIS O. DOWNING, Catherine C. Eckel, and Phillip K. Lehman (Virginia Polytechnic Institute & State University)

**Social Anxiety, Alcohol Expectancies, and Self-Efficacy as Predictors of Alcohol Consumption at Fraternity Parties.** IAN J. EHRHART, Kent E. Glindemann, and E. Scott Geller (Virginia Polytechnic Institute & State University)

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### # 20 International Symposium

1:00 PM - 2:20 PM

Auburn

EDC; Applied Behavior Analysis

#### **CAPSizing Higher Education: PSI on the Internet in Canada and the United States**

Chair: Robert Allan (Lafayette College)

**Critical Thinking Development in a CAPSI Taught First Year University Course.** LOUIS SVENNINGSEN (University of Manitoba)

**Using WebCAPSI to Teach Graduate Courses.** JOSEPH J. PEAR (University of Manitoba)

**Lessons Learned: Introducing CAPSI in Psychology Courses at Delta State University.** DARLENE E. CRONE-TODD, Jessica M. Honeycutt, Heidi L. Eyre (Delta State University) and Joseph J. Pear (University of Manitoba)

**Student Response Rate and Persistence in a CAPSI-taught Developmental Psychology Course.** HEIDI L. EYRE, Heather Peacock, Darlene E. Crone-Todd (Delta State University), Jennifer Klein (New England Center for Children), and Joseph J. Pear (University of Manitoba)

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### # 21 Paper Session

1:00 PM - 2:20 PM

Dunwoody

TPC

#### **Celeration and Frequency**

Chair: John Eshleman (Optimal Instructional Systems)

**Standard Measurement as a Precursor to a Science of Human Behavior.** (Applied Behavior Analysis) CLAY M. STARLIN (University of Oregon)

**Behavior Change and Celeration Comparison: Considering Advanced Charting Techniques.** (Theory) JOHN W. ESHLEMAN (Optimal Instructional Systems)

**Some Discoveries in Designing Research for Frequency of Practice.** (Theory) ELIZABETH A. SWATSKY (Ann Arbor Public Schools)

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### # 22 International Paper Session

1:00 PM - 2:20 PM

Kennesaw

CBM

#### **Clinical Behavior Analysis**

Chair: Karen Griffiee (Concord University)

**No Objective Observers Here: Therapy Interpretations as Contingency-Shaped Behavior.** (Theory) KAREN H. GRIFFEE (Concord University)

**The Role of Values Work in ACT Applications.** (Applied Behavior Analysis) JOANNE DAHL (University of Uppsala, Sweden)

**Practical Single-Subject Evaluation Designs for Practitioners.** (Applied Behavior Analysis) STEPHEN E. WONG (Florida International University)

Saturday, May 27

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### **# 23 Symposium**

1:00 PM - 2:20 PM

Piedmont

BPH; Experimental Analysis

BACB CE Offered. CE Instructor: Steven I. Dworkin, Ph.D.

#### **Contributions of Behavioral Pharmacology/Toxicology to the Experimental Analysis of Behavior: III**

Chair and Discussant: Steven I. Dworkin (University of North Carolina, Wilmington)

**Using Poisons to Probe Behavior - and Vice Versa.** Robert C. MacPhail (University of North Carolina, Chapel Hill)

**Translating the Contributions of Behavioral Pharmacology/Toxicology to Human Health Issues.** John R. Glowa (National Institutes of Health)

**A Look Back Towards the Future.** Victor Laties (University of Rochester Medical Center)

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### **# 24 Paper Session**

1:00 PM - 2:20 PM

University

EDC; Applied Behavior Analysis

#### **Data Analysis, Research Quality, and Effective Interventions**

Chair: Richard Kubina (The Pennsylvania State University)

**A Survey of Graphical Usage in Special Education Journals.** RICHARD M. KUBINA, Jr., Douglas E. Kostewicz, Shawn Datchuck, and David L. Lee (The Pennsylvania State University)

**Behavioral Assessment: Evaluating Discrepancies in Your Data.** KIM KILLU (University of Michigan, Dearborn) and Kimberly P. Weber (Gonzaga University)

**Lies, Damned Lies and Educational Research: Why We Need a Journal of Misrepresentations and Failed Instructional Methods.** ROGER F. BASS (Carthage College)

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### **# 25 Symposium**

1:00 PM - 2:20 PM

Manila

EAB; Applied Behavior Analysis

#### **Driving Behaviors**

Chair: Marisa Snow (Florida State University)

Discussant: Ryan B. Olson (Oregon Health and Science University)

**Seatbelt and Cellular Phone Usage by Automobile Drivers: A Descriptive Analysis.** MARCO D. TOMASI and Jon S. Bailey (Florida State University)

**Increasing Seat Belt Use at an Apartment Complex.** WILLIAM C. VOSS, Nadia E. Raed, and Jennifer Rava (Florida State University)

**The Effects of a Variable and Fixed Seatbelt-Gear Delay on Seatbelt Use of 120 Drivers.** RON VAN HOUTEN (Western Michigan University) and J. E. Louis Malenfant (Centre for Education and Research in Safety)

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## # 26 Symposium

1:00 PM - 2:20 PM

Baker

CBM; Experimental Analysis

### **Feeding the Word Machine: Factors that Influence Relational Responding**

Chair: Amanda Adcock (University of Wisconsin, Milwaukee)

**Reptiles & Relations: The Influence of Aversive Functions.** CHAD DRAKE and Kelly G. Wilson (University of Mississippi)

**Academic Cues Run Rampant: The Role of Relational Responding in Academic Distress.** BRITTANY A. HAMMER, Amanda C. Adcock, Jaime M. Owens, Leslie A. Kuhn (, Douglas W. Woods (University of Wisconsin, Milwaukee) and Kelly G. Wilson and Chad Drake (University of Mississippi)

**Personal Content: Friend or Foe?** AMANDA C. ADCOCK and Douglas W. Woods (University of Wisconsin, Milwaukee)

**Jumping into Joy or Diving into Depression: The Role of Emotion in Relational Responding.** CHRISTINE A. CONELEA, Amanda C. Adcock, Douglas W. Woods, Katie Gilbert, and Laura Biver (University of Wisconsin, Milwaukee)

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## # 27 Symposium

1:00 PM - 2:20 PM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Cynthia Anderson, Ph.D.

### **Further Evaluation of Indirect and Direct Methods of Functional Assessment**

Chair: Cynthia Anderson (University of Oregon)

**Current Status of Validity Data for the QABF (Questions About Behavioral Function).** THEODOSIA PACLAWSKYJ, Johnny L. Matson Ruth M. DeBar, and Mary-Claire Brett (Kennedy Krieger Institute)

**Agreement between Teachers and Students on Function of Student Problem Behavior as Indicated in Brief Functional Behavioral Assessment Interviews.** KENT MCINTOSH and Robert H. Horner (University of Oregon)

**Descriptive and Experimental Analyses of Potential Precursors to Problem Behavior.** CARRIE S. W. BORRERO (University of Florida and Spectrum Center, Inc.), John C. Borrero (University of the Pacific), and Andrew Weiher (Spectrum Center)

**Psychometric Properties of the Questions About Behavioral Function Scale in a Pediatric Population.** KURT A. FREEMAN, Michael Walker, and Jeremy Kaufman (Oregon Health Sciences University)

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## # 28 Symposium

1:00 PM - 2:20 PM

Regency VI

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Eileen M. Roscoe, Ph.D., BCBA

### **Further Refinements of Observation and Measurement Procedures**

Chair: Eileen M. Roscoe (New England Center for Children)

**Utilizing Latency-to-First-Response as a Measure in the Evaluation of Functional Analysis Outcomes.** JEFFREY R. LUKE, Joel E. Ringdahl, Tory J. Christensen, Jayme Mews, Jason M. Stricker, and Terry Falcomata (University of Iowa)

**A Comparison of Momentary Time Sampling and Partial Interval Recording Measurement Methods.** MAEVE G. MEANY, Eileen M. Roscoe, William H. Ahearn, and Jason Bourret (New England Center for Children)

**Calculating Contingencies in Natural Environments.** FRANK J. SYMONS, Jennifer J. McComas, Ellie C. Hartman, and John Hoch (University of Minnesota)

**Baseline Measurement of Running Away Among Youth in Foster Care.** LUANNE WITHERUP and Timothy R. Vollmer (University of Florida)

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**# 29 Panel Discussion**

1:00 PM - 2:20 PM

Montreal

OTH; Theory

**Professional Development Series: Conversation Hour with Prominent Women in Behavior Analysis**

Chair: Christy Alligood (West Virginia University)

LINDA J. HAYES (University of Nevada, Reno)

MARIA E. MALOTT (Association for Behavior Analysis)

FRANCES K. MCSWEENEY (Washington State University)

CAROL PILGRIM (University of North Carolina, Wilmington)

BETH SULZER-AZAROFF (Browns Group Naples)

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**# 30 Symposium**

1:00 PM - 2:20 PM

Courtland

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Rachel Thompson, Ph.D., BCBA

**Promoting Compliance and Decreasing Problem Behavior**

Chair: Rachel Thompson (University of Kansas)

**An Evaluation of Strategies for Promoting Desirable Response Allocation among Toddlers.**

PAIGE M. McKERCHAR, Rachel H. Thompson, and Nicole M. Cotnoir (University of Kansas)

**Evaluation of a Three-Step Prompting Procedure to Reduce Noncompliance among Typically Developing Preschool Children.**

DAVID A. WILDER and Julie Atwell (Florida Institute of Technology)

**An Examination of Percentile Schedules of Reinforcement to Increase Compliance.**

ELIZABETH S. ATHENS, Timothy R. Vollmer, and Claire St. Peter Pipkin (University of Florida)

**Selective Effects of Noncontingent Access to Reinforcers "Matched" to Problem Behavior on Problem Behavior and Academic Behavior.**

ELIZABETH CHRISTENSEN and Jason Bourret (New England Center for Children)

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**# 31 Symposium**

1:00 PM - 2:20 PM

Regency V

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Thomas S. Higbee, Ph.D., BCBA

**Promoting Spontaneous Language Use and Cooperative Play in Young Children with Autism**

Chair: Thomas S. Higbee (Utah State University)

Discussant: Patricia J. Krantz (Princeton Child Development Institute)

**Parents' Use of Script Fading Procedures to Teach Conversation to Children with Autism.**

KARA A. REAGON and Thomas S. Higbee (Utah State University)

**Teaching Children with Autism to Mand for Information by Contriving Motivating Operations.**

KATIE ENDICOTT and Thomas S. Higbee (Utah State University)

**Teaching Preschool-Aged Children with Autism to Engage in Peer Play Using Group Photographic Activity Schedules and Script Fading Procedures.** ALISON M. BETZ, Kara A. Reason, and Thomas S. Higbee (Utah State University)

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**# 32 International Symposium**

1:00 PM - 2:20 PM

Regency VII

AUT; Applied Behavior Analysis

**The Effects of Implementing CABAS® Components on the Acquisition of Academic Skills and Verbal Behavior in Three Schools for Children Diagnosed with Autism**

Chair: Robin Nuzzolo-Gomez (Columbia University Teachers College)

Discussant: Katherine Matthews (Virginia Commonwealth University)

**The Effects of Implementing CABAS Components on the Acquisition of Academic Skills and Verbal Behavior in Three Schools for Children Diagnosed with Autism.** KATHERINE MATTHEWS, Adam Warman, Ania Young (Virginia Commonwealth University), Jose Julio Carnerero and Ana Pastor Sanz (Centro Al-Mudaris, Spain), and Emma Hawkins (The Jigsaw School)

**The Effects of Implementing CABAS Components at the Centro Al-Mudaris in Spain.** JOSE JULIO CARNERERO and Ana Pastor Sanz (Al-Mudaris, Córdoba)

**Improving Academic Skills, Verbal Behavior, Social and Play Skills as the Result of Implementing CABAS Components at The Jigsaw School in England.** EMMA HAWKINS (The Jigsaw CABAS School)

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**# 33 Symposium**

1:00 PM - 2:20 PM

International Ballroom North

DDA; Applied Behavior Analysis

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

**The Modification of Direct Instruction for Use with Different Learner Characteristics**

Chair: David Corcoran (BEACON Services)

Discussant: Robert K. Ross (BEACON Services)

**Modification of Direct Instruction Programs for Students with Developmental Disabilities.** WENDY L. KOZMA (Evergreen Center)

**The Use of Direction Instruction in the Public Schools with Children with Autism.** ANN FILER and Robert K. Ross (BEACON Services)

**Accelerating Reading and Writing Skills in Students with Emotional Difficulties through the Implementation of a Comprehensive Language Arts Program.** MARY LENGEL (Keystone Schools/UHS)

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**# 34 International Symposium**

1:00 PM - 2:20 PM

Inman

EDC; Service Delivery

**The Way Forward: Efficient and Effective Teaching and Learning across the Globe**

Chair and Discussant: Janet S. Twyman (Headsprout)

**The Role and Responsibility of Behavior Analysts in Creating Large Scale Social Change through Education.** KRISTINE MELROE (Morningside Academy) and Sonia M. Lewis (Lewis Educational Assessment & Consulting)

**Morningside and Active Schools, South Africa: P.E.E.R. Planning.** JOANNE K. ROBBINS (Morningside Academy), Bruce Damons (Sapphire Road Primary School), Nomvuyo Dubula (Funimfundo Primary School), Siphso Matyolo (Cebelihle Primary School), and Lulama Hopa (Loyiso High School)

Saturday, May 27

**Morningside and Active Schools, South Africa: P.E.E.R. Implementation.** SEAN ABRAHAMS (Sapphire Road Primary School), Tuleka January (Funimfundo Primary School), and Joanne K. Robbins (Morningside Academy)

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**# 35 Symposium**

1:00 PM - 2:20 PM

Chicago A-F

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Stephanie Lockshin, Ph. D., BCBA

**Using Multiple Modalities to Enhance Communication in Children with Autism Spectrum Disorders**

Chair and Discussant: Stephanie Lockshin (Institute for Child Development, State University of New York, Binghamton)

**Nonverbal Communication: Portable Materials That Make Use of Pictures for Communication Less Cumbersome.** STEPHANIE LOCKSHIN (Institute for Child Development, State University of New York, Binghamton)

**Social Scripting to Increase Communication about Affective States in Order to Reduce Maladaptive Behavior in a Classroom Setting.** ROSE F. EAGLE, Emily Huber Callahan, and Stephanie Lockshin (Institute for Child Development, State University of New York, Binghamton)

**Assessment of Preferred Modalities for Instruction.** EMILY HUBER CALLAHAN (Institute for Child Development, State University of New York, Binghamton), Sara White (Binghamton University), Latha V. Soorya (Mt. Sinai School of Medicine), and Rose F. Eagle and Stephanie Lockshin (Institute for Child Development, State University of New York, Binghamton)

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**# 35a International Symposium**

1:00 PM - 2:20 PM

Hong Kong

EAB; Experimental Analysis

**Reaching Out from the Lab: Applications of Research on Derived Relational Responding to Complex Behavior**

Chair: Simon Dymond (University of Wales, Swansea)

**How to Raise Your Child's I.Q with Relational Frame Theory (and Magic): Putting Multiple Exemplar Training to the Test.** SARAH O'CONNOR, Bryan T. Roche (National University of Ireland, Maynooth), and Denis P. O'Hara (University of Ulster)

**Motivational Influences on the Emergence of Equivalence Relations.** SIMON DYMOND (University of Wales, Swansea) and Ian T. Stewart (National University of Ireland, Galway)

**Playing the Relational Frame Game: An Experimental Analysis of Computer Game Performance and Enjoyment.** CONOR LINEHAN and Bryan T. Roche (National University of Ireland, Maynooth)

**Derived Relations and Cognitive Neuroscience: Bilateral Redundancy Gain in Equivalence Relations.** EOGHAN J. RYAN (Anglia Ruskin University, Cambridge), Simon Dymond (University of Wales, Swansea), and Bettina Mohr (Anglia Ruskin University, Cambridge)

**Behavior Analysis: All Dressed Up and Nowhere to Go**

Chair: David Palmer (Smith College)

HENRY SCHLINGER (California State University, Los Angeles)



**Dr. Henry Schlinger** earned his B.S. and M.A. in Psychology from Southern Methodist University and his Ph.D. in Psychology from Western Michigan University, where he also completed a two-year post-doctoral fellowship in behavioral pharmacology. Dr. Schlinger was a tenured, full-time faculty member in the Psychology Department at Western New England College in Springfield, Massachusetts, before moving to Los Angeles in 1999, in part to pursue his musical interests (see [www.hankschlinger.com](http://www.hankschlinger.com)). Since then he has been a Lecturer in the Psychology Departments at California State University, Los Angeles and Northridge, and at the University of California, Los Angeles.

**Abstract:** Everywhere you look nowadays all kinds of scientists and psychologists are prominently represented in the media, either writing books for the general public, articles in popular magazines, and op-ed pieces in major newspapers, or their research is featured in news articles. Except for behavior analysts. With rare exceptions behavior analysts are simply not part of the public debate about human behavior, despite the fact that behavior analysis represents essentially the only approach that can offer ultimate explanations of adaptive behavior based on decades of sound experimental research. In fact, many psychologists, scientists, and science writers often take pot shots at behaviorism. In 1974, in the Introduction to *About Behaviorism*, Skinner wrote, "Unfortunately, very little is known about this analysis outside the field. Its most active investigators seldom make any effort to explain themselves to nonspecialists. As a result, few people are familiar with the scientific underpinnings of the most cogent statement of the behavioristic position." Thirty years later, not much has changed. In this address, Dr. Schlinger takes behavior analysts to task for the almost total lack of representation in both scientific and popular discussions of behavior and suggests that they begin to take steps to redress this situation. These include conducting basic research on topics that can be made interesting to the educated public; (re) establishing a public or media relations office within the Association for Behavior Analysis and/or the regional associations; writing articles, commentaries, book reviews, and letters to the editors in popular journals, magazines and newspapers; and writing books for the popular press. No behavior analysts have stepped up to fill the public relations void left when Skinner died, and, maybe not coincidentally, behaviorism, at least in the scientific and public perception, seems to have died with him. In this era of increasingly popular evolutionary and neurological explanations of human adaptive behavior, it is time to reassert our expertise.

2:00 PM - 2:50 PM

International Ballroom South

EAB; Experimental Analysis

### **SQAB 2006 Tutorial: Neural-Network Modeling in Conditioning Research**

Chair: Jeffrey L. Elman (University of California, San Diego)

JOSÉ E. BURGOS (Centro de Estudios e Investigaciones en Comportamiento - University of Guadalajara)



**Dr. José E. Burgos** holds a License in Psychology (Universidad Católica Andrés Bello, Caracas, 1983), an M.S. in Experimental Analysis of Behavior (Universidad Central de Venezuela, Caracas, 1989), and a Ph.D. in Neuroscience and Behavior (University of Massachusetts/Amherst, 1996, under the advisement of Dr. John W. Donahoe). During his undergraduate studies he discovered Skinner and became a Skinnerian bulldog (much to the detriment of his social relationships with his peers). His undergraduate thesis was on the effects of cyclic AMP injected to the nucleus accumbens on FR and FI performance in rats. His Master's thesis was on autoshaping and automaintenance in pigeons. His current scientific work sprung from his

doctoral dissertation, a massive set of computer simulations of the phylogeny of Pavlovian conditioning. He has published numerous scientific papers on computer simulations of conditioning phenomena using a neural-network model devised with Dr. John W. Donahoe and Dr. David C. Palmer. He has also published papers on the metaphysics of behavior and neurobehavioral epistemology of neurobehavioral science. He also is interested in human behavior and has started a research line on counterfactual thinking. Currently he is Full Professor and Researcher at the Center for Behavioral Studies and Research at the University of Guadalajara, member of the Board of Editors of Behavior and Philosophy, and Editor of the *Mexican Journal of Behavior Analysis*. His hobbies include playing classical guitar, listening to classical music, reading fiction, going to the movies, and playing computer games. He lives in Guadalajara with his lovely wife Rocio (no pets and no kids...yet).

**Abstract:** This tutorial is a primer to neural-network modeling in conditioning research. After a brief historical introduction to this kind of modeling and philosophical disquisition on model plausibility in empirical science, the elementary concepts of neural processing element, connection, activation function, and learning function, are presented. Emphasis is made on the concept of a neural network as a set of (inter)connected realizations of a neurocomputational model. Then three well-known models (McCulloch-Pitts, perception, and back propagation) are reviewed and judged as neuro-behaviorally too implausible. The model proposed by Donahoe, Burgos, and Palmer (1993; JEAB, 60, 17-40) is presented as a more plausible (albeit admittedly incomplete) alternative. Its behavioral plausibility is exemplified through simulations that have implications for persistent conceptual issues in behavior science, such as the operant-respondent dichotomy. To show its heuristic value, two novel predictions for Pavlovian conditioning are discussed.

## # 40 Invited Event

2:00 PM - 2:50 PM

Centennial Ballroom II

TBA; Theory

BACB CE Offered. CE Instructor: Ilene Schwartz, Ph.D.

### **Teaching the Principal the Principles: The Role of ABA in Public Schools**

Chair: Pamela Osnes (Behavior Analysts, Inc.)

ILENE S. SCHWARTZ (University of Washington)



**Dr. Ilene S. Schwartz** earned her Ph.D. in child and developmental psychology at the University of Kansas. She has an extensive background working with young children with special needs, specifically with young children with autism and other severe disabilities. Currently, Dr. Schwartz is the faculty advisor of the integrated preschool and kindergarten programs at the Experimental Education Unit at UW. Dr. Schwartz maintains an active line of research and personnel preparation activities. She is the Principal Investigator of the PDA Center, an OSEP funded national training program on autism and of a model demonstration project to develop school-based services for young children with autism, a research project to assess the

differential effectiveness of preschool programs for young children with autism, and of a personnel preparation to prepare early childhood teachers who work with children with severe disabilities in inclusive settings.. Dr. Schwartz has published numerous chapters and articles about early childhood special education and social validity. She was recently appointed to the Governor's Commission on Autism in Washington State.

**Abstract:** The purpose of this presentation is to describe the role of behavior analysts in preparing educators to work with children with and without disabilities. Although much of the work of applied behavior analysts deals with the school age population, as a field we are often absent from debates about school reform and teacher education. During this presentation we will make the case for why it is important to increase our presence in these forums and suggest strategies to talk about behavior principles in a manner that is acceptable to our colleagues in public schools and colleges of education.

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## # 41 Symposium

2:00 PM - 3:20 PM

Cairo

OBM; Service Delivery

### **Performance Catalyst® across Multiple Industries**

Chair and Discussant: Ned Morse (Continuous Learning Group)

**Safety and Reliability in Your Pocket.** KELLY L. THERRIEN and Galen Reese (Continuous Learning Group)

**A Systematic Approach to Improving Call Center Results.** MANUEL A. RODRIGUEZ and Brian L. Cole (Continuous Learning Group)

**Cultural Change, Behavior Change, and Results Change: What More Can You Ask For?** TRAVIS G. MCNEAL and Judith A. Johnson (Continuous Learning Group)

Saturday, May 27

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#### **# 42 International Symposium**

2:30 PM - 3:20 PM

Kennesaw

CBM; Applied Behavior Analysis

#### **How IRAP and How I Eat: Relational Processes and Disordered Eating**

Chair: Emily Kennison Sandoz (University of Mississippi)

Discussant: David R. Perkins (University of Louisiana at Lafayette)

**Inflexibility in Food-Related Responding in College Students.** EMILY KENNISON SANDOZ and Kelly G. Wilson (University of Mississippi)

**Implicit and Explicit Attitudes toward Food and Exercise in Obese Clients in a Bariatric Setting.** DANIEL J. MORAN (MidAmerican Psychological Institute), Patricia Bach (Illinois Institute of Technology), Dermot Barnes-Holmes (National University of Ireland, Maynooth)

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#### **# 43 International Paper Session**

2:30 PM - 3:20 PM

Auburn

EDC; Applied Behavior Analysis

#### **Modern Teaching Machines and Programmed Instruction**

Chair: George H. Buck (University of Alberta)

**Skinner's Teaching Machines and Programmed Instruction: Forgotten Applications of Behavioral Analysis with Implications for Today.** GEORGE H. BUCK (University of Alberta)

**Audio Narration and Reading Ability in Programmed Instruction.** WENDY JAEHNIG and Alyce M. Dickinson (Western Michigan University)

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#### **# 44 Paper Session**

2:30 PM - 3:20 PM

Roswell

TPC

#### **The Frontiers of Applied Behavior Analysis**

Chair: Todd Schirmer (Rosalind Franklin University of Medicine and Science)

**Animal Behaviour Therapy: The Mis-Understood Application of ABA.** (Applied Behavior Analysis) ANNE McBRIDE (University of Southampton), Lewis A. Bizo (Southern Cross University), and Ed Redhead (University of Southampton)

**Schizophrenia: Where are the Behavior Analysts?** (Theory) TODD N. SCHIRMER (Rosalind Franklin University of Medicine and Science) and Kim A. Meyer (Hawaii State Hospital)

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#### **# 45 Symposium**

2:30 PM - 3:50 PM

Regency V

AUT; Applied Behavior Analysis

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

#### **Autism Spectrum Disorder: Comparing the Effectiveness of Behavioral and Traditional Treatment Approaches**

Chair: Christine Reeve (Mailman Segal Institute)

**The Development of a Tool for Measuring Videotaped Interactions of Children with Autism and a Typically-Developing Peer.** KIM FLOYD and Jeannie Golden (East Carolina University)

**The Autism Behavioral Observation System: Is It a Valid and Reliable Measure of Autism?** JEANNIE GOLDEN, Amy Diachenko, and Alicja Lipinski (East Carolina University)

**The Role of Family Demographics in the Choice of Treatments for Autism: Does Where You Live Make a Difference?** EMILY COGDELL and Jeannie Golden (East Carolina University)

**Using Embedded Instruction to Support Students with Autism and Developmental Disabilities in General Education Classrooms.** JESSE W. JOHNSON (Northern Illinois University)

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**# 46 Symposium**

2:30 PM - 3:50 PM

Greenbriar

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: R. Wayne Fuqua, Ph.D., BCBA

**Behavior Analysis Research in Safety and Health**

Chair: R. Wayne Fuqua (Western Michigan University)

Discussant: John Austin (Western Michigan University)

**It's All Fun and Games until Somebody Gets Hurt: Reducing Risky Behavior on School Playground Equipment.** KIMBERLY SECKINGER, R. Wayne Fuqua, and Geoffrey D. Debery (Western Michigan University) and Nancy J. Lindahl (Advantage Schools Inc. - Kalamazoo Academy)

**Effects of Playing Violent Video Games and Young Adult's Behavior and Physiology.** Kent Smallwood and R. WAYNE FUQUA (Western Michigan University) and Joseph Charles Dagen (University of Nevada, Reno)

**An Evaluation of the Behaviorally-Based Helmet Program in Middle Schools.** RON VAN HOUTEN (Western Michigan University)

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**# 47 Symposium**

2:30 PM - 3:50 PM

University

EDC; Service Delivery

**Building Evidence-Based and Individually Tailored Instruction in Behavior Analytic Schools for Children with Autism**

Chair: Robin A. Nuzzolo-Gomez (The Fred S. Keller School)

Discussant: Katherine Matthews (Virginia Commonwealth University)

**Training Teachers to be Effective Pedagogues Utilizing the TPRA.** ROBIN A. NUZZOLO-GOMEZ (The Fred S. Keller School)

**Decision Protocol Training for Teachers.** KATHERINE MATTHEWS (Virginia Commonwealth University)

**Using Child-Driven Tactics When Instructing Children with Autism.** EMMA HAWKINS (The Jigsaw CABAS School)

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**# 48 International Symposium**

2:30 PM - 3:50 PM

Courtland

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michael J. Cameron, Ph.D., BCBA

**Correspondence Training: Educational and Recreational Applications**

Chair: Michael J. Cameron (Simmons College)

**Effects of Reinforcement History and Types of Verbalization on the Generalization of Say-Do Correspondence.** EDHEN LAURA LIMA (West Virginia University) and Josele Abreu-Rodrigues (Universidade de Brasilia)

**The Use of Correspondence Training to Increase Compliance.** KRIS VAN HERP and Michael Cameron (Simmons College)

**The Effects of Correspondence Training on Exercise.** Elise Cooke (Simmons College)

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## **# 49 Symposium**

2:30 PM - 3:50 PM

Regency VI

DDA; Applied Behavior Analysis

### **Current Advances in the Assessment and Treatment of Severe Behavior Problems Maintained by Automatic Reinforcement**

Chair: Joel Ringdahl (University of Iowa)

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

**The Occurrence of a Response Class Hierarchy of Self-Restraint.** ROBERT (RYAN) PABICO (Marcus Institute), Henry S. Roane (Marcus Institute/Emory University School of Medicine), and Michael E. Kelley (Marcus Institute and Emory University)

**Altering Automatically-Reinforced Stereotypy: The Effect of Adding Materials.** KATHLEEN M. CLARK, Robert Parry-Cruwys, Jessica Masalsky, and William H. Ahearn (New England Center for Children)

**Using Assessment Results to Select NCR or DRA Treatments for Behavior Maintained by Automatic Reinforcement.** JASON M. STRICKER, Wendy K. Berg, Kelly M. Vinquist, Joel E. Ringdahl, David P. Wacker, and Jayme Mews (University of Iowa)

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## **# 50 Symposium**

2:30 PM - 3:50 PM

Baker

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michelle Duda, Ph.D., BCBA

### **Expanding the Use of Functional Assessment: Three Case Examples of Effective Behavior Support Plans with Children under Three during Typical Home Routines**

Chair: Michelle Duda (University of South Florida)

Discussant: Glen Dunlap (University of South Florida)

**An Illustrative Case Example of a Behavior Support Plan for a Two-Year-Old Child across Three Home Routines.** SHELLEY CLARKE, Lise Fox, Glen Dunlap, and Stephanie Johnston (University of South Florida)

**Functional Communication Training with Toddlers in Home Environments.** GLEN DUNLAP, Lise Fox, and Tera Ester (University of South Florida), and Sherri Langhans (Infinite Possibilities in Behavior Support, LLC)

**Evaluating Multi-Component Behavior Support Plans in the Home Environment of a Preschool-Aged Sibling Set.** MICHELLE A. DUDA, Lise Fox, Shelley Clarke, and Glen Dunlap (University of South Florida)

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## **# 51 International Paper Session**

2:30 PM - 3:50 PM

Manila

EAB

### **Human Learning I**

Chair: Li-Ching Hung (Mississippi State University)

**Assisting Parents to Promote the Problem-Solving Skills in Preschoolers with Challenging Behaviors.** (Service Delivery) YANHUI PANG and Dean David Richey (Tennessee Technological University)

**Acquisition and Translatability of a Matching to Sample Task under Different Language Modes and Cross-Modal Transfer.** (Experimental Analysis) JOSUE ANTONIO CAMACHO CANDIA and Agustín Daniel Gómez Fuentes (University of Veracruz)

**Positive Reinforcement as a Method for Increasing the Learning of English.** (Experimental Analysis) LI-CHING HUNG and Cary S. Smith (Mississippi State University)

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## # 52 Symposium

2:30 PM - 3:50 PM

Centennial Ballroom III

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gerald E. Harris, Ph.D., BCBA

### **Increasing Advanced Interpersonal Skills in Children with Autism**

Chair and Discussant: Gerald E. Harris (Texas Young Autism Project)

**Stranger Safety Training for Children with Autism.** FRANK B. CARLE, Sanjuanita Pedraza, and Gerald E. Harris (Texas Young Autism Project)

**A Comparison of Two Different Approaches for Teaching Assertiveness to Young Children with Autism.** Maureen Childs, LAUREN HARRINGTON, Maritza Cervantes, and Gerald E. Harris (Texas Young Autism Project)

**A Behavior Analytic Intervention and Programmed Generalization of Joint Attention Skills in Children with Autism.** TREA DRAKE, Alexis Hyde-Washmon, Jennifer Shen, and Gerald E. Harris (Texas Young Autism Project)

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## # 53 Panel Discussion

2:30 PM - 3:50 PM

Montreal

OTH/TPC; Theory

### **Professional Development Series: Perspectives on the Future of Behavior Analysis**

Chair: Cade Charlton (Utah State University)

THOMAS C. MAWHINNEY (University of Detroit Mercy)

MARC N. BRANCH (University of Florida)

WAYNE FISHER (Munroe-Meyer Institute, University of Nebraska Medical Center)

GREGORY J. MADDEN (University of Kansas)

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## # 54 Symposium

2:30 PM - 3:50 PM

Chicago A-F

AUT; Applied Behavior Analysis

### **Promoting Language Abilities with Verbal and Nonverbal Students Diagnosed with Autism**

Chair: Kelly Young (Crossroads Center for Children)

**The Effect of Social Stories on Promoting Spontaneous Language Abilities in a Pre-Schooler Diagnosed with Pervasive Developmental Disorder.** AMY SOKOL, Helen Bloomer, and Laura L. Krosky (Crossroads Center for Children)

**The Use of a Picture Communication System to Promote Spontaneous Language Abilities in a Student Diagnosed on the Autism Spectrum.** TARA RAMSEY, Helen Bloomer, and Laura L. Krosky (Crossroads Center for Children)

**Incorporating a Least-to-Most Prompting Procedure to Facilitate Spontaneous Language for a Student Diagnosed on the Autism Spectrum.** MEGAN L. DAIGLE, Helen Bloomer, and Laura L. Krosky (Crossroads Center for Children)

**The Effectiveness of a Simplified Language Approach versus a More Complex Linguistic Approach to Facilitate Receptive Language.** JENNIFER LEIGHTON, Helen Bloomer, and JoAnne Emerle (Crossroads Center for Children)

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**# 55 Paper Session**

2:30 PM - 3:50 PM

Dunwoody

TPC; Theory

**Religion, Values, and Materialism**

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

**Values Conversion in Psychotherapy: Considerations from a Behavioral Perspective.**

JORDAN T. BONOW (University of Nevada-Reno)

**Psychological Materialism: Objections to Cognitivism from the Philosophical Buddhist Perspective.** PATRICK C. QUINN (NorthEast Psychiatric & Psychological Institute)

**Beyond Religion Too.** LINDA J. HAYES (University of Nevada, Reno)

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**# 56 Symposium**

2:30 PM - 3:50 PM

Inman

EDC; Applied Behavior Analysis

**Taking the Show on the Road: Morningside Teachers' Academy Experience**

Chair: Kris F. Melroe (Morningside Academy)

Discussant: Clay M. Starlin (University of Oregon)

**Analyzing Effective Training Methods.** DEB BROWN and Kris F. Melroe (Morningside Academy)

**Coaching: A Delicate Blend of Methods, Style, and Sensitivity.** Suzanne Casson (Morningside Teachers Academy) and Abigail B. Calkin (Calkin Consulting Center)

**Changing the Culture of a School: A "Four Frames" Analysis.** Libby M. Street (Central Washington University)

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**# 58 Symposium**

2:30 PM - 3:50 PM

Spring

OTH; Service Delivery

**The Application of Skin Shock Treatment with Higher Functioning Students with Severe Behavior Disorders**

Chair: Patricia Rivera (Judge Rotenberg Center)

**The Use of Skin Shock in the Treatment of Higher Functioning, Cognitively Typical Students.** PATRICIA RIVERA and Ed Langford (Judge Rotenberg Center)

**Skin Shock Treatment as a Gateway to Facilitate Positive Programming.** ED LANGFORD and Patricia Rivera (Judge Rotenberg Center)

**Educational Improvement Made Possible through the Use of Skin Shock Treatment.** MICHELLE HARRINGTON, Angela Galvin, and Amy Inclima (Judge Rotenberg Center)

**Suppressing Problematic Behavior by Merely Announcing that Skin Shock Treatment Will be Used.** THELMISHA VINCENT and Nick Lowther (Judge Rotenberg Center)

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## # 59 Symposium

2:30 PM - 3:50 PM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Stephanie M. Peterson, Ph.D., BCBA

### **Variables Influencing Response Allocation in the Treatment of Behavior Disorders**

Chair: Stephanie M. Peterson (Idaho State University)

**An Evaluation of Competition between Positive and Negative Reinforcement during a Choice Assessment.** JAY W. HARDING, David P. Wacker, Wendy K. Berg, John Lee, and Kelly Schieltz (The University of Iowa)

**"I Choose Work": Increasing Work Choices Using Concurrent Schedules of Reinforcement Within Functional Communication Training Packages.** RENEE K. VAN NORMAN (University of Nevada, Las Vegas), Stephanie M. Peterson (Idaho State University), and Nancy A. Neef and Traci Cihon (The Ohio State University)

**An Applied Evaluation of Resurgence: Functional Communication Training (FCT) and Treatment Relapse.** VALERIE M. VOLKERT and Nathan Call (Louisiana State University), Dorothea C. Lerman (University of Houston, Clear Lake), and Nicole M. Trosclair (Louisiana State University)

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## # 59a International Paper Session

2:30 PM - 3:50 PM

International Ballroom North

DDA; Service Delivery

### **Developmental Disabilities: Health & Well-Being**

Chair: Charles C. Wills (Protestant Guild for Human Services)

**The Comparison of Individual versus Group Contingencies in Increasing Student Exercise Participation in Residences.** CHARLES C. WILLS (Protestant Guild for Human Services)

**Effects of Antecedent Prompt and Test on Teaching Simulated Menstrual Care Skills to Females with Disabilities.** Gulhan Ersoy (Public School) and Elif Tekin-Iftar and GONUL KIRCAALI-IFTAR (Anadolu University)

**Results of an Interagency Project to Improve Quality of Life.** C. Steve Holburn and CHRISTINE D. CEA (New York State Institute for Basic Research)

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## # 60 Invited Event

3:00 PM - 3:50 PM

Centennial Ballroom I

VRB; Experimental Analysis

### **Generalizing Beyond Our Experience: Lessons from Neural Networks**

Chair: John Donahoe (Univ. Massachusetts/Amherst)

JEFFREY L. ELMAN (University of California, San Diego)



**Dr. Jeffrey L. Elman** joined the University of California, San Diego Linguistics Department in 1977 after receiving his Ph.D. from University of Austin at Texas. In 1986, Elman helped found the Department of Cognitive Science, where he served as Chair from 1994 to 1998. Elman is currently Chancellor's Associates Distinguished Professor of Cognitive Science, Associate Dean the Division of Social Sciences at UCSD, and Founding Co-Director of the Kavli Institute for Brain and Mind. Elman is one of the pioneers in the field of artificial neural networks. His early model of speech perception, the TRACE model, remains one of the major theories in the field. In 1990 he developed the Simple Recurrent Network architecture (the so-called "Elman net") which is today widely used in cognitive science to

understand behaviors that unfold over time. His recent book, *Rethinking Innateness: A Connectionist Perspective on Development* (with Bates, Johnson, Karmiloff-Smith, Parisi, Plunkett, 1996), introduces a new theoretical framework for understanding the nature/nurture debate. Currently, Elman's research focus is on language processing, development, and computational models of cognition. In 2001, New Bulgarian University elected Elman as Doctor Honoris Causa for his contributions and breakthroughs he has made towards a deeper understanding of learning, development, and language.

**Abstract:** Over the past two decades, connectionist models of learning have provided impressive demonstrations of how much information is present in the environment. These results have been surprising to some, particularly in the domain of language, where it has been claimed that the input available to children is often insufficient to account for children's eventual knowledge (the so-called Poverty of the Stimulus problem). In fact, considerably controversy remains regarding the extent to which experience provides a sufficient basis for language acquisition and linguistic generalization. Important questions have yet to be answered. Are there limits to statistically-based learning, and if so, what are they? Do language users literally record their experience in some numerical form? Recent empirical studies have established that the input available to young children is in fact massive, but it also occupies a very limited range of the total linguistic possibilities. How do we explain cases where generalization appears to go beyond experience if it is limited in this way? These questions will be the focus of Dr. Elman's talk. He shall describe several examples of simulations in which generalization appears to go beyond the input. The analysis of how generalization occurs in these cases suggests that the processes of learning and generalization in child language acquisition may be richer than initially supposed.

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#### **# 61 Symposium**

3:00 PM - 4:20 PM

Piedmont

BPH; Experimental Analysis

#### **Behavioral Economics and Drugs: Factors that Influence Demand and Choice in Monkeys and People**

Chair: Chad M. Galuska (University of Michigan)

**Impact of Infusion Speed and Delay to Infusion on Demand for Drugs of Abuse in Rhesus Monkeys.** JAMES H. WOODS (University of Michigan)

**The Unreliable Dealer: Effects of Reinforcer Probability on Drug Demand in Rhesus Monkeys.** CHAD M. GALUSKA, Gail Winger, and James H. Woods (University of Michigan)

**Using Behavioral Economics to Understand Reinforcer Interactions: Human Methadone, Hydromorphone, and Valium Self-Administration.** RALPH SPIGA (Temple University)

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#### **# 62 International Symposium**

3:00 PM - 4:20 PM

Singapore

DEV; Theory

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

#### **Dynamic and Complex Systems in Behavior Analysis and Development: Theory & Application**

Chair: Gary Novak (California State University, Stanislaus)

**Using Dynamical Systems to Explore Variability in Schedules of Reinforcement.** MARK S. HOYERT (Indiana University Northwest)

**Behavior Analysis and Complexity Theory: A Possible Unified Selectionist Enterprise?** INGUNN SANDAKER (Akershus University College)

**Dynamic Systems Principles in Child Development: Changes in Complex Behavioral Systems.** GARY D. NOVAK (California State University, Stanislaus)

**A Critique of Stage Theories of Development: Optimizing Treatment with b)Behavioral Systems Approaches.** MARTHA PELAEZ and Victoria Minette (Florida International University)

## # 63 Invited Panel Discussion

3:00 PM - 4:20 PM

Centennial Ballroom II

CSE/TPC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Maria Ruiz, Ph.D., BCBA

### Promoting and Exporting ABA Values Along with Our Technology

Chair: Maria Ruiz (Rollins College)

HENRY S. PENNYPACKER (University of Florida)

KENT JOHNSON (Morningside Academy)

RICHARD M. FOXX (Pennsylvania State University)

**Abstract:** The best case scenario for most behavior analysts would be the successful promotion and exportation of our values and technology with no sacrifice of our science. One approach to be discussed focuses on marketing the benefits of our technology without attempting to market our world view simultaneously. Evidence for the quality of our products and services is found in the direct measures of behavior that are the foundation of our science. Consumers frequently recognize the value of this and wonder why it is absent in other services they receive. One of our basic values is thus transmitted. Behavioral educational methods which rely on direct measurement strategies have been amongst the most important technological contributions of our field. We will present a set of rights and responsibilities related to education developed by an ABA Task Force to illustrate the values that underlie promoting and delivering these technologies. Key to our success and to the integrity of our values, goals, and outcomes is the correspondence between what we say we should do and what we actually do. Finally the panelists will make specific recommendations which include 1) examining other models, such as Positive Behavioral Supports, that have a track record of exportation and promotion 2) strongly supporting behavior analytical entrepreneurial efforts 3) value highly the study and achievement of maintenance and generalization effects 4) recognize that much of the elegant research published in JABA is the experimental rather than applied analysis of human behavior; and 5) reinforce and promote widespread dissemination of our technology and values by creating and supporting two new publications.



**Dr. Henry S. Pennypacker**, Professor Emeritus at the University of Florida, has been a major figure in behavior analysis through his contributions in research, teaching, and service. He has made significant contributions to instructional design through his work in precision teaching and his book (with Jim Johnston), *Strategies and Tactics in Behavioral Research*, now in its second edition, has become a classic and essential reference on methodology in behavior analysis. Many of his students have become major figures themselves, especially in applied behavior analysis. He helped to establish Florida as a model for behavior-based treatment in the area of

developmental disabilities. He is perhaps best known both within and outside the field as the developer of methods and devices for effective training of self-examination for breast cancer and founded a company (Mammatech) to further this potentially life-saving effort. This work has been widely recognized in the behavioral medicine and cancer prevention communities. He served as ABA President in 1986-87 and has been a very active Trustee of the Cambridge Center for Behavioral Studies.



**Dr. Kent Johnson** graduated from Georgetown University and received his M.S. and Ph.D. in psychology from the University of Massachusetts in Amherst. Dr. 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 90 schools and agencies throughout the USA and Canada since 1991. Dr. Johnson has published several seminal papers about research-based curriculum and teaching methods. Most recently he published a book, *The Morningside Model of Generative Instruction: What It Means to Leave No Child Behind*, with Dr.

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Elizabeth Street (2004, Cambridge Center for Behavioral Studies). Dr. Johnson is also a co-founder of Headsprout, Inc., a Seattle-based company funded by investors to develop web-based, interactive, cartoon-driven instructional programs. 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



**Dr. Richard M. Foxx** is a Professor of Psychology at Penn State Harrisburg. He is a Clinical Adjunct Professor of Pediatrics at the College of Medicine of the Pennsylvania State University. Dr. Foxx has written seven books. He has written over 130 scientific articles and has made 13 training films on the use of behavioral principles. He has given over 1500 talks and workshops. Dr. Foxx is an internationally recognized expert in treating behavioral problems. He has lectured in 10 foreign countries and 47 states throughout the United States. He is the editor of the journal, *Behavioral Interventions*. He was the co-editor-in-chief of *Analysis and Intervention in Developmental Disabilities*, is on the editorial board of eight scientific journals and is the consulting editor for

the Research Press Special Education Series. Dr. Foxx is a fellow in Divisions 12, 25, 33, 37, and 53 of the American Psychological Association, as well as a Fellow in the American Psychological Society and the American Association on Mental Retardation. He was the President of the Association for Behavior Analysis. Dr. Foxx was President of the Division of Mental Retardation and Developmental Disabilities of the American Psychological Association. He has served as an expert witness in a number of court cases involving the developmentally disabled including Youngberg vs. Romeo which was heard by the U.S. Supreme Court. One of his books, *Toilet Training in Less Than a Day*, has sold over two million copies and has been translated into seven languages, and one of his training films, "Harry" (the treatment of a self-abusive man), has won numerous cinematic awards.

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#### **# 64 Symposium**

3:00 PM - 4:20 PM

Vancouver

OBM; Service Delivery

BACB CE Offered. CE Instructor: David A. Wilder, Ph.D., BCBA

#### **Recent Research on Assessment in OBM**

Chair: James W. Jackson (Southern Illinois University at Carbondale)

**The Accuracy of Managerial Prediction of Preference among Employees.** KRISTIN ROST, David Wilder, and Megan McMahon (Florida Institute of Technology)

**Keeping an Uphill Edge: Using the PDC and PIC/NIC Analysis to Identify and Manage Cleaning Behaviors at a Ski Shop.** JOSH LIVESEY, Jessica Doll, and Timothy Ludwig (Appalachian State University)

**Mobile Computing Solutions for Organizational Behavioral Management Applications: Performance Checklists.** JAMES W. JACKSON (Southern Illinois University at Carbondale) and Mark R. Dixon (Southern Illinois University)

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#### **# 64a Symposium**

3:00 PM - 4:20 PM

Regency VII

AUT; Service Delivery

BACB CE Offered. CE Instructor: Christina Whalen, Ph.D., BCBA

#### **TeachTown: A Comprehensive Computer-Assisted ABA Treatment Program for Children with Autism**

Chair: Christina Whalen (TeachTown)

Discussant: Ilene S. Schwartz (University of Washington)

**Facilitating Language and Social Behaviors Using the TeachTown Program.** CHRISTINA WHALEN, Lars H. Liden (TeachTown), Brooke Ingersoll (Lewis & Clark College), and Eric Dallaire and Sven Liden (TeachTown)

**Comparing Teacher-Implemented Discrete Trials to TeachTown: Rate of Acquisition and Generalization.** NANCY ROSENBERG, Bonnie McBride, and Ilene S. Schwartz (University of Washington)

**Incorporating TeachTown into a Comprehensive Behavior Analytic Program for Children with Autism Spectrum Disorders.** ELIZABETH J. WYMAN and Susan K. Malmquist (ASTAR Center)

**# 65 Special Event**

3:00 PM – 3:50 PM

International Ballroom South

EAB; Experimental Analysis

**SQAB 2006 Tutorial: Applied Modeling and the Identification of Behavioral Mechanisms of Action**

Chair: Mark Reilly (Central Michigan University)

M. CHRISTOPHER NEWLAND (Auburn University) and Wendy Donlin (Johns Hopkins School of Medicine)



**Dr. Chris Newland** is an Alumni Professor at Auburn University where he and his students conduct research touching on behavioral toxicology, pharmacology, and EAB. He enjoys teaching at all levels and participates in Auburn's master's program in ABA/DD. Dr. Newland completed his doctoral work at Georgia Tech, with a joint minor in mathematics and neurobiology, and held a post-doctoral fellowship at the University at Rochester in Environmental Health. His research has been funded by NIEHS, NIAAA, NIDA, and the EPA and he currently is a member of Neurotoxicology and Alcohol study section for NIH. He is a past president of the Behavioral Toxicology Society, SEABA, and is president elect of the Neurotoxicology

Specialty Section of the Society of Toxicology. Dr. Newland claims to apply behavior-analytically derived models because it is helpful in appreciating mechanisms of action and in generalizing effects to humans, so important in Environmental Health. In truth, he does it because it's fun. Dr. Wendy Donlin recently completed her Ph.D. at Auburn University and is currently a post-doc with Ken Silverman in Psychiatry at Johns Hopkins University. She, too, enjoys working with mathematical models of behavior and initiated the application of models used in this talk. [supported by NIH-ES10865].

**Abstract:** A good model will reduce behavior to its fundamental elements. If successful, then this distillation can be exported to other research domains to address mechanistic questions. In our case, for example, the goal is the understanding of how environmental contaminants disrupt operant behavior. We describe our application of models to address the behavioral consequences of exposure to methylmercury: Models of choice using the matching relationship and Shull's mathematical model of behavior as a pattern of engagement bouts. We describe how we selected these models and then the stages of application. For example, with Shull's model we replicate it, extend it to high-rate behavior under percentile and DRH schedules of reinforcement, reproducing its essential features, scale it up and automate parameter estimation it so that it can be applied with a large number of conditions and subjects. Finally, using multiple regression, we test the application to confirm that the model parameters provide independent descriptors of behavior under these reinforcement schedules. The model's parameters can then be used as dependent measures to parse two distinctive effects methylmercury: alterations in reinforcer efficacy and motor competence. In a sense, this application represents, we think, a variation of another model, namely, Pennypacker's model of technology transfer.

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### # 66 Paper Session

3:30 PM - 4:20 PM

Auburn

EDC

#### **Behavior Analysis and Online Learning**

Chair: Gudmundur Heimisson (University of South Florida)

**Empirical Evaluation of Web-Delivered Programmed Instruction Using Web Site Data Evaluation Software at: [WWW.coedu.usf.edu/~behavior/bam/aba](http://WWW.coedu.usf.edu/~behavior/bam/aba).** (Applied Behavior Analysis) GUDMUNDUR T, Darrel R. Davis, and Michael A. Cohen (University of South Florida), Kale M. Kritch (Associated Marine Institutes), and Darrel E. Bostow (University of South Florida)

**The Matching Law and Online Learning.** (Experimental Analysis) BRIAN J. COWLEY, Andrew Johnson, and Jean Mandernach (Park University)

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### # 67 International Paper Session

3:30 PM - 4:20 PM

Roswell

TPC; Theory

#### **Bridging the Gap between Basic and Applied Behavior Analysis**

Chair: Angeliki Gena (University of Athens, Greece)

**Bridging the Gap: Implementing Behavioral Technology in a Positive Behavior Support System.** ANDREE FLEMING-HOLLAND (Universidad Veracruzana)

**Bridging Basic and Applied Research: The Case of Generalized Imitation.** ANGELIKI GENA (University of Athens, Greece)

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### # 69 Panel Discussion

3:30 PM - 4:20 PM

Kennesaw

CBM; Applied Behavior Analysis

#### **Doing FAP, ACT, and DBT, or Creating Another Acronym? Integrating the Third-Wave Behavior Therapies**

Chair: Sara Landes (University of Wisconsin, Milwaukee)

ROBERT J. KOHLENBERG (University of Washington)

JOANNE DAHL (University of Uppsala, Sweden)

DANIEL J. MORAN (MidAmerican Psychological Institute)

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### # 69a Special Event

4:00 PM - 4:50 PM

International Ballroom South

EAB; Experimental Analysis

#### **SQAB 2006 Tutorial: Creating Artificial Behavior: A Tutorial on Modeling**

Chair: John Staddon (Duke University)

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



**A. Charles Catania** began his career in behavior analysis in Fall 1954, when he enrolled in Fred Keller's course in introductory psychology. That course included a weekly laboratory on the behavior of rats, and Catania continued working with rats and pigeons and other organisms over subsequent decades. In Spring 2004, having closed his pigeon laboratory the previous summer, he celebrated his half century of animal lab activity with a rat demonstration in an undergraduate learning course. During those decades, he had examined the behavior engendered and maintained by a variety of reinforcement schedules, with an abiding interest in relating schedule performances to fundamental behavioral processes such as the

delay-of-reinforcement gradient. He was also increasingly impressed by the striking parallels between biological accounts of evolution in terms of Darwinian natural selection and behavior analytic accounts of operant behavior in terms of the selection of behavior by its consequences. He regards the refinement and extension of selectionist accounts as crucial prerequisites for analyses of our own behavior as behavior analysts, including the verbal and nonverbal behavior that enters into our construction of theories and models.

**Abstract:** A model that generates good approximations to real behavior can help us see how behavior works. Both moment-to-moment features of behavior as shown in cumulative records and global input-output functions as derived from parametric studies of reinforcement schedules can be simulated by a variant of Skinner's Reflex Reserve. Skinner's model, in which reinforced responses added to a reserve depleted by later responding, could not handle the higher rates maintained by intermittent than by continuous reinforcement, but would have worked if not just the last but also earlier responses preceding a reinforcer, each weighted by a delay gradient, contributed to the reserve. With this modification, reinforcement schedules generate steady states in which reserve decrements produced by responding balance increments produced when reinforcers follow responding. Some recommendations about modeling follow from this example: (1) Be explicit about the terms, units and dimensions that enter into the model; (2) Study intermediate details of the simulation, not just end-products, but keep things simple by minimizing inferred entities; (3) Avoid transformations that distance behavior from contingencies or reduce absolute measures to relative ones; and, (4) Design the model so variables can be tinkered with much as experimenters tinker with them in the laboratory.

#### # 70 Special Event

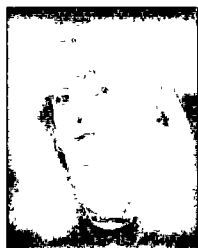
4:30 PM - 5:20 PM

Centennial Ballroom I & II

#### Presidential Scholar's Address: What's the Matter with Memory?

Chair: Frances K. McSweeney (Washington State University)

Elizabeth Loftus (University of California, Irvine)



**Dr. Elizabeth Loftus** is Distinguished Professor at the University of California, Irvine. She holds faculty positions in both Criminology, Law, and Society and in Psychology and Social Behavior. She received her Ph.D. in psychology from Stanford University. Since then, she has published 20 books and over 400 scientific articles. Loftus's research of the last 30 years has focused on human memory, eyewitness testimony, and also on courtroom procedure. She has shown that human memory is highly malleable, details can be altered, and entire events can be planted into people's memories. These findings have important implications for the legal system and its use of memory as evidence. She has been recognized for this research with five honorary

doctorates and election to the National Academy of Sciences. She has served as President of the American Psychological Society, and twice as President of the Western Psychological Association.

**Abstract:** Suggestion can distort memory and also make people believe that they had experiences that they didn't have. People have been led to remember nonexistent events from the recent past as well as non-existent events from their childhood. They can be led to falsely believe that they have had familiar experiences, but also rather bizarre or implausible ones. They can be led to believe that they did things that would have been impossible (e.g., shaking hands with Bugs Bunny during a trip to Disneyland). They can be led to falsely believe that they had experiences that would have been highly traumatic had they actually happened. False beliefs have consequences for people, affecting later thoughts, intentions, and behaviors. For example, people who are led to believe that as children they got sick eating particular foods show avoidance of those foods later on. If false memories can be so readily planted in the mind, what does it say about the nature of memory?

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## # 71 International Poster Session

5:30 PM - 7:00 PM

Grand Hall

AUT

- 1. Brief Functional Analysis and Treatment of Elopement.** (DDA; Applied Behavior Analysis) CHRISTOPHER J. PERRIN, Elizabeth A. Hill, Kristin DiNovi, Stefanie H. Perrin, Megann Czekalski, and Christine H. Masterson (Bancroft NeuroHealth)
- 2. Behavioral Assessment and Intervention Supporting Dental Compliance for Children with Autism Spectrum Disorders.** (Applied Behavior Analysis) RACHEL M. HUCKFELDT and Anthony J. Cuvo (Southern Illinois University)
- 3. A Comparison of Systematic Manipulations in Analog and Natural Environments in a Public School Setting.** (EDC; Applied Behavior Analysis) CHRISTINE D. HAGENLOCHE (Newton Public Schools), James T. Ellis (Melmark New England), and Katie Towle (Newton Public Schools)
- 4. Treatment Analysis of Finger Play Behavior Maintained by Automatic Reinforcement.** (EDC; Applied Behavior Analysis) AURELIE WELTERLIN (Rutgers University), Robert LaRue (Douglass Developmental Disabilities Center, Rutgers University), and Lauren McSorley and Jana Horowitz (Rutgers University)
- 5. Component Analysis of Variables Maintaining Automatically Reinforced Self-Injurious Behavior.** (EDC; Applied Behavior Analysis) MARK J. PALMIERI (Rutgers University), Karen Louise Lenard (Temple University), Kate E. Fiske (Rutgers University), and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers University)
- 6. Stimulus Preference Assessment and Prerequisite Skills: Comparison of Procedures and Predictors.** (DDA; Applied Behavior Analysis) KIMBERLY A. CLAUSEN and Anthony J. Cuvo (Southern Illinois University)
- 7. Functional Analysis of Episodic Self-Injury Correlated to Possible Sinus Infections and a Sensory Integration Technique.** (DDA; Applied Behavior Analysis) STACY L. CARTER and John J. Wheeler (Tennessee Technological University)
- 8. The Use of Conditional Probability to Identify Precursor Behaviors.** (CSE; Applied Behavior Analysis) FRANK L. BIRD, Lisa Dunn, and Daniel Almeida (Melmark New England)
- 9. Preference Assessment for Auditory Stimuli via Microswitch Activation.** (EDC; Applied Behavior Analysis) GLENN SLOMAN (University of Florida), Jennifer M. Asmus (University of Wisconsin-Madison), and Elizabeth L. W. McKenney and Maureen A. Conroy (University of Florida)
- 10. Noncontingent Escape and Instructional Fading to Decrease Problem Behavior.** (Experimental Analysis) LAURA R. BUTLER (May Institute)
- 11. Effects of Antecedents on Social Behaviors of Children with Autism.** (EDC; Applied Behavior Analysis) TAKETO NAKAO, Glenn Sloman, Elizabeth McKenney, and Maureen Conroy (University of Florida)
- 12. Are Teachers Aware of Consumer Preferences? Comparison of Teacher Report and Data-Based Preference Assessment in an Adult Program for Individuals with Autism.** (Applied Behavior Analysis) CHRISTINE M. JASCEWSKY, Harold Mahecha, Frank R. Cicero, Anthony Mauro, and Gina Forlenza (Eden II Programs)
- 13. The Use of a "Response Clock" Procedure to Reduce Disruptive Behavior.** (CBM; Applied Behavior Analysis) AMBER MCLEARY, Ethan S. Long, Hollee Schinzel, and Laura Newman (The Bay School)
- 14. An Examination of Behavioral Sensitivity and Persistence in Children Diagnosed with Autism.** (EAB; Experimental Analysis) ERIC BOELTER, Gregory A. Lieving, Lisa Toole, Heather K. Jennett, and Louis P. Hagopian (Kennedy Krieger Institute)

- 15. Manipulating Motivating Operations to Reduce Challenging Behavior during Leisure Activities for Persons with Autism.** (DDA; Applied Behavior Analysis) CHATURI EDRISINHA (University of Texas at Austin) and Jeffrey S. Sigafos (University of Tasmania)
- 16. The Use of Concurrent Schedules of Reinforcement to Decrease Escape, Person Assaults, and Self-Injurious Behaviour and to Improve the Academic Performance of an Eight-Year-Old Student Diagnosed with Autistic Spectrum Disorder.** (VRB; Applied Behavior Analysis) Jennifer Mary McMullen, MARCIA WARD, and Juliet Quinlan (ABACAS Ireland)
- 17. Using Stimulus Equivalence Procedures to Teach Receptive Emotional Labeling to a Child with Autistic Disorder.** (DDA; Applied Behavior Analysis) FUMIYUKI NORO (University of Tsukuba, Japan)
- 18. A Probing Question: Which is More Accurate, "Probe" or "Trial by Trial" Data?** (DDA; Applied Behavior Analysis) LISA BARSNESS (Minnesota Early Autism Project)
- 19. Resistance to Extinction and Behavioral Variability in Individuals with and without Autism.** (EAB; Experimental Analysis) HEATHER K. JENNETT, Gregory A. Lieving, Louis P. Hagopian, Eric W. Boelter, and Lisa M. Toole (Kennedy Krieger Institute)
- 20. Assessing the Effects of Continuous versus Intermittent Attention on the Persistence of Attention-Maintained Behavior.** (EAB; Applied Behavior Analysis) JACKIE MACDONALD, Eileen M. Roscoe, and William H. Ahearn (New England Center for Children), and William V. Dube (University of Massachusetts Medical School Shriver Center)
- 21. Assessing the Reliability of Descriptive Assessment Tools.** (CSE; Applied Behavior Analysis) TIFFANEY ESPOSITO (Melmark New England)
- 22. Functional Analysis of Noncompliance during Discrete Trial Instruction.** (DDA; Applied Behavior Analysis) JENNIFER ZONA, Robert Gulick, Thomas Kitchen, and Tara Williams (Dr. Gertrude A. Barber National Institute) and Phillip J. Belfiore (Mercyhurst College)
- 23. Using Concurrent Schedules to Determine Preference and Reinforcer Efficacy.** (DDA; Applied Behavior Analysis) ANGIE QUERIM (Northeastern University), Joseph M. Vedora (Beacon Services), and Gary M. Pace (The May Institute)
- 24. Extended Functional Analysis of Aggression Maintained by Attention.** (CSE; Applied Behavior Analysis) LISA DUNN (Melmark New England), John Stokes (Charles River ARC), and Frank L. Bird (Melmark New England)
- 25. Conducting Functional Analyses across Settings to Identify the Variables that Maintain Screaming Behavior.** (CSE; Applied Behavior Analysis) LISA DUNN (Melmark New England), John Stokes (Charles River ARC), and Frank L. Bird and Erin Hogan (Melmark New England)
- 26. Comparison of the Validity of Comprehensive Measurement Systems to Evaluate Autistic Children.** (Applied Behavior Analysis) Marilyn K. Bonem, CHRISTOPHER E. LOTHAMER, Tamara L. Pawich, and Renee Lajiness-O'Neil (Eastern Michigan University)
- 27. Increasing Staff Data Collection Using Public Posting.** (EDC; Applied Behavior Analysis) ERIN RICHARD, Hannah Hoch, and Bridget A. Taylor (Alpine Learning Group)
- 28. An Examination of the Correlation between Descriptive Assessments and Analogue Functional Analyses.** (Applied Behavior Analysis) JENNIFER A. CASTELLANOS (University of Nevada, Reno), Ginger Wilson (Nyansa Learning Corporation), and Brooke M. Holland, Kristina Landerman, and Patrick M. Ghezzi (University of Nevada, Reno)
- 29. Development of the Social Interaction Inventory: Preliminary Examination of Application to a Clinic Population.** (DDA; Applied Behavior Analysis) JENNIFER M. GILLIS, Elizabeth Geoghan, and Brianna Friedman (Binghamton University) and Raymond G. Romanczyk (Institute for Child Development)

- 30. Electronic versus Traditional Data Collection Procedures in a Behavioral Program for Children with Autism.** (Applied Behavior Analysis) MAUREEN CHILDS, Kristen McClintock, and Gerald E. Harris (Texas Young Autism Project)
- 31. The Effects of Noncontingent Escape on Dropping and Compliance.** (DDA; Applied Behavior Analysis) STEFANIE H. PERRIN and Frances A. Perrin (Bancroft Neurohealth)
- 32. Descriptive Assessment to Identify Variables Maintaining Challenging Behaviors.** (CSE; Applied Behavior Analysis) FRANK L. BIRD (Melmark New England)
- 33. Two Different Forms of Preference Assessments: A Case Study.** (DDA; Applied Behavior Analysis) CAROLYN SACHSE and Rodney D. Clark (Allegheny College)
- 34. Analysis of Response Class Hierarchy with Demand-Maintained Behaviors.** (EAB; Applied Behavior Analysis) MARY BETH CULL and Kyong-Mee Chung (Columbia University Medical Center)
- 35. Functional Analysis and Intervention for Self-Injurious Behavior and Aggression in a Child with Autism.** (DDA; Applied Behavior Analysis) SANDRA BLACK, Michele Wixson, and Bradley S. Bezilla (May South)
- 36. Performing a Functional Analysis on Problem Behavior in a School Setting.** (OBM; Applied Behavior Analysis) BECKY CUTLER (Child Life Education) and Michael F. Dorsey (Simmons College)
- 37. Assessing and Decreasing Escape-maintained Stereotypic Behaviors in a Child with Autism.** (DDA; Service Delivery) AMBER ROSE JOHNSON and Steven L. Taylor (Glenwood Resource Center) and Connie Christ Taylor (Midland Lutheran College)
- 38. Conditioning the Computer as a Reinforcer to Decrease Stereotype.** (Experimental Analysis) R. Douglas Greer (Columbia University Graduate School and Teachers College), Dolleen-Day Keohane (Columbia University Teachers College & CABAS), and Gretchen O'Sullivan, Claire S. Cahill, and Alexis Dworetzky (Columbia University Teachers College)
- 39. Comparing Assessments for Children with Autism.** (Applied Behavior Analysis) BETSY WURSTNER (Temple University)
- 40. Does the Number of Programs Being Taught to a Young Child with Autism in Early Intensive Behavioral Intervention Affect Skills Acquisition and Generalization.** (Applied Behavior Analysis) DONNA CHANEY, Joel P. Hundert, and Nicole Walton-Allen (Behaviour Institute)

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**# 72 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

CBM

- 41. Brief Analysis of Choice Making in the Treatment of Problem Behavior.** (DDA; Applied Behavior Analysis) JACHELLE LOWE, Denise Van Stone, Stephanie M. Peterson, Lloyd D. Peterson, and Jessica Frieder (Idaho State University)
- 42. Behavioral versus Social-Cognitive Explanations for the Effects of Praise on Intrinsic Motivation: A Comparative Study.** (EDC; Applied Behavior Analysis) AMANDA M. HARRIS (Western Michigan University) and John Carton (Oglethorpe University)
- 43. The Effect of Response Cost on the Performance of Morning Routines in an Adolescent.** (Applied Behavior Analysis) ROBERT LeCLERC and Catherine Vincent (School of Psychology, University of Ottawa)
- 44. An Experimental Analysis of Nondirective Play Therapy.** (Applied Behavior Analysis) KEITH M. WILSON and Heather Sawyer (Eastern Illinois University), Kevin M. Jones (Miami University), Jessica Beckett (Eastern Illinois University), and Jane E. Wilson (Sexual Assault Counseling and Information Service)

- 45. Sensory Activity Rotation Decreases Self-Injury by Children with Disabilities: Antecedent Management for Home and Hospital.** (Service Delivery) KIMBERLY D. BELLIPANNI, Adrianna M. Amari, and Keith J. Slifer (Kennedy Krieger Institute)
- 46. Linking Assessment to Individualized Intervention for Children with Selective Mutism.** (VRB; Service Delivery) VALERIE J. GORTMAKER, Vivian Chen, and Mark D. Shriver (Munroe-Meyer Institute)
- 47. Effect of Early Gradual Attendance Techniques on School Refusal Caused by Bullied Experience in a Fifth Grade Boy.** (EDC; Applied Behavior Analysis) SHIGEKI SONOYAMA (University of Tsukuba)
- 48. Brief Analysis of Choice Making in the Assessment of Problem Behavior.** (DDA; Applied Behavior Analysis) DENISE VAN STONE, Jachelle Lowe, Stephanie M. Peterson, Jessica Frieder, and Lloyd D. Peterson (Idaho State University)
- 49. Diagnostic and Functional Relations among Typically Developing Adolescents.** (TPC; Applied Behavior Analysis) Clint Field, REBECCA SCHARTON, Megan Bork, and Jaclyn King (Utah State University), Donna L. Stewart (Girls and Boys Town), Nancy L. Foster (Munroe-Meyer Institute), and Michael L. Handwerk (Father Flanagan's Boys' Home)
- 50. Parent Training with an Enhanced Individualized Video Feedback Component.** (DDA; Applied Behavior Analysis) Leah K. Brzuszkiewicz, Laura Lee McIntyre, and NICOLE QUINTERO (Syracuse University)
- 51. Assessment of Compliance Generalization throughout Treatment in Errorless Compliance Training.** (Applied Behavior Analysis) REBECCA K. ARVANS and Scott T. Gaynor (Western Michigan University)
- 52. Functional Assessment Interviews: Are Parent and Adolescent Perceptions of Behavioral Function Convergent?** (TPC; Applied Behavior Analysis) Rebecca Scharton, CLINT FIELD, Jessica Malmberg, and Alexis Bolton (Utah State University), Nancy L. Foster (Munroe-Meyer Institute), and Michael I. Axelrod (Girls and Boys Town)
- 53. Can We Improve Appropriate Behaviors of Children with ADHD at School Using Neurofeedback?** (EDC; Service Delivery) JEONGIL KIM (Daegu University, Korea) and Kyong Bong Kim and Yun Hee Lee (Lotus Flowers Children Center, Korea)
- 54. Use of Stimulus Fading to Treat Pill Swallowing Refusal with an 8-Year-Old Boy.** (BPH; Service Delivery) DAVID REITMAN and Celine Passeri (Nova Southeastern University)
- 55. The Effects of Response Cost with Escape Extinction vs. without Escape Extinction in the Treatment of Food Refusal.** (DDA; Applied Behavior Analysis) PING WANG, Kellie A. Hilker, Charles S. Gulotta, and Peter Girolami (Kennedy Krieger Institute)
- 56. A School-Based Intervention as Treatment for a Pediatric Feeding Disorder: Shaping a Chewing Response.** (DDA; Applied Behavior Analysis) PHILIP L. CONCORS (Angello, Barnard, & Concors Consultants) and Amanda J. Charney (Medford Lakes School District)
- 57. Increasing Texture with Children with Food Refusal.** (Applied Behavior Analysis) JOYCE KAO, Peter Girolami, and Charles S. Gulotta (Kennedy Krieger Institute)
- 58. Comparison of DRA and Self-Monitoring to Decrease the Duration of Meals for a 9-Year-Old Boy with a Feeding Disorder.** (Applied Behavior Analysis) KELLI WHEELER, Kellie A. Hilker, and Peter Girolami (Kennedy Krieger Institute)
- 59. Presenting a Non-Preferred Food in a Social-Affective Context to Change Food Preference.** (EAB; Applied Behavior Analysis) RINITA B. LAUD (Louisiana State University/Kennedy Krieger Institute) and Charles S. Gulotta and Elizabeth A. Masler (Kennedy Krieger Institute)

**60. Treatment of Packing in Children with Pediatric Feeding Disorders.** (CSE; Applied Behavior Analysis) NICOLE M. ROSCOE (Kennedy Krieger Institute/University of Maryland, Baltimore County) and Peter Girolami (Kennedy Krieger Institute)

**61. From Therapist to Parents: Variables Associated with the Return of Problem Behavior.** (DDA; Applied Behavior Analysis) JAMES H. BOSCOE and Peter Girolami (Kennedy Krieger Institute)

**62. A Comparison of Three Response Cost Procedures to Increase Appropriate Mealtime Behaviors in Children with Pediatric Feeding Disorders.** (DDA; Applied Behavior Analysis) ALYSIA PALMISCIANO, Peter Girolami, and SungWoo Kahng (Kennedy Krieger Institute)

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**# 73 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

CSE

**64. Functional Analysis and Treatment of Socially Stigmatizing Ambulation.** (DDA; Applied Behavior Analysis) MELANIE J. PITMAN (Northeastern University)

**65. A Content Analysis of the *Journal of Applied Behavior Analysis*.** (Applied Behavior Analysis) MITCH FRYLING (University of Nevada, Reno), Michele D. Wallace (California State University, Los Angeles), and Erin J. Pitts (University of Nevada, Reno)

**66. Prompting Safety-Belt Use: The "Flash for Life" Technique Revisited in the Context of Safety-Belt Use Laws.** (EAB; Applied Behavior Analysis) Leah Farrell, ELISE DRAKE, Matthew G. Cox, and E. Scott Geller (Virginia Polytechnic Institute and State University)

**67. Aggression in Dogs: A Differential Negative Reinforcement Protocol.** (EAB; Applied Behavior Analysis) KELLIE S. SNIDER and Jesus Rosales-Ruiz (University of North Texas)

**68. NY Social Work Students' Attitudes towards a Harm-Reduction Approach to Practice with Substance Users.** (EDC; Applied Behavior Analysis) SARAH K. MOORE (University of Illinois at Chicago-Jane Addams School of Social Work)

**69. Investigating the Relationship between Monotonous Driving and Certain Driver Characteristics Using Applied Simulator Technology.** (Applied Behavior Analysis) DAVID G. KIDD, Kimberly R. Hylton, Walter B. Parker, and Gary N. Phibbs (Virginia Polytechnic Institute and State University)

**70. Inappropriate Masturbation: Behavioral Interventions for Individuals with Severe and Multiple Disabilities.** (DDA; Service Delivery) TONYA N DAVIS, Berenice de la Cruz, and Katherine Wamhoff (The University of Texas at Austin)

**71. The Current Resource Condition and Service Needs of Social Supports for Families of Children with EBD in Korea.** (EDC; Service Delivery) EUN JUNG SEO, Gyeong Ok Jung, and Young Soo Son (JinJu International University, South Korea)

**72. Tourette's Disorder and Social Acceptability: A Comparison of African- and European-Americans with Symptoms of the Disorder.** (CBM; Service Delivery) CHRIS A. FLESSNER, Andrew Lincoln, Andrea Weber, Douglas W. Woods, and Nicole A Roberts (University of Wisconsin, Milwaukee)

**73. Do JRC Graduates Hold On to their Gains - A Follow Up Study.** (Applied Behavior Analysis) Matthew L. Israel, ANDRE VLOK, Rosemary Silva, Joseph Assalone, and Peter E. Jaberg (Judge Rotenberg Center)

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#### # 74 International Poster Session

5:30 PM - 7:00 PM

Grand Hall

DDA

**74. Examination of the Relative Effects of Attention and Toys in Reducing SIB Maintained by Automatic Reinforcement.** (Applied Behavior Analysis) DAVID L. RUSSELL, David E. Kuhn, Jennifer Ernest, and Dawn E. Lingle (Kennedy Krieger Institute)

**75. Comprehensive Behavioral Assessment of Dextroamphetamine across Six Dosage Levels.** (Applied Behavior Analysis) KRISTIN RUSCITTI PURINGTON and Steven L. Taylor (Glenwood Resource Center)

**76. Using Structured Conversations in the Treatment of Somatic Verbal Statements.** (Applied Behavior Analysis) ARNIE ZENCIUS (Devereux Cleo Wallace) and Jeanne M. Brower (Northern Illinois University/Cornerstone Services)

**77. Abolishing Effects of Dextroamphetamine as a Function of Dose.** (Applied Behavior Analysis) KRISTIN RUSCITTI PURINGTON and Steven L. Taylor (Glenwood Resource Center)

**78. Developing Preferences for Age Appropriate Leisure Items in Adults with Developmental Disabilities.** (Applied Behavior Analysis) SHANNON R. FREEMAN, Paula K. Davis, and Ashley E. Welch (Southern Illinois University)

**79. The Use of a Latency Measure in Conducting an Analog Functional Analysis with a Severely Aggressive Adult: A Replication and Extension.** (Applied Behavior Analysis) LAUREN POWERS, Jennifer L. Link, Mary Bolotin, Kelly Hyde, and Diana Poles (The Vinfen Corporation) and Michael F. Dorsey (Vinfen Corporation/Simmons College)

**80. A Literature Review of Functional Communication Training with Children Under Age 8.** (Applied Behavior Analysis) HYUNG-MEE KIM and Melissa L. Olive (University of Texas at Austin)

**81. Evaluation of a New Residential and Further Education Service for Young People with Severe Intellectual Disabilities and Challenging Behavior.** (Service Delivery) PAUL LANGTHORNE and Peter McGill (Tizard Centre, University of Kent)

**82. Treatment of Pica and Self-Stimulation by Differential Reinforcement of Other Behavior.** (Applied Behavior Analysis) KATHERINE FALWELL (Kennedy Krieger Institute and The Johns Hopkins School of Medicine) and Patricia F. Kurtz (Kennedy Krieger Institute)

**83. Manipulating Items within the Environment to Assess Treatment of Pica.** (CBM; Applied Behavior Analysis) Tammy A. Carroll and BETTY POLION-CHEATUM (Partlow Developmental Center)

**84. Research on the Use of Punishment Procedures: A Literature Review.** (CSE; Applied Behavior Analysis) MAUREEN J. LACERTE (Nashoba Learning Group - Simmons College) and Michael F. Dorsey and Michael J. Cameron (Simmons College)

**85. Anagram-Construction-Echoic Training Effects on Response Emergence and Maintenance in Learning Disabled Children.** (EDC; Applied Behavior Analysis) GIOVANA ZULIANI and A. Celso Goyos (Federal University of São Carlos)

**86. Environmental Influences on Behavior in Children with Developmental Disabilities.** (EDC; Experimental Analysis) Berenice de la Cruz (The University of Texas at Austin; The Moore-Weis Children's Center of Austin) and Tonya N Davis, KATHERINE WAMHOFF, and Mark F. O'Reilly (The University of Texas at Austin)

**87. The Utility of Competing Items in the Reduction of Inappropriate Behaviors during Schedule Thinning.** (EAB; Applied Behavior Analysis) JUSTIN BOYD, Lynn G. Bowman, and Melissa M. Shulleeta (Kennedy Krieger Institute)

Saturday, May 27

**89. Effects of Attention on the Assessment and Treatment of Pica Maintained by Automatic Reinforcement.** (AUT; Applied Behavior Analysis) KELLY J. BOUXSEIN (Marcus Institute and Georgia State University), Tiffany Kodak (Louisiana State University and The Marcus Institute), and Kristen Mays (The Marcus Institute)

**90. The Use of Verbal Instruction and DRO Procedures in the Treatment of Automatically Maintained Self-Talk.** (AUT; Applied Behavior Analysis) CHRISTINE MARIE MAYNE, Stephanie A. Contrucci Kuhn, Burel Goodin, and Kate Litman (Kennedy Krieger Institute)

**91. The Effects of Pivotal Response Training to Increase Socially Spontaneous Communication on High School Students.** (AUT; Applied Behavior Analysis) YI-WEI HSIN (The Ohio State University), Tsung-Han Ho (The University of Texas at Austin), and Ta-Yen Wang (Taipei Municipal Teachers College)

**92. The Use of a DRL Procedure to Reduce Stereotypic Loud Vocalizations.** (AUT; Applied Behavior Analysis) IJEN CHEN (Melmark New England) and John Stokes (Charles River ARC)

**93. Teaching 'Yes' and 'No' Responses across Functional Operant Classes.** (AUT; Applied Behavior Analysis) M. ALICE SHILLINGSBURG (Auburn University), Michael E. Kelley and Henry S. Roane (The Marcus Institute and Emory University School of Medicine), and Melissa Brown (The Marcus Institute)

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#### **# 75 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

EAB

**94. EAHB-SIG Student Paper Competition Award Winner. Response-Consequence Contingency Discriminability When Positive and Negative Reinforcement Compete in Concurrent Schedules.** (Experimental Analysis) MICHAEL A. MAGOON (Auburn University/Illinois State University)

**95. Discounting with Humor: Choice between Length of Joke and Ratings of Funniness.** (Experimental Analysis) STEPHANY DUKES, Stephen C. Bitgood, Kim Phillips, and Layla Abby (Jacksonville State University)

**96. Choice of Films and Temporal Discounting.** (Experimental Analysis) Stephen C. Bitgood, Stephany Dukes, Kim Phillips, and LAYLA ABBY (Jacksonville State University)

**97. A Comparison of Stimulus Equivalence Training and Functional Equivalence Training.** (Experimental Analysis) TYLA M. FREWING, David Polson, and Joseph A. Parsons (University of Victoria)

**98. Comparison of the Cultural Influences on the Teaching Behaviors of the Teachers of English as a Second Language in the People's Republic of China and USA.** (EDC; Applied Behavior Analysis) LI LI, Franklin I. Bacheller, and Richard P. West (Utah State University)

**99. The Effects of Activity Preference Training to Increase Self-Control in Adolescents with Traumatic Brain Injury.** (Applied Behavior Analysis) ERICA D. POZZIE, James W. Jackson, and Mark R. Dixon (Southern Illinois University), John M. Guercio (Center for Comprehensive Services), Mandy Parker (Southern Illinois University Behavior Analysis and Therapy Program), and Meagan Causey (Center for Comprehensive Services)

**100. A Behavioral Economic Approach: Demand for Food with Prenatal Food Restricted Rats.** (Experimental Analysis) ALEXA A. WAKLEY and Shilo Lynnette Smith (Idaho State University)

**101. Effects of Stimulus Discriminability and Spatial Location on Children's Conditional Discrimination Performance.** (Experimental Analysis) Emilio Ribes-Iñesta, GERARDO ORTIZ, Laura Correa Patiño, and Edgar Eduardo Montes Castro (Universidad de Guadalajara-Mexico)

**102. The Effects of Two Methods of Conditioning a Clicker on Behavior Variability during Training.** (TPC; Applied Behavior Analysis) MICHELLE LAMANCUSA, Kathryn Kalafut, and Jesus Rosales-Ruiz (University of North Texas)

**104. Effects of Experience on Human Preference between Fixed- and Variable- Ratio Schedule.** (Experimental Analysis) KOICHI ONO (Komazawa University)

**105. Reinforcing Listener Behavior and its Effects on Correct Responding to Literal Questions.** (VRB; Applied Behavior Analysis) Dolleen-Day Keohane, Denise O'Sullivan, and JEANNINE E. SCHMELZKOPF (Teachers College, Columbia University & CABAS)

**106. Emergent Label Preference or Emergent Flavor Preference?** (Experimental Analysis) Vanessa Teixeira Grecco, Leticia de Lemos Lourenço, Rafael Diego Modenesi, and Jaqueline Souza Parisoto (Presbyterian University Mackenzie) and PAULA DEBERT (Universidade de São Paulo-Brazil & Presbyterian University Mackenzie)

**107. On the Psychological Distance to Reward: The Effects of Fixed Time Terminal-Link Schedules and Non-Localized Stimuli.** (Experimental Analysis) DAVID M. TREJO and Jay Moore (University of Wisconsin, Milwaukee)

**108. Randomizing Criteria within an Interdependent Group Contingency: Effects on Math Seatwork.** (EDC; Applied Behavior Analysis) DIPTI MUDGAL (Munroe-Meyer Institute) and Heather Sterling-Turner (University of Southern Mississippi)

**109. An Analysis of the Subject's Own Behavior as Stimuli in a Conditional Discrimination Task.** (VRB; Experimental Analysis) ALVARO TORRES and Florente López (Universidad Nacional Autónoma de México)

**110. Challenging the Cognitive Map Theory.** (Experimental Analysis) HEATHER M. ANSON and James T. Todd (Eastern Michigan University)

**111. Comparison of Hyperbolic Decay Parameters in Strains of Mice.** (Experimental Analysis) CRISTINA I. VARGAS-IRWIN and Jaime Robles (Virginia Commonwealth University)

**112. Extinction-Induced Behavioral Variability.** (Experimental Analysis) JENNIFER M. KINLOCH, T. Mary Foster, and James McEwen (University of Waikato, New Zealand)

**113. Utilizing the Internet to Produce Behavioral Changes in Alcohol Use in the College Population.** (CSE; Applied Behavior Analysis) HOLLY DENICE SHOCKLEY, Raymond O. Sacchi, and Jason Rogers (Washington State University)

**114. Matching and Competition in a Group Foraging Paradigm.** (Experimental Analysis) NIKOLAY STOYANOV and James D. Dougan (Illinois Wesleyan University) and Valeri A. Farmer-Dougan (Illinois State University)

**114a. Speed Transfer and Class Mergers via Conditional Discriminations: Transfer Training with Trigrams.** (Experimental Analysis) ABDULRAZAQ A. IMAM (John Carroll University)

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#### **# 76 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

EDC

**115. Educators' In-Service Training in Behavioral Instruction Practices and Principles.** (Service Delivery) JOHN C. BEGENY (North Carolina State University)

**116. Differences in Attribution of Instructionally Alterable Variables among Undergraduate Preservice General Educators.** (Applied Behavior Analysis) BARBARA MALLETT and Gregory F. Harper (State University of New York at Fredonia)

**117. Evaluating Special Education Interventions: Preparing Teacher Trainees in Accountability Methods.** (Service Delivery) KRISTAL E. EHRHARDT and Barbara Gillett (Western Michigan University)

**118. Integrating Clinical Practice into Master's Level Training: The Gonzaga Center for Applied Behavior Analysis.** (DDA; Applied Behavior Analysis) K. MARK DERBY, Anjali Barretto, Kimberly P. Weber, and Shannon Hayter (Gonzaga University)

- 119. Student Research at Gonzaga University 1978-2005.** (TBA; Applied Behavior Analysis) T. F. MCLAUGHLIN, Kimberly P. Weber, K. Mark Derby, Anjali Barretto, and Randy L. Williams (Gonzaga University)
- 120. The Personalized System of Instruction as a Metacontingency.** (OBM; Experimental Analysis) Marcia Moreira, Ricardo Correa Martone, and Diogo C. Seco (Instituto de Educação Superior de Brasília) and JOAO CLAUDIO TODOROV (Universidade Católica de Goiás)
- 121. The Effect of Conditional Passes in a Mastery-Based CAPSI-Enhanced Undergraduate Course.** (TBA; Applied Behavior Analysis) JESSICA M. HONEYCUTT and Darlene E. Crone-Todd (Delta State University) and Joseph J. Pear (University of Manitoba)
- 122. Effects of Training and Feedback Techniques on the Acquisition of Scientific Skills.** (EAB; Applied Behavior Analysis) MARIA ANTONIA PADILLA VARGAS (University of Guadalajara)
- 123. The Effects of "Bug-In-Ear" Supervision Teachers' Delivery of Learn Units.** (Applied Behavior Analysis) JANET GOODMAN (University of West Georgia)
- 124. Use of a Momentary Time-Sampling Procedure and Environmental Prompts to Increase Target Behaviours of Educational Staff in a Setting for Children with Autism.** (AUT; Applied Behavior Analysis) CLAIRE E. MCDOWELL and Aisling A. Ardill (The Saplings School, Rathfarnham), Nicola C. Hardy (The Saplings School, Kill), and Katrina Duffy (The Saplings School, Mullingar)
- 125. The Effect of Class-Wide Function Based Intervention Team "CW-FIT" Group Contingency Program in an Inner-City Elementary School.** (Applied Behavior Analysis) EMILY D. SHUMATE, Howard P. Wills, Kimberly K. Besette, and Chris Cullinan (Juniper Gardens Children's Project (The University of Kansas))
- 126. Effects of Class-Wide Function Based Intervention Teams "CW-FIT" Group Contingency Program in an Urban, Culturally Diverse, Elementary School Setting.** (Applied Behavior Analysis) ANNA C. SCHMIDT, Debra M. Kamps, Katrina L. Franzen, Sarah Maas, and Katie Hollenberg (Juniper Gardens Children's Project, The University of Kansas)
- 127. Behavior Management Plan for Integrated Classrooms.** (Service Delivery) ANNABELLE M. GUERCIO (Global Concepts Charter School)
- 128. A Program to Decrease Behavioral Problems in Elementary School Students.** (TBA; Applied Behavior Analysis) MARCO W. SALAS MARTINEZ, Deni Vovides Tejeda, Doris Miriam Ladron de Guevara Tejeda, Sebastián Figueroa-Rodríguez, Esperanza Ferrant Jimenez, and Andree Fleming-Holland (University of Veracruz, Mexico)
- 129. Increasing Appropriate Lunchroom Behavior: A Praise Note System for Elementary Students.** (Applied Behavior Analysis) Richard P. West, Tim G. Smith, RIKKI K. WHEATLEY, and Richard B. Sanders (Utah State University)
- 130. Using a Self-Monitoring Strategy to Increase On-Task Behavior with Three Fourth-Graders with LD.** (Applied Behavior Analysis) Charlene Esget (Bellingham Public Schools) and MICHAEL C. LAMBERT (Western Washington University)
- 131. Self-Monitoring of Homework Completion: Effectiveness of an Intervention for Adolescents in Residential Treatment Homes.** (Applied Behavior Analysis) Elizabeth J. Zhe (University at Albany, State University of New York), Jean A. Klein (University of Minnesota), Kimberly A. Deruyck (University of Kansas), and Jordan del Mundo and MICHAEL I. AXELROD (Girls and Boys Town)
- 132. Publication Trends in the Journal of Applied.** (Applied Behavior Analysis) JOHN H. HUMMEL, Laura C. Bales, and Joseph B. Conrad (Valdosta State University)
- 133. 15 YEARS of the Journal of Behavioral Education: A Review of its Past Focus and a Look at the Current Direction.** (Applied Behavior Analysis) Dawn W. Hamlin, Katie E. Hildebrand, Mandy J. Kubo, RACHEL WANNARKA, Youjia Hua, and David L. Lee (Pennsylvania State University)

- 134. The Effects of the Use of a Performance Matrix in a Classroom Setting.** (OBM; Service Delivery) CARRIE HARTMAN and Annabelle Smith Murray (Area Cooperative Educational Services)
- 135. Unison Responding: A Meta-Analysis of its Effects on Student Behavior.** (Applied Behavior Analysis) DAWN W. HAMLIN, David L. Lee, and Kathy L. Ruhl (Pennsylvania State University)
- 136. The Effect of Digital Camera Photographs on the Vocabulary Development of Deaf Students.** (Service Delivery) M. LYNN WOOLSEY and Len Roberson (University of North Florida)
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**# 77 Business Meeting**  
7:00 PM - 7:50 PM  
Cairo

**Becoming BACB Certified**  
Chair: Christine L. Ratcliff (Florida State University/BACB)

The presentation will cover important components of the BACB including information on Board Certified Behavior Analyst (BCBA) and Board Certified Associate Behavior Analyst (BCABA) credentials; professional experience, coursework, and degree requirements; approved course sequences; examination administration; eligibility standards; and application for examination. The presentation also will offer information regarding recent changes in the BACB eligibility standards. Time will be provided for participant questions and discussion with presenter. This presentation is intended for individuals who want basic information on the BACB or are planning on becoming certified.

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**# 78 Business Meeting**  
7:00 PM - 7:50 PM  
Greenbriar

**Behaviorists for Social Responsibility**  
Chair: Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

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.

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**# 79 Business Meeting**  
7:00 PM - 7:50 PM  
Inman

**Clinical Special Interest Group**  
Chair: Ann Branstetter (Southwest Missouri State University)

This Special Interest Group is devoted to educating the public and fellow professionals about the clinical applications of behavior analysis. We will be discussing the current state of our organization, making suggestions for improvement, and reviewing the most recent developments in clinical behavior analysis.

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**# 80 Business Meeting**  
7:00 PM - 7:50 PM  
Lenox

**Education and Treatment of Children: Editorial Review Board**  
Chair: Dan Hursh (West Virginia University)

A discussion of journal policies and procedures with the goal of making adjustments to increase manuscript submissions, publication impact, and subscriptions. All interested persons are encouraged to attend and become involved with ETC.

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**# 81 Business Meeting**

7:00 PM - 7:50 PM

Hong Kong

**Health, Sport & Fitness (HSF) Special Interest Group Annual Meeting**

Chair: Michael A. Kirkpatrick (Wesley College)

A discussion of journal policies and procedures with the goal of making adjustments to increase manuscript submissions, publication impact, and subscriptions. All interested persons are encouraged to attend and become involved with ETC.

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**# 82 Business Meeting**

7:00 PM - 7:50 PM

Fairlie

***Journal of the Experimental Analysis of Behavior: Meeting for Authors, Prospective Authors, Reviewers, and Editorial Board Members***

Chair: Leonard Green (Washington University)

The Annual Report of the *Journal of the Experimental Analysis of Behavior* will be presented, followed by discussion of editorial policies, changes, and issues. We encourage authors and prospective authors to attend. There will be time for questions.

---

**# 83 Business Meeting**

7:00 PM - 7:50 PM

Courtland

**OBM Network Business Meeting**

Chair: Angela Lebbon (Western Michigan University)

The meeting will describe OBM Network activities over the past year, encourage membership in the organization, and seek input from members on important issues regarding the organization's management and future direction.

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**# 84 Business Meeting**

7:00 PM - 7:50 PM

Kennesaw

**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.

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**# 85 Business Meeting**

7:00 PM - 7:50 PM

Techwood

**Regular Meeting of the Wisconsin Association for Behavior Analysis**

Chair: Matthew Andrzejewski (University of Wisconsin, Madison)

The purpose of the general meeting is to elect officers, discuss progress of the organization, and discuss future plans for membership recruitment, conference, and advocacy. All are welcome.

---

**# 86 Business Meeting**

7:00 PM - 7:50 PM

Vinings

**Standard Celeration Society Business Meeting**

Chair: Michael Fabrizio (Fabrizio/Moors Consulting)

Please join us for this regular meeting of the Standard Celeration Society where we will review progress on current SCS projects, recap the November 2005 International Precision Teaching Conference, receive an update from the editorial board of the *Journal of Precision Teaching and Celeration*, hear reports from the Society's officers, and address new business.

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**# 87 Special Event**

7:00 PM - 7:50 PM

Baker

**Tai Chi Chuan for Beginners**

Chair: Jill Basso (Private Practice/BCBA)

Tai chi chuan is a slow-moving, meditative exercise good for health, relaxation, and self-defense. Tai chi is known primarily for its health and is the physical manifestation of the principles of yin/yang as expressed in the Chinese Classics. Participants will be introduced to standing postures and forms that will assist in accessing internal energy (chi), breathing exercises, and movements found in the tai chi form. For a weekend full of sedentary activities and intellectual challenges, tai chi can assist with relaxation of the mind and body. Please wear loose and comfortable clothes.

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**# 88 Business Meeting**

7:00 PM - 7:50 PM

University

**Teaching Behavior Analysis Special Interest Group Business Meeting**

Chair: Patrick S. Williams (University of Houston-Downtown)

The purpose of this meeting is to elect new officers and discuss TBA SIG activities for upcoming year.

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**# 89 Business Meeting**

7:00 PM - 7:50 PM

Piedmont

**The Chicago Association for Behavior Analysis (CABA)**

Chair: Charles Merbitz, Ph.D., BCBA (Chicago School of Professional Psychology)

CABA welcomes all members and persons desiring to join CABA to the CABA Business Meeting. We will review 2005-06 and make plans for 2006-07, as well as elect officers.

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**# 90 Business Meeting**

7:00 PM - 7:50 PM

Spring

**The New York State Association for Behavior Analysis (NYSABA)**

Chair: Randy Horowitz (Eden II Programs)

The purpose of the meeting will be to bring attendees up to date on the activities of NYSABA, and to make plans for activities moving forward.

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**# 91 Business Meeting**

7:00 PM - 8:20 PM

Dunwoody

**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 distribute the Revised Consumer Guidelines. The business meeting will be followed by a few discussions. Jack Scott will solicit ideas for ABA 2007. Jerry Shook, Executive Director of the BACB, will also join us to highlight plans to develop an autism specialty certification. All interested parties are welcome to attend.

**# 92 Special Event**

9:00 PM - 12:00 AM

Centennial Ballroom I & II

**Behavioral Bash**

Chair: Christy Alligood (West Virginia University)

ABA welcomes you to Atlanta with a party to remember. You won't want to miss the local entertainers, door prizes, skit competition, and student committee awards. Bring your friends and colleagues and enjoy the festivities - be ready for a few surprises!

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# ATLANTA

**ASSOCIATION FOR BEHAVIOR ANALYSIS**

**SUNDAY, MAY 28, 2006**

Day Schedule

Business Meetings

Sessions

Reunions/Receptions

ABA Expo



Sunday, May 28

		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	
Ballroom Level	Centennial Ballroom I	<div><div></div> = Special and Invited Events</div> <div>BACB = Session available for BACB CE (for certified behavior analysts)</div> <div>Ch: = Chairperson</div> <div><div></div> = These rooms are located in the International Tower, which is only accessible from the Atlanta Conference Center and Lobby Levels.</div> <div>LEGEND</div>				#103 EAB RACHLIN	#131 EDC KAME'ENUI	#156 EDC SUGAI			#165 DEV SUOMI				
	Centennial Ballroom II				#102 CSE BACB BAILEY	#129 CBM BAER	#154 BPH JOHANSON			#168 TPC DONAHOE					
	Centennial Ballroom III				#119 AUT BACB Ch: Harris		#135 AUT BACB Ch: Partington			#178 AUT BACB Ch: Hershick					
	Centennial Ballroom IV				#114 DDA BACB Ch: Iwata		#142 DDA Ch: Eldevik			#186 DDA BACB Ch: Lerman					
	Regency V				#110 AUT Ch: Schrieblman		#149 AUT BACB Ch: Fabrizio			#174 AUT BACB Ch: LaRue					
	Regency VI						#144 DDA BACB Ch: Worsdell			#170 DDA Ch: Parsons					
	Regency VII				#122 AUT BACB Ch: Foxx		#143 AUT Ch: Luce			#175 AUT BACB Ch: Tarbox					
	The Learning Center				#115 VRB BACB Ch: Carbone		#146 VRB Ch: Leigland								
Int'l Ballroom	North			#117 DDA Ch: Reid		#140 DDA Ch: Harding			#171 DDA Ch: Edrisinhu						
	South					#145 EAB Ch: Everly			#172 EAB Ch: Fields						
Exhibit Level	Grand Hall					2006 ABA Exhibit									
	Grand Hall			Pre- & On-Site Registration; Continuing Ed.; ABA's Service to Apply, Recruit, & Train (START)											
	Grand Hall								POSTER SESSIONS						
	Hanover Hall					ABA Cooperative Bookstore									
Embassy Level	Chicago A-F				#123 AUT Ch: Kroeger	#151 AUT BACB Ch: Townsend					#179 AUT BACB Ch: Caliberti				
	Manila				#109 EAB Ch: Iverson	#141 EAB Ch: Wilson					#188 EAB Ch: Portera				
	Singapore				#120 DEV BACB Ch: Greer	#133 DEV BACB Ch: Cigales									
	Cairo				#108 OBM Ch: Ratcliff	#152 OBM BACB Ch: Ludwig					#190 OBM Ch: Agnew				
	Hong Kong				#121 EAB Ch: Lettall	#153 EAB Ch: McClure					#176 EAB Ch: Fox				
	Montreal			#94 BACB Int'l Certification	#125 EAB Ch: Lawson	#137 EAB Ch: Corutti					#180 EAB Ch: Timberlake				
	Vancouver			#98 Parent Professional Partnership SIG	#111 OBM Ch: Less	#134 OBM Ch: Altus					#167 OBM Ch: Gallinat				
	Brussels			SPEAKER READY ROOM											
	Geneva														
	Auburn			#94a California ABA	#112 EDC Ch: Spruill	#147 EDC Ch: McDade						#166 EDC Ch: Yurick			
Atlanta Conference Center Level	Baker				#113 CBM BACB Ch: Miltenberger							#177 CBM BACB Ch: Najdowski			
	Courtland				#118 EDC BACB Ch: Lackey							#169 EDC Ch: Gonzalez			
	Dunwoody				#105 TPC Ch: Ray	#132 TPC Ch: Schoneberger						#181 TPC Ch: Burgos			
	Fairlie			#99 New Jersey ABA		#130 INT Ch: Burgos						#189 INT Ch: Coleman			
	Greenbriar			#96 HSF Activity: Trunk Training			#136 CBM Ch: Berkowitz								
	Inman			#95 HABA	#124 EDC Ch: Barrett	#138 EDC Ch: Martin						#185 EDC Ch: Martin			
	Kennesaw				#106 CBM BACB Ch: Rodgers	#139 CBM Ch: Weinstein						#164 CBM Ch: Wray			
	Lenox			#97a JABA Business Mtg.	#100 CSE Ch: Cormier	#128 CSE BACB Ch: Zane	#155 CSE Ch: Williams					#183 CSE BACB Ch: Crockett			
	Piedmont			#97 Interbehaviorist SIG		#127 BPH Ch: Walker						#182 BPH Ch: Derranne			
	Spring						#150 OTH Ch: Charlton					#184 OTH Ch: de la Cruz			
	Techwood											#172 TBA Ch: Austin			
	University			#93 Program Committee	#101 EDC Ch: Ferrari		#157 EDC Ch: Salnato					#187 EDC Ch: Skinner			
	Vinings				#107 VRB Ch: Diouhy										
	Edgewood														
	Harris														
	Marietta														
	Roswell					#126 TPC Ch: Kitchen	#148 TPC Ch: Kauffman								

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	
Centennial Ballroom I	#191 VRB PALMER	#207 DEV BACB MORRIS	#226 OTH BRADY						Ballroom Level
Centennial Ballroom II	#192 EDC HORNER	#208 AUT BACB McGEE	#229 DDA BACB IWATA						
Centennial Ballroom III	#178 Conf'd		#219 AUT Ch: Jobstian						
Centennial Ballroom IV	#186 Conf'd	#206a DDA Ch: Teknifer	#223a DDA BACB Ch: Zeno						
Regency V	#174 Conf'd		#214 AUT Ch: Grimes						
Regency VI	#170 Conf'd	#202 DDA Ch: Spooner	#223 DDA Ch: Ming						
Regency VII	#175 Conf'd		#220 AUT Ch: Brimbauer						
The Learning Center			#223 VRB BACB Ch: Sidener						
North	#171 Conf'd	#204 DDA Ch: Gonzalez-Quijano	#232a DEV BACB Ch: Rutherford			#239 BACB University Center			Ballroom Int'l
South	#172 Conf'd	#206 EAB BACB Ch: Miguel	#232 EAB Ch: Leon				#251a Cambridge Center for Behavioral Studies		
Grand Hall		2006 ABA Exhibit							Exhibit Level
Grand Hall	Registration & Continuing Education				POSTER SESSIONS			ABA EXPO 10 pm - 12 am	
Grand Hall	ABA's Service to Apply, Recruit, & Train (START)								
Hanover Hall	ABA Cooperative Bookstore								
Chicago A-F	#179 Conf'd		#221 AUT BACB Ch: Gersner						Embassy Level
Manila	#188 Conf'd	#199 EAB Ch: Fexell	#230 EAB Ch: Blair				#254 Minnesota Autism Service Providers		
Singapore	#193 DEV BACB Ch: Lipsitt						#258 University of Florida Reunion		
Cairo	#190 Conf'd		#217 OBM Ch: Welsh				#260 University of North Texas Reunion		
Hong Kong	#176 Conf'd	#200 EAB Ch: Odum	#228 EAB Ch: Tompanari				#257 Odgen R. Lindsey Standard Celebration Chart Share		
Montreal	#180 Conf'd	#201 EAB Ch: Yankelovitz	#224 EAB Ch: Parker				#256 RFT & ACT Session		
Vancouver	#195 OBM Ch: Crowell		#222 OBM Ch: McGee				#249 St. Cloud State University Reunion		
Brussels	SPEAKER READY ROOM								Atlanta Conference Center Level
Geneva									
Auburn	#194 EDC Ch: Stichter		#216 EDC Ch: Peterson			#241 BAT Editorial Board			
Baker	#177 Conf'd		#215 CBM Ch: Yen				#252 Columbia University and CABAS Reunion		
Courtland		#211 EDC BACB Ch: Northrup					#261 Western Michigan University Reunion		
Dunwoody	#181 Conf'd	#198 TPC Ch: Malone					#253 James Dinsmeier Memorial Session		
Fairlie	#189 Conf'd	#196a INT Ch: Greer				#244 JBE Editorial Board			
Greenbriar		#203 CBM Ch: Reed					#250 Auburn University Reunion		
Inman	#185 Conf'd		#212 EDC Ch: Hursh				#259 University of Kansas Reunion		
Kennesaw	#196 CBM Ch: Branstetter		#218 CBM Ch: Rogers				#255 National Autism Center Hospitality Session		
Lenox	#183 Conf'd		#213 CSE Ch: McIntire				#251 Behavioral School of Psychology at Mississippi State		
Piedmont	#182 Conf'd	#197 BPH Ch: Reilly				#240 Gambling SIG			
Spring	#184 Conf'd		#231 OTH Ch: Axo			#248 VRB SIG			
Techwood	#172 Conf'd					#247 SIG Español			
University	#187 Conf'd		#210 EDC Ch: Smith			#243 EAHB SIG			
Vinings						#246a Behav. & Indepen. Living SIG			
Edgewood						#242 ISI Editorial Board			
Harris									
Marietta						#245 Mid-American ABA			
Roswell		#205 TPC BACB Ch: English				#246 Parents & Professionals			

### # 93 Special Event

8:00 AM - 8:50 AM

University

#### **ABA Program Committee Meeting**

Chair: Ramona Houmanfar (University of Nevada, Reno)

AUT: Jack Scott (Florida Atlantic University)

BPH: John M. Roll (Washington 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 L. Gewirtz and Martha Pelaez (Florida International University)

EAB: William L. Palya (Jacksonville State University)

EDC: Timothy A. Slocum (Utah State University)

OBM: Timothy D. Ludwig (Appalachian State University)

TBA: Pamela G. Osnes (Behavior Analysts, Inc.)

TPC: David C. Palmer (Smith College)

VRB: William F. Potter (California State University, Stanislaus)

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### # 94 Business Meeting

8:00 AM - 8:50 AM

Montreal

#### **Behavior Analyst Certification Board International Certification Development**

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

The presentation will discuss important components of the Behavior Analyst Certification Board® which include: Board Certified Behavior Analyst™ (BCBA®) and Board Certified Behavior Analyst™ (BCABA®) credentials; professional experience, coursework, and degree requirements; approved course sequences; international examination administration; eligibility standards; and application for examination. Special emphasis will be on how individual countries can work with the BACB to develop time-limited alternative pathways for residents of the country to qualify for the BACB examinations. The presentation also will provide an overview of the current status of the BACB® and its certificants. The presentation will focus on development of the BACB in the future, particularly as it relates to certification outside of the United States. Time will be provided for participant questions and discussion with the presenter.

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### # 94a Business Meeting

8:00 AM - 8:50 AM

Auburn

#### **CalABA Business Meeting**

Chair: Gina Green (San Diego State University)

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.

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### # 95 Business Meeting

8:00 AM - 8:50 AM

Inman

#### **HABA: Hawai'ian Association for Behavior Analysis**

Chair: Kimberly A. Smalley (Hawai'in Association for Behavior Analysis)

This is the quarterly meeting of HABA.

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### # 96 Special Event

8:00 AM - 8:50 AM

Greenbriar

#### **HSF Activity: Trunk Training**

Chair: Gordon O. Henry (Ottawa University)

Participants will learn and practice exercises designed to maximize reinforcement gained through participation in racquet sports and other recreational activities, avoid pain stemming from back and abdominal muscle weakness, and to counteract the physiological effects of long hours sitting at one's desk.

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**# 97 Business Meeting**

8:00 AM - 8:50 AM

Piedmont

**Interbehaviorists in ABA Special Interest Group Business Meeting**

Chair: Thomas L. Sharpe, Jr. (University of Nevada, Las Vegas)

A meeting to re-establish a membership communication exchange and enhance interdisciplinary information visibility for potentially interested professionals. Focus of the interest group provides an interdisciplinary forum for those engaged in the experimental and/or applied analysis of behavior to include a systemic, ecological, inclusive, and functionally interactive approach to time-sensitive behavior and event relationships. Interest has been stimulated in large part by the pioneering work of J. R. Kantor. Those with a diverse range of content interests across education, social, and experimental and applied psychology are encouraged to participate. All ABA members interested in Interbehaviorism are welcome and encouraged to attend in providing a rich and supportive forum for research and application engagement from an interbehavioral perspective.

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**# 97a Business Meeting**

8:00 AM - 8:50 AM

Lenox

**Journal of Applied Behavior Analysis Business Meeting**

Chair: Patrick C. Friman (Father Flanagan's Girls and Boys' Town)

Annual meeting of the *Journal of Applied Behavior Analysis*.

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**# 98 Business Meeting**

8:00 AM - 8:50 AM

Vancouver

**Parent Professional Partnership Special Interest Group**

Chair: David A. Celiberti (Private Practice)

The discipline of applied behavior analysis owes much to parents who have been staunch advocates for higher quality services for their children. The synergy that can arise from parents and professional working together presents both exciting opportunities and possibilities. A business meeting will be held to provide a forum for networking, to disseminate the revised Consumer Guidelines, to discuss our webpage, and to further develop priorities. 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

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**# 99 Business Meeting**

8:00 AM - 8:50 AM

Fairlie

**The New Jersey Association for Behavior Analysis**

Chair: Marlene Cohen (Rutgers University)

To review progress of our affiliate chapter over the past year and to plan for future goals and events.



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### # 100 International Paper Session

9:00 AM - 9:50 AM

Lenox

CSE

#### **Behavioral Interventions: Measuring ADHD, Assertiveness Training for Clients with TBI, and Teaching Autistic Children to Ride Bicycles**

Chair: JAMES K. CORMIER (Willowbrook Rehabilitation Services)

**The Effectiveness of Using Direct Method for Teaching the Ability of Riding Balance Wheeled Bicycle to the Autistic Children.** (Experimental Analysis) SAFIYE SUNAY YILDIRIM DOGRU, Ozgul Yucalan, and Hafiz Bek (Selcuk University)

**A Questionnaire for Measuring ADD(H) in Middle School Children: A Pilot Study.** (Applied Behavior Analysis) ANDREE FLEMING-HOLLAND and Marco W. Salas Martinez (University of Veracruz, Mexico)

**Assertiveness Training with Traumatically Brain Injured Clients.** (Service Delivery) JAMES K. CORMIER (Willowbrook Rehabilitation Services)

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### # 101 Paper Session

9:00 AM - 9:50 AM

University

EDC; Applied Behavior Analysis

#### **Behavioral Approaches to Impulsivity**

Chair: Summer Ferreri (Michigan State University)

**Impulsive Choice as a Function of Point of Reinforcer Delay: Assessment and Intervention.** SUMMER FERRERI (Michigan State University) and Nancy A. Neef (The Ohio State University)

**It's Not the End of the World! Use of Imagery Procedures to Reduce Impulsivity in Elementary-Aged Students.** DANIEL E. PARKER (Kingston Hill Academy/Groden Center) and Kati Wilcox (Kingston Hill Academy)

### # 102 Invited Event

9:00 AM - 9:50 AM

Centennial Ballroom II

CSE; Theory

BACB CE Offered. CE Instructor: John S. Bailey, Ph.D., BCBA

#### **Ethics and Values in Behavior Analysis: Do Our Consumers Know What They Are? Do We?**

Chair: Janet Ellis (University of North Texas)

JON S. BAILEY (Behavior Management Consultants, Inc., Florida State University, Florida ABA)



**Dr. Jon S. Bailey** worked with Jack Michael, Lee Meyerson, and Mont Wolf as a graduate student at Arizona State University and the University of Kansas where he received his Ph.D. in 1970. In 2005 he received the SABA Award for Distinguished Service to Behavior Analysis. Jon Bailey's research has spanned a wide range of topics over his 35-years at Florida State University. He has worked in developmental disabilities, was a pioneer in behavioral community psychology and most recently has published and trained students in performance management. In the last six years he has teamed up with his co-author Mary R. Burch to produce a similarly wide range of books on dog training (*How Dogs Learn*), single-subject design

(*Research Methods for Applied Behavior Analysis*), and most recently he has turned his attention to ethics (*Ethics for Behavior Analysts*). In his address today he will discuss the relationship between ethics and values.

**Abstract:** Behavior analysts who are Board Certified now have Guidelines for Responsible Conduct that clearly define our ethical responsibilities to our clients, students, colleagues, society, and to the field of behavior analysis itself. Remaining to be codified, however, are a set of values statements that represent the best our field has to offer those individuals we serve. Often, the services we provide involve life-saving behavioral procedures. Because we are now in constant competition with other professions who work hard to sell their "values" (almost in lieu of an effective technology of behavior change), Dr. Bailey believes it is critical that behavior analysts address our own values. In a recent survey of leaders in ABA it was found that the question, "What values are important for our field?" yielded a diverse range of responses from "empiricism" to "logic" to "induction" and "save the world through BF Skinner," none of which are likely to appeal to consumers. In this presentation Dr. Bailey will attempt to offer some guidelines for the development of a set of values statements for behavior analysis that will appeal to advocates and consumers in autism, education, rehabilitation, and community treatment.

#### # 103 Invited Event

9:00 AM - 9:50 AM

Centennial Ballroom I

EAB; Experimental Analysis

#### **Self-Control and Social Cooperation: Implications for an Account of Addiction**

Chair: Edmund Fantino (University of California, San Diego)

HOWARD RACHLIN (State University of New York at Stony Brook)



**Dr. Howard Rachlin** obtained his Ph.D. in psychology at Harvard University in 1965. He is currently a Research Professor and 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* and *The Science of Self-Control* and edited two others. He has served on study sections for The National Institute of Health (NIH) and The National Science Foundation (NSF). He is on the editorial boards of 6 journals. Since he received his Ph.D., his research (on choice, self-control, social cooperation, and experimental economics) has been continuously supported by grants from NIH and NSF including an NIH MERIT award.

Among other honors he has been elected Fellow at the American Psychological Society and the Society of Experimental Psychologists. He has been the recipient of a James McKeen Cattell Fellowship (1975-76), and an award for the Impact of Science on Application from the Society For The Advancement of Behavior Analysis (2005). He was a visiting scholar at the Russell Sage Foundation (1988-89) and an invited speaker at the Nobel Symposium on Behavioral and Experimental Economics, Stockholm, Sweden (2001).

**Abstract:** Failures of self-control and social cooperation may both be described in terms of hyperbolic discounting: failures of self-control as due to discounting by delay of reinforcement – failures of social cooperation as due to discounting by social distance. Moreover, both self-control and social cooperation may be seen as choice of distributed rewards over individual rewards: self-control as choice of rewards distributed in time – social cooperation as choice of rewards distributed over social space. An experiment is described in which reinforcement history and reward magnitudes were balanced; under these conditions normal people learned self-control but not social cooperation. It is speculated that addicts behave towards their own future selves as normal people behave towards other people (relatively distant from them on a social scale). That is, for an addict, the problem of self-control is the same as the (usually much more difficult) problem of social cooperation.

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### # 105 Symposium

9:00 AM - 10:20 AM

Dunwoody

TPC; Theory

#### **Behavioral Systems Analysis and Computer-Based Instructional Design: The Reciprocity between Basic Theory and Instructional Applications**

Chair: Roger D. Ray ((AI)2, Inc./Rollins College)

Discussant: Patrick S. Williams (University of Houston-Downtown)

**Interbehavioral Systems Analysis, Simulations, Modeling, and Computerized Instructional Systems Design: A Retrospective on Lessons from CyberRat.** ROGER D. RAY ((AI)2, Inc./Rollins College)

**Modeling an Operations Analysis of Descriptive Research Publications: A New Taxonomy of Observational Procedure Variations.** JESSICA M. RAY (Rollins College) and Roger D. Ray ((AI)2, Inc./Rollins College)

**Adapting Adaptive Instruction: The Students Should Guide Us (with a Nod to the Wiki Way).** DAVID A. ECKERMAN and Steven M. Kemp (University of North Carolina, Chapel Hill)

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### # 106 Symposium

9:00 AM - 10:20 AM

Kennesaw

CBM; Service Delivery

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

#### **Child Clinical Applications of Behavior Analysis**

Chair: Teresa Rodgers (Agency for Persons with Disabilities)

**Using Functional Behavioral Assessment to Identify Appropriate Treatment Strategies for Children in Hospital Settings.** LYNN A. OLSON (Regent University)

**Using Applied Behavior Analysis & Cognitive Behavioral Methods to Promote Long-Term Emotional & Moral Development in a Child with Attachment Problems.** JEANNIE GOLDEN (East Carolina University)

**Using Applied Behavior Analysis to Treat School Phobia with Panic Attacks & Social Anxiety Disorder: Two- and Three-Year Follow-Up.** ADAM A. SPENCER, Troy Roberts, and Jeannie Golden (East Carolina University)

**Managing the Behavior of Elementary School Children with Various Behavioral & Learning Problems.** BRYAN CRISP and Jeannie Golden (East Carolina University)

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### # 107 Paper Session

9:00 AM - 10:20 AM

Vinings

VRB

#### **Complex Issues in Verbal Behavior**

Chair: Robert Dlouhy (Western Michigan University)

**Using RFT to Develop Training Protocols for Complex Language Skills.** (Applied Behavior Analysis) C. A. THOMAS and Kimberly P. Ray (The Creative Learning Centers Mississippi Behavior Clinic)

**Transformations of Web-Based Trigonometric and Stimulus Functions: Accelerating the Acquisition of Derived Complex Mathematical Relations.** (Experimental Analysis) CHRIS NINNESS (Stephen F. Austin State University), Dermot Barnes-Holmes (National University of Ireland, Maynooth), Robin Rumph, Glen McCuller, and Angela Ford (Stephen F. Austin State University), Sharon K. Ninness (Nacogdoches Independent School District), and James Holland (Stephen F. Austin State University)

**Functional Linguistics and the Analysis of Verbal Behavior.** (Theory) Robert Dlouhy (Western Michigan University)

# 108 Symposium

9:00 AM - 10:20 AM

Cairo

OBM; Applied Behavior Analysis

**Current Applications of Performance Management in Our Communities**

Chair: Christine Ratcliff (Florida State University)

**Feel the Burn: Using PM Strategies to Manage the Workout Behaviors of Others.** STEPH PERRINO and Marco D. Tomasi (Florida State University)

**Using Written and Graphic Feedback to Improve the Performance of Undergraduate Research Assistants.** MARISA SNOW and Marco D. Tomasi (Florida State University)

**Managing Two Important Problems in a Community Hotline: Improving Kitchen Cleanliness and Phone Counselor Effectiveness.** ERICA HESS, Angela Buchanio, and Jon S. Bailey (Florida State University)

**Taking ABA to the Streets: Intervening on the Seatbelt and Cellular Phone Usage of Drivers.** MARCO D. TOMASI, Jessica C. Tomasi, Anne Pottieger, Jon S. Bailey, and Faunamin Jimenez (Florida State University)

# 109 Paper Session

9:00 AM - 10:20 AM

Manila

EAB

**Human Learning II**

Chair: Iver Iversen (University of North Florida)

**Consumer Observational Research: Examining Video-Taped Behavior vs. Self-Report-Based Research on Food-Related Activities.** (Applied Behavior Analysis) CARLA KUESTEN (TIAX LLC)

**The Role of Feedback in Human Motor Learning.** (Experimental Analysis) IVER H. IVERSEN (University of North Florida)

**Gambling Research: Current Procedures and an Experimental Study of Varying Win Rates.** (Applied Behavior Analysis) JOHN HAYES (Spalding University) and Frank Hammonds (Troy University)

# 110 Symposium

9:00 AM - 10:20 AM

Regency V

AUT; Applied Behavior Analysis

**Individual Child Profiles and Best Treatments for Autism: Finding the Right Fit**

Chair: Laura Schreibman (University of California, San Diego)

Discussant: Marjorie H. Charlop-Christy (Claremont McKenna College)

**Individual Behavioral Profiles and Predictors of Treatment Effectiveness for Children with Autism.** LAURA SCHREIBMAN (University of California, San Diego), Aubyn C. Stahmer (Children's Hospital, San Diego), and Sarah A. Dufek (University of California, San Diego, Psychology)

**The Development of Verbal Behavior in Children with Autism: Predicting Language Outcome.** DEBRA ANNE RAUSCH-HARRIS (University of California, San Diego Autism Research Program) and Laura Schreibman (University of California, San Diego)

**Developing a Clinician-Friendly Assessment Tool for a Naturalistic Behavioral Intervention.** Marie L. Rocha, SARAH A. DUFEK, and Laura Schreibman (University of California, San Diego) and Aubyn C. Stahmer (Children's Hospital, San Diego)

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**# 111 International Paper Session**

9:00 AM - 10:20 AM

Vancouver

OBM

**OBM Paper Series - Applications of Organizational Behavior Management in Industry**

Chair: Howard Less (Hollin Consulting, Ltd.)

**Application of OBM/PM in Pharmaceutical Manufacturing.** (Service Delivery) Matthew L. Miller, Keith E. Ruckstuhl, and KEVIN J. MUNSON (Pfizer Global Manufacturing)

**Behavioural Management Techniques: Case Studies from the UK.** (Applied Behavior Analysis) HOWARD JOHN LEES (Hollin Consulting, Ltd.)

**Behavioral Safety at Halliburton: How Many Observations are Enough?** (Applied Behavior Analysis) PAULA MARIE WHITNEY (Halliburton) and John Austin (Western Michigan University)

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**# 112 International Paper Session**

9:00 AM - 10:20 AM

Auburn

EDC

**Precision Teaching and Academic Skills**

Chair: Mimi Spruill (Georgia ABA)

**Brief Precision Teaching Interventions to Increase Reading Fluency of High Frequency Words in Problem Readers.** (Applied Behavior Analysis) J. CARL HUGHES and Michael Beverley (Wales Centre for Behaviour Analysis, University of Wales, Bangor) and Juliet Whitehead (School of Psychology, University of Wales, Bangor)

**Mastery Fluency of Math Facts in Two Learning Channels and Generalization to Written Tests.** (Experimental Analysis) Sang Seok Nam (Albany State University) and MIMI SPRUILL (Georgia ABA)

**Using SAFMEDS to Learn Welsh Vocabulary in 2nd Language Learners.** (Applied Behavior Analysis) J. CARL HUGHES and Michael Beverley (Wales Centre for Behaviour Analysis, University of Wales, Bangor)

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**# 113 Symposium**

9:00 AM - 10:20 AM

Baker

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Raymond G. Miltenberger, Ph.D.

**Recent Research in the Analysis and Treatment of Trichotillomania**

Chair: Raymond Miltenberger (North Dakota State University)

**Analysis of Habit Reversal and Adjunct Treatments in the Treatment of Trichotillomania.** Raymond G. Miltenberger (North Dakota State University), CANDICE JOSTAD (Western Michigan University), and Amanda Bosch, Peter Knudson, and Amy Mackner (North Dakota State University)

**Factors Contributing to Hair Pulling, Treatment Effectiveness, and Relapse.** Raymond Miltenberger, PETER KNUDSON, and Amanda Bosch (North Dakota State University), Candice Jostad (Western Michigan University), and Amy Mackner (North Dakota State University)

**Children and Trichotillomania: Behavioral Problems and Comorbid Concerns.** CHRISTOPHER FLESSNER, Christine Conelea, Douglas Woods, Michael Himle, Andrew Busch, and Chad Wetterneck (University of Wisconsin, Milwaukee)

**The Assessment of Trichotillomania Severity in Children and Adolescents: An Examination of Several Self-Monitoring Procedures.** CHRISTOPHER FLESSNER and Douglas Woods (University of Wisconsin, Milwaukee)

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## # 114 Symposium

9:00 AM - 10:20 AM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Brian A. Iwata, Ph.D., BCBA

### **Research on Behavioral Characteristics of the Prader-Willi Syndrome**

Chair: Brian Iwata (University of Florida)

**Overview of the Prader-Willi Syndrome.** Stephen R. Drago (Alachua ARC)

**Determinants of Food Preference in Individuals with Prader-Willi Syndrome.** JESSICA L. THOMASON, Brian A. Iwata, Pamela L. Neidert, and Claudia L. Dozier (University of Florida)

**Descriptive and Experimental Research on Exercise in the Prader-Willi Syndrome.** CLAUDIA L. DOZIER, Brian A. Iwata, Jessica L. Thomason, and Pamela L. Neidert (University of Florida)

**Prevalence and Functions of Self-injurious Behavior in the Prader-Willi Syndrome.** PAMELA L. NEIDERT, Brian A. Iwata, Claudia L. Dozier, and Jessica L. Thomason (University of Florida)

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## # 115 Symposium

9:00 AM - 10:20 AM

The Learning Center

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Vincent J. Carbone, Ph.D., BCBA

### **Some Current Research in the Application of the Verbal Behavior Approach to Teaching Children with Autism**

Chair: Vincent J. Carbone (Carbone Clinic)

**Transferring Control for the Mand Repertoire to the Motivating Operation in Children with Autism.** EMILY J. SWEENEY, Vincent J. Carbone, Leigh O'Brien, Gina Zecchin, and Marietta Janecky (Carbone Clinic)

**Increasing the Mand Repertoire of Children with Autism Using the Transitive Establishing Operation.** DANIELLE DRAPER, Vincent J. Carbone, Emily Sweeney, Margaret Murdoch Hagerty, and Zachary T. Ikkanda (Carbone Clinic)

**Increasing Vocalizations of Children with Autism Using Sign Language and Mand Training.** VIVIAN A. ATTANASIO (Independent Consultant), Vincent J. Carbone (Carbone Clinic), Lisa Delaney (Hudson Valley Behavior Analysts, Inc.), and Gina Zecchin (Carbone Clinic)

**Teaching the Echoic Repertoire.** GINA ZECCHIN, Vincent J. Carbone, and Emily Sweeney (Carbone Clinic)

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## # 117 Symposium

9:00 AM - 10:20 AM

International Ballroom North

DDA; Applied Behavior Analysis

### **Strategies for Enhancing Staff Training, Performance Monitoring, and Quality of Work Life**

Chair: Dennis Reid (Carolina Behavior Analysis & Support Center, Ltd.)

Discussant: David A. Rotholz (University of South Carolina (UCED))

**Effects of Staff Reactivity to Observations on Evaluating and Promoting Performance Maintenance.** Leah Brackett (J. Iverson Riddle Developmental Center), DENNIS H. REID (Carolina Behavior Analysis & Support Center, Ltd.), and Carolyn W. Green (J. Iverson Riddle Developmental Center)

**Preparing Staff to Implement Behavior Plans: Effectiveness and Efficiency of Live Versus Video Training.** NIAMH P. O'KANE, Kenneth M. Macurik, and Paul Malanga (Arlington Developmental Center) and Dennis H. Reid (Carolina Behavior Analysis & Support Center, Ltd.)

**Enhancing Quality of Work Life: Strategies for Making Disliked Work Task More Preferred for Staff.** CAROLYN W. GREEN and Susan Passante (J. Iverson Riddle Developmental Center) and Vicki S. Canipe and Dennis H. Reid (Carolina Behavior Analysis & Support Center, Ltd.)

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**# 118 Symposium**

9:00 AM - 10:20 AM

Courtland

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Amy J. Davies Lackey, Ph.D., BCBA

**The Acquisition of Novel Operants through Observational Learning and Peer Tutoring**

Chair and Discussant: Amy J. Davies Lackey (Hawthorne Country Day School)

**The Acquisition of Observational Learning via Yoked Peer Contingencies and Video Modeling.** AMY J. DAVIES LACKEY and Marissa Savard (Hawthorne Country Day School)

**A Comparison of Video Modeling and Yoked Peer Contingencies on the Acquisition of Observational Learning.** SARAH NATARELLI (Shema Kolainu)

**The Role of Peer Tutoring in the Acquisition of Verbal Operants.** SUDHA RAMASWAMY (Hawthorne Country Day School)

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**# 119 Symposium**

9:00 AM - 10:20 AM

Centennial Ballroom III

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Marlene J. Cohen, Ed.D., BCBA

**The Effect of Precision Teaching with Frequency-Building of Component Skills on Application to Composite Skills**

Chair: Sandra Harris (Rutgers, The State University of New Jersey)

Discussant: Carl V. Binder (Binder Riha Associates)

**The Effect of Precision Teaching of Fine Motor Skills on Application to Vocational Skills in an Adult with Autism.** DONNA SLOAN (Douglas Developmental Disabilities Center) and Marlene Cohen (Rutgers University)

**The Effect of Precision Teaching of Component Skills on the Application to Conversation Skills in an Adult with Autism.** DONNA L. SLOAN (Douglas Developmental Disabilities Center) and Marlene Cohen (Rutgers University)

**The Effect of Precision Teaching of Fine Motor Skills on the Performance of Activities of Daily Living in an Adult with Autism and Cerebral Palsy.** Donna L. Sloan (Douglas Developmental Disabilities Center) and MARLENE J. COHEN (Rutgers University)

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**# 120 International Symposium**

9:00 AM - 10:20 AM

Singapore

DEV; Experimental Analysis

BACB CE Offered. CE Instructor: R. Douglas Greer, Ph.D.

**The Induction and Prevalence of Naming and Related Higher Order Operants in Young Children**

Chair: R. Douglas Greer (Columbia University Graduate School and Teachers College)

**Experiments on the Induction of Naming in Children with and without Verbal Delays.** R. DOUGLAS GREER (Columbia University Graduate School and Teachers College), Lauren M. Stolfi (The Fred S. Keller School), Carol A. Fiorile (Private Consultant), and Lina Gillic (Teachers College Columbia University)

**Prevalence of Naming and Observational Learning in Pre-School and First Grade Children and Relations to Other Measures.** DENISE O'SULLIVAN (Teachers College, CABAS), Jeanne Marie Collins-Speckman (Teachers College, Fred S. Keller School), and R. Douglas Greer (Columbia University Graduate School and Teachers College)

**Perspective Taking Training: A Higher Order Verbal Operant.** Maria Jesus Martin and INMACULADA GOMEZ (University of Almeria, Spain), R. Douglas Greer (Columbia University Graduate School and Teachers College), and Mapy Chavez-Brown (Wagner College)

**The Emergence of Equivalence Relationships in Verbal Development.** INMACULADA GOMEZ and Rosa Garcia-Barranco (University of Almeria, Spain), R. Douglas Greer (Columbia University Graduate School and Teachers College), and Mapy Chavez-Brown (Wagner College)

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**# 121 International Symposium**

9:00 AM - 10:20 AM

Hong Kong

EAB; Experimental Analysis

**The Temporal Control of Behavior**

Chair: Kennon Lattal (West Virginia University)

**Resistance to Change of Temporal Discrimination.** RYAN D. WARD and Amy Odum (Utah State University)

**Analysis of Reinforcement Duration Sequence and Temporal Tracking in Pigeons.** JENNIFER J. HIGA, D. Donahue, and L. Madden (Texas Christian University)

**Resistance of Temporally Controlled Behavior to Change.** MIRARI ELKORO and Kennon A. Lattal (West Virginia University)

**Time without a Clock: Biologically Plausible?** JEAN-CLAUDE DARCHEVILLE (University of Lille, France)

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**# 122 Panel Discussion**

9:00 AM - 10:20 AM

Regency VII

AUT/DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Richard M. Foxx, Ph.D., BCBA

**The Treatment of Aggressive/Destructive Behavior: The State of the Art**

Chair: Richard M. Foxx (Pennsylvania State University)

JAMES N. MEINDL (Pennsylvania State University, Harrisburg)

JEFFREY S. GARITO (Pennsylvania ABA)

RICHARD M. FOXX (Pennsylvania State University)

JONATHAN IVY (Pennsylvania State University)

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**# 123 Symposium**

9:00 AM - 10:20 AM

Chicago A-F

AUT; Applied Behavior Analysis

**Toilet Training Children with Autism: Prerequisites, Protocols and Problem Solving**

Chair: Kimberly Kroeger (Cincinnati Children's Hospital Medical Center, The Kelly O'Leary Center for Autism Spectrum Disorder)

**Reevaluating "Necessary" Prerequisites for Toilet Training Children with Autism.** RENA SORENSEN-BURNWORTH, Kimberly Kroeger, Shannon Eidman-Sheahan, and Jamie Lentz (Cincinnati Children's Hospital Medical Center, The Kelly O'Leary Center for Autism Spectrum Disorder)

**A Reinforcement-Based Intensive Toileting Training Protocol for Children with Autism: A Model for Training Caregivers.** SHANNON EIDMAN-SHEAHAN, Rena Sorensen-Burnworth, Kimberly Kroeger, and Jamie Lentz (Cincinnati Children's Hospital Medical Center, The Kelly O'Leary Center for Autism Spectrum Disorder)

**Initiation Training: Decreasing Prompt Dependency for Initiating Voiding.** KIMBERLY KROEGER, Rena Sorensen-Burnworth, and Shannon Eidman-Sheahan (Cincinnati Children's Hospital Medical Center, The Kelly O'Leary Center for Autism Spectrum Disorder)

**Functional Assessment and Treatment of Operant Bowel Movement Accidents in an Adolescent with Autism.** FRANK CICERO, Eileen Hopkins, and Lorenz Neuwirth (Eden II Programs)

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**# 124 Paper Session**

9:00 AM - 9:50 AM

Inman

EDC

**Understanding and Implementing Cooperative Learning**

Chair: Tim Barrett (The Ohio State University)

**Cooperative Learning: What about a Behavioral Perspective?** (Theory) TIM M. BARRETT and Shiri Ayzavzo (The Ohio State University)

**Cooperative Learning at the College Level: Effects of Individual and Group Contingencies on Exam Performance.** (Applied Behavior Analysis) ERIN E. CARROLL, Briana Hautau, and Robert Williams (University of Tennessee)

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**# 125 Symposium**

9:00 AM - 10:20 AM

Montreal

EAB; Experimental Analysis

**Within-Session Changes in Responding**

Chair: Benjamin Lawson (Washington State University)

**Behavioral-Economic and Within-Session Analyses of the Effects of Brief Abstinence on Smoking.** BENJAMIN P. KOWAL, Richard Yi, Kristin M. Gatchalian, Trent M. Trice, and Warren K. Bickel (University of Arkansas for Medical Sciences)

**A Parametric and Quantitative Analysis of Within-Session Changes in Ethanol-Reinforced Responding in Rats.** ERIC S. MURPHY (University of Alaska Anchorage), Frances K. McSweeney (Washington State University), and Zeljka Jutric and Ann Baxter (University of Alaska Anchorage)

**Within-Session Changes in the Preratio Pause on Fixed-Ratio Schedules of Reinforcement.** ADAM DERENNE (University of North Dakota)

**Are Dishabituation and Sensitization Different Phenomenon?** ROBERTA V. WIEDIGER and Benjamin Loy Lawson (Washington State University), Benjamin P. Kowal (University of Arkansas for Medical Sciences), and Jan-Paul Sambataro, Frances K. McSweeney, and Jay Wright (Washington State University)

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**# 126 Paper Session**

9:30 AM - 10:20 AM

Roswell

TPC; Theory

**Growth of ABA: Yin and Yang**

Chair: Thomas Kitchen (Dr. Gertrude A. Barber National Institute)

**The Growth of ABA: A Double-Edged Sword?** THOMAS KITCHEN (Dr. Gertrude A. Barber National Institute)

**The Rise of China and the Future of Behavior Analysis** MICHAEL C. CLAYTON (Youngstown State University) and Jade Clayton (The Rich Center for Autism – Youngstown State University)

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## # 127 Symposium

9:30 AM - 10:50 AM

Piedmont

BPH; Experimental Analysis

### **Translational Research in Human Behavioral Pharmacology**

Chair: Diana J. Walker (University of Chicago)

Discussant: Kenneth Silverman (Johns Hopkins University)

**A Titrating Dose Procedure to Identify the Optimal Reinforcing Dose of Nitrous Oxide with Humans.** BRIAN D. KANGAS (University of Florida) and Diana J. Walker (University of Chicago)

**D-Amphetamine Self-Administration in High- and Low-Impulsive Sensation Seekers Using a Progressive-Ratio Procedure.** THOMAS H. KELLY, William W. Stoops, G. Robbins, C. A. Martin, Joshua A. Lile, Michael T. Bardo, and Craig R. Rush (University of Kentucky)

**Abstinence Reinforcement Therapy with and without a Nicotine Patch: A Laboratory Model.** BETHANY R. RAIFF and Jesse Dallery (University of Florida)

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## # 128 Panel Discussion

10:00 AM - 10:50 AM

Lenox

CSE/TPC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Thomas Zane, Ph.D., BCBA

### **Ethical Standards for Behavior Analysts: The Work of the Professional Affairs Committee**

Chair: Thomas Zane (Evergreen Center)

SAUL AXELROD (Temple University)

GERALD L. SHOOK (Behavior Analyst Certification Board)

KATHERINE A. JOHNSON (Advances Learning Center)

## # 129 Invited Event

10:00 AM - 10:50 AM

Centennial Ballroom II

CBM; Applied Behavior Analysis

### **Operationalizing Mindfulness: Identifying Component Skills and their Relations to Mental Health Variables**

Chair: Kelly Wilson (University of Mississippi)

RUTH A. BAER (University of Kentucky)



**Dr. Ruth Baer** received her Bachelor's degree from the University of Kansas and her doctorate in clinical psychology from West Virginia University. She is currently Associate Professor of Psychology at the University of Kentucky, where she is a member and former director of the doctoral program in clinical psychology. Her background includes training, research, and practice in applied behavior analysis, cognitive-behavioral interventions, and psychological assessment. She has served on the editorial boards of *Journal of Applied Behavior Analysis*, *The Behavior Analyst*, and *Education and Treatment of Children*, and currently serves on the boards of *Psychological Assessment*, *Journal of Personality Assessment*, and *Assessment*. She has completed professional training in several mindfulness-based

interventions, including dialectical behavior therapy, mindfulness-based cognitive therapy, mindfulness-based stress reduction, and acceptance and commitment therapy. Her current research involves the assessment of mindfulness and related constructs, and the application of mindfulness-based treatment to disordered eating. She is editor of a forthcoming book entitled *Mindfulness-Based Treatment Approaches: A Clinician's Guide*.

**Abstract:** Mindfulness is often described as paying attention to present-moment experience in a nonjudgmental or accepting way. It originates in Eastern spiritual traditions and has been adapted in a variety of ways for inclusion in several interventions that are now widely available in mental health settings. These interventions include acceptance and commitment therapy, dialectical behavior therapy, mindfulness-based cognitive therapy, and mindfulness-based stress reduction, among others. Although empirical support for these interventions is increasing rapidly, the assessment of mindfulness has received much less attention. Assessing mindfulness is critically important for understanding its relationships with other psychological variables and for investigating the processes by which mindfulness training leads to desirable outcomes. To date, most attempts to assess mindfulness use self-report methods. This talk will review the available mindfulness questionnaires and describe empirical studies of these instruments that examine components of mindfulness and their relationships to variables important to mental health. Implications for teaching mindfulness skills and for exploring the processes by which mindfulness training achieves beneficial effects will be discussed.

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### # 130 Paper Session

10:00 AM - 10:50 AM

Fairlie

INT/TPC

### Spanish Track Presentation: On the Methodology of Radical Behaviorism

Chair and Spanish Interpreter: Jose E. Burgos (Centro de Estudios e Investigaciones en Comportamiento-University of Guadalajara)

JOSÉ E. BURGOS (Centro de Estudios e Investigaciones en Comportamiento-University of Guadalajara)

### # 131 Invited Event

10:00 AM - 10:50 AM

Centennial Ballroom I

EDC

### The National Center for Special Education Research (NCSER) in the Institute of Education Sciences (IES): The Future of Special Education Research – Mopping Up or Reloading the Matrix?

Chair: Timothy A. Slocum (Utah State University)

EDWARD J. KAME'ENUI (U.S. Department of Education)



**Dr. Edward J. Kame'enui** was appointed the nation's first commissioner for special education research in May 2005, and assumed duties in July 2005. He is an international authority on learning problems and special education, and will lead the National Center for Special Education Research (NCSER), the fourth center established within the Institute of Education, as mandated in the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA). Prior to his appointment as Commissioner for NCSER, Dr. Kame'enui was Dean Knight Professor of Education at the University of Oregon, where he served as Director of the following projects: (a) The Center to Improve Reading Comprehension (Project CIRCUITS), (b) the Oregon Reading First

Center (ORFC), (c) the Western Regional Reading First Technical Assistance Center (WRRFTAC), and (d) Project Vanguard: Leadership Preparation in Literacy and Positive Behavior Supports. Dr. Kame'enui's areas of expertise include early literacy research, schoolwide reading improvement, the design of high quality educational tools, and design of instruction. Dr. Kame'enui served on the Committee on the Prevention of Reading Difficulties in Young Children of the National Research Council, and directed the Assessment Committee for the Reading First Initiative. He has published over 90 journal articles, 30 book chapters, and 14 textbooks.

**Abstract:** In this presentation, Dr. Kame'enui, Commissioner for the National Center for Special Education Research (NCSER), will discuss the statutory mission and requirements of the NCSER, its operation in the Institute of Education Sciences (IES), and its current activities. He will also explore the status and place of special education research in educational research writ large, and comment on

the appropriate theoretical, historical, and conceptual evidentiary framework for special education research. Finally, he will describe a set of organizing principles for explicating, enhancing, and expanding special education research in the context of current federal and state initiatives, and discuss research topics that are of current importance to NCSE and IES.

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**# 132 Symposium**

10:30 AM - 11:50 AM

Dunwoody

TPC; Theory

**Biology as Destiny: The Moral, Evidential, and Conceptual Shortcomings of Evolutionary Psychology**

Chair and Discussant: Ted G. Schoneberger (Stanislaus County Office of Education, Modesto, CA)

**Logic, Method, and Morals in Evolutionary Psychology.** STUART SILVERS (Clemson University)

**Not So Fast Mr. Pinker: Making the Case for Human Nurture.** MATTHEW P. NORMAND (Florida Institute of Technology) and Henry Schlinger (California State University, Los Angeles)

**Why Nature vs. Nurture Should Just Go Away.** MATTHEW P. NORMAND (Florida Institute of Technology)

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**# 133 Symposium**

10:30 AM - 11:20 AM

Singapore

DEV; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Maricel Cigales, Ph.D., BCBA

**Training Echoic Repertoires in Autistic Children under Motivative and Joint Control**

Chair and Discussant: Maricel Cigales (University of South Florida)

**The Combined Effects of Motor Echoic Sign Language Training within the Context of a Motivating Operation.** KARELIX ALICEA (Florida International University)

**Training Echoic Rehearsal Strategies Improves Discriminated Responding Controlled Jointly by Two Verbal Operants.** TARA M. SHEEHAN (Florida International University)

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**# 134 Symposium**

10:30 AM - 11:50 AM

Vancouver

OBM; Applied Behavior Analysis

**A 37-Year Case Study in the Design and Analysis of a Program that Survives Post-Research**

Chair: Deborah E. Altus (Washburn University)

**The Design and Analysis of a Worksharing Program that Survives.** L. KEITH MILLER (University of Kansas)

**The Development and Survival of Programs to Manage and Administer a Cooperative Residence.** THOMAS M. WELSH (Florida State University)

**The Role of Member Education and Recognition in the Survival of a Student Housing Co-Op.** DEBORAH E. ALTUS (Washburn University)

**Promoting Program Survival by Developing a Program to Modify Behavioral Technology.** THOMAS J. ZWICKER (Preusser Research Group)

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### # 135 Symposium

10:30 AM - 11:50 AM

Centennial Ballroom III

AUT; Service Delivery

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

#### **An Application of Skinner's Analysis of Verbal Behavior to Services for Children with Autism: Behavior Analysts, Inc. and the STARS Model**

Chair and Discussant: James W. Partington (James W. Partington, Ph.D., A Psychological Corporation)

**ABLLS Training: What's New and What's Not?** JAMES W. PARTINGTON and Stacy Apraez (Behavior Analysts, Inc.)

**STARS and START: Program Delivery Aimed at Generalized Responding.** LOLLY LEE, Joel Vidovic, Debbie Ramirez, Darcy Bachrach, and Pamela Osnes (Behavior Analysts, Inc.)

**Integrated Sites (IS): STARS in the Community.** KATHLEEN MULCAHY, Jamie Hughes, and Joel Vidovic (Behavior Analysts, Inc.)

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### # 136 Symposium

10:30 AM - 11:50 AM

Greenbriar

CBM; Applied Behavior Analysis

#### **An Examination of Response Generalization and an Antecedent Manipulation on the Consumption of New Food Items with Children Exhibiting Food Selectivity**

Chair: Merrill Berkowitz (St. Joseph's Regional Medical Center)

Discussant: Mary Louise E. Kerwin (Rowan University)

**Examining the Carry-Over Effects of Positive Reinforcement and Escape Extinction in the Treatment of Pediatric Feeding Disorders.** ANNMARIE MARANDO, Jaymie Baretta, Merrill Berkowitz, and Peggy Eicher (St. Joseph's Children's Hospital)

**Examining the Effects of Treatment for Pediatric Food Selectivity on Response Generalization.** JULIA LUEDEMANN, Merrill Berkowitz, Kristen Paladino, and Peggy Eicher (St. Joseph's Children's Hospital)

**An Examination of Two Methods for Introducing New Foods in the Treatment of Food Selectivity.** MERRILL J. BERKOWITZ, Paula Tokar, Lacie Edelstein, and Peggy Eicher (St. Joseph's Children's Hospital)

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### # 137 Paper Session

10:30 AM - 11:50 AM

Montreal

EAB; Experimental Analysis

#### **Animal Behavior I**

Chair: Daniel Cerutti (Duke University)

**Linking Cognition, Brain, and Genes in the Zebrafish, Danio Rerio.** DANIEL T. CERUTTI (Duke University)

**Conditioned Reinforcer to Primary Reinforcer Schedule Effects in Basic and Applied Settings.** JENNIFER L. SOBIE (Western Michigan University)

**Ecology and Cognition: A Comparative Analysis of Cichlid Fishes.** DANIEL T. CERUTTI, Jeremie Jozefowicz, and John E. R. Staddon (Duke University)

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### # 138 International Paper Session

10:30 AM - 11:50 AM

Inman

EDC

#### **Behavioral Approaches to Health and Fitness**

Chair: Matthew Martin (University of Nevada-Las Vegas)

**The Application of Precision Teaching to Sport.** (Applied Behavior Analysis) CHRIS SHIELDS and Denis P. O'Hora (University of Ulster)

**Behavioral Principles for Effective Exercise, Fitness, and Wellness Service Delivery: Practice and Implications.** (Service Delivery) MATTHEW R. MARTIN (Illinois State University) and Thomas L. Sharpe, Jr. (University of Nevada, Las Vegas)

**The Application of Positive Self-Talk and One-Minute Timings to a Dart-Throwing Task.** (Applied Behavior Analysis) CHRIS SHIELDS and Denis P. O'Hora (University of Ulster)

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### # 139 Symposium

10:30 AM - 11:50 AM

Kennesaw

CBM; Applied Behavior Analysis

#### **Clinical Behavior Analysis for Educators and Behavioral Educational Technology for Clinicians**

Chair: Jonathan Weinstein (University of Mississippi)

Discussant: Amy Murrell (University of North Texas)

**When Tutor Meets Therapist: A Case Presentation of Academic Skills Training in Concert with Acceptance and Commitment Therapy.** JONATHAN WEINSTEIN and Kelly G. Wilson (University of Mississippi)

**Adding a Clinical Component to a Middle School Curriculum: Problem-Solving Planning System.** ADAM STRETZ, Marianne Delgado, and Kent Johnson (Morningside Academy)

**Psychological Flexibility: A Behavioral Framework for Studying and Teaching Critical Thinking.** ERIC J. FOX, Thorhallur O. Flosason, and Bismarck Manes (Western Michigan University)

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### # 140 Symposium

10:30 AM - 11:50 AM

International Ballroom North

DDA; Applied Behavior Analysis

#### **Community-Based Applications of Functional Analysis and Matched Treatments for Young Children's Problem Behavior**

Chair: Jay Harding (University of Iowa)

Discussant: Gregory P. Hanley (University of Kansas)

**In-Home Assessment and Treatment of Young Children's Destructive Behavior.** DAVID P. WACKER, Wendy K. Berg, and Jay W. Harding (University of Iowa)

**An Examination of the Effects of Treatment of Food Refusal on Functional Analysis Outcomes.** ANJALI BARRETTO, Jennifer Neyman, and Kristina Williams-Masibo (Gonzaga University)

**Web-Based Teleconsultation for Community-Based Applications of Functional Analysis Technology.** STEPHANIE M. PETERSON, Jessica Frieder, and Renee K. Van Norman (University of Nevada, Las Vegas) and Keith Van Norman (Vespagraphics)

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### # 141 Symposium

10:30 AM - 11:50 AM

Manila

EAB; Experimental Analysis

#### **Current Advances in the Behavioral Analysis of Gambling: I**

Chair: Ginger Wilson (University of Nevada, Reno)

**Incorporating fMRI Technology into the Study of Gambling Behavior.** Mark Dixon, Reza Habib, and HOLLY BIHLER (Southern Illinois University)

**The Role of Experience on Video Poker Play.** JEFFREY N. WEATHERLY and Katie Farwell (University of North Dakota)

**Do Slot Games Substitute for Poker?** CHARLES A. LYONS (Eastern Oregon University)

**Can Relational Frame Theory Add to the Understanding of Pathological Gambling?** TAYLOR JOHNSON and Mark R. Dixon (Southern Illinois University)

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### # 142 International Paper Session

10:30 AM - 11:50 AM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

#### **Developmental Disabilities: Reviews of Research**

Chair: Sigmund Eldevik (Center for Early Intervention)

**Effects of Behavioral Treatment for Children with Mental Retardation.** SIGMUND ELDEVIK (Center for Early Intervention, Oslo, Norway) and Erik Jahr (Akershus University Hospital, Norway)

**A Review of Instructional Methods for Teaching Speech to Nonvocal Children with Developmental Disabilities.** JESSICA HETLINGER FRANCO (University of Texas at Austin)

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### # 143 Symposium

10:30 AM - 11:50 AM

Regency VII

AUT; Applied Behavior Analysis

#### **Effective Use of Video Modeling with Children with Autism**

Chair and Discussant: Stephen C. Luce (Melmark, Inc.)

**Teaching Observational Play Skills to Children with Autism via Video Modeling.** COURTNEY M. WELLS, Kimberly A. Schulze, and Eric Rudrud (St. Cloud State University)

**The Use of Video Modeling to Increase Play Skills in Children with Autism.** CORLEY D. MAGNUSSON and Kimberly A. Schulze (St. Cloud State University) and Rossana Astacio (St. Amant)

**A Comparison of *in vivo* vs. Video Modeling in Teaching Children with Autism.** TERRI KIM and Kimberly A. Schulze (St. Cloud State University)

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### # 144 Symposium

10:30 AM - 11:50 AM

Regency VI

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: April S. Worsdell, Ph. D., BCBA

#### **Expanding the Scope of Research on Treatment Integrity in Behavioral Interventions**

Chair: April Worsdell (Southern Illinois University)

**Treatment Integrity Revisited: Do We Practice What We Preach?** APRIL S. WORSDELL and Jennifer A. Benne (Southern Illinois University)

**Sequence Effects in DRA Treatment Integrity Failures.** CLAIRE ST. PETER PIPKIN and Timothy R. Vollmer (University of Florida)

**Effects of Varying Levels of Treatment Integrity during Treatment with a Three-Step Prompting Procedure.** DAVID A. WILDER, Julie Atwell, and Byron Wine (Florida Institute of Technology)

**Immediate and Subsequent Effects of Response Blocking on Self-Injury.** KATY ATCHESON, Richard G. Smith, Roxanne L. Wolf, Heather A. Moore, Amanda J. McAllister, Curtis J. Harris, and V. White (University of North Texas)

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**# 145 International Symposium**

10:30 AM - 11:50 AM

International Ballroom South

EAB; Experimental Analysis

**Experimental Investigations of Equivalence Classes**

Chair: Jeffrey Everly (West Virginia University)

**Comparing Effects of Multiple-Exemplar Tactical Instructions and Referential Instructions on Equivalence-Class Formation.** HAROLD E. LOBO, Philip N. Chase, and Chata A. Dickson (West Virginia University)

**Choice among Stimuli in Equivalence Classes.** CHRISTY A. ALLIGOOD and Philip N. Chase (West Virginia University)

**The Effects of Using Complex Auditory-Visual Samples on Equivalence Class Formation.** NICOLE GROSKREUTZ, Allen J. Karsina, Caio Miguel, and Mark P. Groskreutz (New England Center for Children)

**Establishing Stimulus-Equivalence Classes in Patients with Chronic Broca's Aphasia: Does it Improve Naming?** MAGNUS BLONDAHL SIGHVATSSON and Z. Gabriela Sigurdardottir (University of Iceland)

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**# 146 Paper Session**

10:30 AM - 11:50 AM

The Learning Center

VRB

**Explorations into Verbal Behavior**

Chair: Sam Leigland (Gonzaga University)

**A Functional Definition of Verbal Behavior from the Perspective of the Behaving Organism.** (Theory) GENAE HALL (Behavior Analysis & Intervention Services)

**Intraverbal Behavior and Grammar.** (Theory) JOHN H. MABRY (University of North Carolina, Chapel Hill, visiting scholar)

**Digital Epistemology: Observers' Statements of "Knowing" Controlled by Simulated Operant Interactions.** (Experimental Analysis) SAM LEIGLAND (Gonzaga University)

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**# 147 Paper Session**

10:30 AM - 11:50 AM

Auburn

EDC

**Improving Learning at the Undergraduate Level**

Chair: Claudia McDade (Learning Services)

**Precision Learning at Jacksonville State University: A DVD Presentation.** (Applied Behavior Analysis) CLAUDIA E. McDADE (Learning Services) and John M. Brown (Jacksonville State University)

**Brief Daily Writing Activities and Exam Performance.** (Experimental Analysis) HALEY CRISP

TURNER, Briana L Hautau, and Robert Williams (University of Tennessee)

**The Effect of Active Responding on Student Performance and Instructor Behavior in a University Setting.** (Applied Behavior Analysis) N. JOSEPH RODRIGUES and Ramona Houmanfar (University of Nevada, Reno)

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**# 148 Panel Discussion**

10:30 AM - 11:50 AM

Roswell

TPC/CSE; Theory

**New Racism and Related Issues: What We Know and What We Should Find Out**

Chair: James Kauffman (University of Virginia)

RALPH GARDNER, III (The Ohio State University)

MAUREEN A. CONROY (University of Florida)

DONALD OSWALD (Medical College of Virginia)

JAMES M. KAUFFMAN (University of Virginia)

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**# 149 Symposium**

10:30 AM - 11:50 AM

Regency V

AUT; Service Delivery

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

**Precision Teaching with Very Challenging Learners: Case Studies in Benefits and Effects**

Chair and Discussant: Michael Fabrizio (Fabrizio/Moors Consulting)

**Precise Reading Instruction for Non-Vocal Students with Autism.** KELLY J. FERRIS and Michael Fabrizio (Fabrizio/Moors Consulting)

**Redefining Meaningful Outcomes: The Role of PT Data.** KRISTIN N. SCHIRMER, Kelly J. Ferris, and Alison L. Moors (Fabrizio/Moors Consulting)

**Precision Teaching Functional Communication Skills to a Young, Low-Skilled Child with Autism.** Kelly J. Ferris, Krista Zambolin, SHELLEY McINNIS and Michael Fabrizio (Fabrizio/Moors Consulting)

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**# 150 Panel Discussion**

10:30 AM - 11:50 AM

Spring

OTH; Service Delivery

**Professional Development Series: On Being a Postdoc**

Chair: Shawn Charlton (University of California, San Diego)

ANDREA M. BEGOTKA (Neurobehavioral Outpatient Unit)

MARTA LEON (Morningside Academy)

ERIC BOELTER (Kennedy Krieger Institute)

SEAN SMITHAM (Girls and Boys' Town)

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**# 151 Symposium**

10:30 AM - 11:50 AM

Chicago A-F

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Dawn Buffington Townsend, Ph.D., BCBA

**Teaching Complex Social Responses to Individuals with Autism**

Chair: Dawn Buffington Townsend (Institute for Educational Achievement)

**Using Scripts and Script-Fading to Promote Bids for Joint Attention.** JOYCE L. MACDUFF, Regina Ledo, Patricia J. Krantz, and Lynn E. McClannahan (Princeton Child Development Institute)

**Using Pretend Play to Teach Empathy Skills to Children with Autism.** JESSICA A. SCHRANDT (Queens College and the Graduate Center of City University of New York), Dawn Buffington Townsend (Institute for Educational Achievement), and Claire L. Poulson (Queens College and the Graduate Center of City University of New York)

**Increasing the Use of Empathy Statements in the Presence of Non-Verbal Affective Stimuli in Adolescence with Autism.** PAUL ARGOTT (Queens College and the Graduate Center of City University of New York), Dawn Buffington Townsend (Institute for Educational Achievement), Peter Sturmey, and Claire L. Poulson (Queens College and the Graduate Center of City University of New York)

**Teaching a Generalized Sharing Repertoire to Children with Autism.** JAIME A. DeQUINZIO (The Graduate School and University Center of City University of New York /Queens College), Dawn Buffington Townsend (Institute for Educational Achievement), and Claire L. Poulson (The Graduate School and University Center of City University of New York /Queens College)

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#### **# 152 Symposium**

10:30 AM - 11:50 AM

Cairo

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Timothy Ludwig, Ph.D.

#### **Technology in Organizational Behavior Management (OBM): Providing Immediate Feedback and Proximate Goals**

Chair: Timothy D. Ludwig (Appalachian State University)

Discussant: W. Kent Anger (Oregon Health & Science University)

**Enhancing Incentive Programs with Proximal Goals and Immediate Feedback: Engineered Labor Standards and Technology Enhancements in Stocker Replenishment.** DAVID GOOMAS (Tarrant County College District) and Timothy D. Ludwig (Appalachian State University)

**Voice Assisted Technology Providing Immediate Feedback to Reduce Employee Errors.** SAMUEL BERGER and Timothy D. Ludwig (Appalachian State University)

**Voice Picking versus Bar Code Scanner: Providing Immediate Feedback to Increase Productivity and Reduce Errors.** TIMOTHY D. LUDWIG (Appalachian State University) and David Goomas (Tarrant County College District)

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#### **# 153 Symposium**

10:30 AM - 11:50 AM

Hong Kong

EAB; Experimental Analysis

#### **Topics in Timing**

Chair: Erin McClure (University of Florida)

**D-Amphetamine's Effects on Differential Reinforcement of Low Rates of Responding.** KATHRYN A. SAULSGIVER, Erin A. McClure, Eric Beecher, and Clive D. L. Wynne (University of Florida)

**Accounting for Cyclic Responding in Timing Using Binary Counting.** FEDERICO SANABRIA and Peter Killeen (Arizona State University)

**Effects of d-Amphetamine on Stimulus Control and Temporal Discrimination in Position and Color-Matching Variants of the Interval-bisection Procedure.** RYAN D. WARD and Amy Odum (Utah State University)

**Analysis of Behavior Mediating Timing in Two Procedures Used to Assess Temporal Discrimination in Pigeons.** ERIN A. MCCLURE, Kathryn A. Saulsgiver, Eric Beecher, and Clive D. L. Wynne (University of Florida)

## # 154 Special Event

11:00 AM - 11:50 AM

Centennial Ballroom II

BPH; Experimental Analysis

### 2006 ABA Tutorial: Measuring and Modulating the Reinforcing Efficacy of Drugs

Chair: John Roll (Washington State University, Friends Research Institute)

CHRIS-ELLYN JOHANSON (Wayne State University)



**Dr. Chris-Ellyn Johanson's** primary interest during her early career was in determining the influence of a broad spectrum of behavioral and pharmacological variables on the relative reinforcing efficacy of drugs of abuse and the development of sensitive approaches for assessing abuse liability of psychoactive drugs in rhesus monkeys. While still continuing her animal research at the University of Chicago, she also developed a human psychopharmacology program investigating the reinforcing effects of psychomotor stimulants and benzodiazepines in normal humans. When Dr. Johanson moved to USUHS, human behavioral pharmacology became her primary interest. At the ARC, her research interests broadened to include the

epidemiology of drug abuse and the development of paradigms that would foster a biobehavioral understanding of vulnerability to substance abuse. Dr. Johanson has published more than 150 scientific articles, including several important reviews of the behavioral pharmacology of cocaine. She was also the editor of *Drug and Alcohol Dependence* from 1986 to 1998.

**Abstract:** This presentation will define relative reinforcing efficacy and describe the importance of the concept to behavioral pharmacology. Various procedures for measuring reinforcing efficacy and the pros and cons of using these procedures will be discussed. Similarly methods for modulating reinforcing efficacy, including both pharmacological and behavioral, will be explored. The role of individual differences in determining reinforcing efficacy will also be examined. The presentation will also address the applied significance of modulating reinforcing efficacy. Examples with both human and non-human participants will be used to demonstrate various points throughout the presentation.

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## # 155 Paper Session

11:00 AM - 11:50 AM

Lenox

CSE

### Maximizing Research and Clinical Gains: IRB 101, Interagency Collaboration and Behavioral Services under Medicaid Waivers

Chair: W. Larry Williams (University of Nevada, Reno)

**Professional Development Series: IRB 101 for Behavior Analysts.** (Service Delivery) W. LARRY WILLIAMS (University of Nevada, Reno)

**The Effects of Number of Weekly Direct Contact Visits on Treatment Outcomes and Caregiver Compliance.** (Applied Behavior Analysis) DAVID GARCIA, Stephen Starin, and Pamela A. Tibbetts (Behavior Analysis Inc.)

**Putting Our Heads Together or Banging Heads? Effective Interagency Collaboration and Consultation-Teamwork Centered on Stabilizing Behavior, Family Systems, and the Dynamics of Healthy Organizational Interaction through Adaptive Exchanges.** (Applied Behavior Analysis) Julia Roscoe (Judevine Center for Autism) and KIMBERLY SALLS (Behavior Intervention Services)

## # 156 Invited Event

11:00 AM - 11:50 AM

Centennial Ballroom I

EDC

### **Positive Behavioral Supports Research: An Example of Large Scale Evaluation of Behavior Analytic Educational Practices**

Chair: Robert E. O'Neill (University of Utah)

GEORGE SUGAI (University of Connecticut)



**Dr. George Sugai** is the Neag Endowed Professor in Special Education in the Neag School of Education at the University of Connecticut with expertise in behavior analysis, classroom and behavior management, school-wide discipline, function-based behavior support, positive behavior supports, and educating students with emotional and behavioral disorders. He has been a teacher in the public schools, treatment director in a residential program, and program administrator. Dr. Sugai conducts applied school and classroom research and works with schools to translate research into practice. He is currently co-director of the Center on Positive Behavioral Interventions and Supports at the University of Connecticut and University of Oregon.

**Abstract:** The purpose of this session will be to describe how behavior analytic principles are being applied to the organizational implementation of school-wide behavior support practices and systems. Emphasis will be on a "blueprint" for establishing district/state level leadership teams and directing the development of action plans that emphasize building implementation capacity for coordination, coaching/facilitation, training, and evaluation. Efforts to establish durable use and controlled expansion of behavior analytic principles and practices will be summarized.

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## # 157 Paper Session

11:00 AM - 11:50 AM

University

EDC

### **Teaching Language and Supporting Transition for Children with Autism**

Chair: Diane M. Sainato (The Ohio State University)

**Project TASK: Transition for Children with Autism to School from Kindergarten.** (Applied Behavior Analysis) DIANE M. SAINATO (The Ohio State University), Sunhwa Jung, Rebecca S. Morrison and Mary D. Salmon (Oakstone Academy), Judah Axe (The Ohio State University), and Nikki Kerns (Oakstone Academy)

**Improving the Range of Vocal Skills and Decreasing Aberrant Behavior with a Child with Autism through the Use of a Functional Assessment and Component Analysis.** (Service Delivery) KIMBERLY P. WEBER, Katie Rice, and K. Mark Derby (Gonzaga University)

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## # 158 International Poster Session

12:00 PM - 1:30 PM

Grand Hall

AUT

**1. Examining a Curricular Sequence Used to Teach Children with Autism to Initiate Joint Attention.** (DDA; Applied Behavior Analysis) MELANIE PEREZ and Helen C. Sykes (Elwyn, Inc.)

**2. Play-Based Therapy for Toddlers with Autism.** (EDC; Service Delivery) E. AMANDA BOUTOT (DePaul University)

**3. "Friendship Group": A Classroom Approach to Teaching Social Skills to Young Children with Autism.** (EDC; Applied Behavior Analysis) RINAMARIE LEON-GUERRERO (University of Washington)

- 4. Using Video Modeling to Teach Generative Play Skills.** (DDA; Applied Behavior Analysis) SALLY N. ROBERTS, Rebecca P. F. MacDonald, and William H. Ahearn (New England Center for Children)
- 5. Assessment of Joint Attention Responding in Young Children with Autism.** (DDA; Applied Behavior Analysis) GRETCHEN VAILLANCOURT and Rebecca P. F. MacDonald (New England Center for Children), William V. Dube (University of Massachusetts Medical School Shriver Center), and Jennifer L. Klein (New England Center for Children)
- 6. Imitation and its Reciprocity in the Treatment of Children with Autism.** (DDA; Applied Behavior Analysis) ROXANA I. NEDELCO (City University of New York) and Trevor Stokes (University of South Florida)
- 7. Teaching Children with Autism to Follow an Adult Gaze.** (DDA; Applied Behavior Analysis) JENNIFER L. KLEIN and Rebecca P. F. Macdonald (New England Center for Children), William V. Dube (University of Massachusetts Medical School Shriver Center), and Gretchen O'Sullivan and William H. Ahearn (New England Center for Children)
- 8. Social Skills Retention from a Summer Therapeutic Program into the Academic School Year.** (Service Delivery) PAIGE E. KEETER, Kimberly Steltz, Gayatri Ray, and Emily C. Leayman (KidsPeace) and John D. McElwee
- 9. Examining Factors that Affect Social Behavior among Children with Autism Spectrum Disorders.** (Applied Behavior Analysis) ROSE F. EAGLE and Raymond G. Romanczyk (Institute for Child Development, State University of New York, Binghamton)
- 10. The Potential of Family Dinner: Examining the Social Interactions of Families with and without Children with Autism.** (DDA; Applied Behavior Analysis) CHRISTOPHER JONES, Ilene S. Schwartz, Emily Silverstein, and Mary Blaine-Buslon (University of Washington)
- 11. Using Written Scripts to Increase Spontaneous Conversation in Middle School Students with Autism Serviced in Public Schools.** (VRB; Service Delivery) Shannen L. McKinney and ALICIA N. FLORES (San Diego State University)
- 12. Decreasing Attention-Motivated Problem Behavior by Teaching Alternative Attention-Seeking Skills.** (CSE; Applied Behavior Analysis) LACIE GREGOIRE and Robert K. Ross (BEACON Services) and Harry A. Mackay (Northeastern University, Shriver Center)
- 13. Teaching a Child with Autism How to Take Breaks Independently in Order to Reduce the Occurrence of Misbehavior.** (Applied Behavior Analysis) ALEXIA STACK, Krista Zambolin, Shelley McInnis, and Magda Markiewicz (Fabrizio/Moors Consulting)
- 14. The Use of Visual and Textual Play Schedule to Increase Engaged Time with Conditioned Reinforcers and to Decrease Stereotype in Two Students with a Diagnosis of Autistic Spectrum Disorder.** (VRB; Applied Behavior Analysis) JENNIFER MARY MCMULLEN, Juliet Quinlan, and Marcia Ward (ABACAS Ireland)
- 15. Teaching Students with Autism to Make Verbal Initiations: Using a Tactile Prompt & Visual Script Program.** (EDC; Service Delivery) CHERI BENE' (TERI, Inc.)
- 16. Assessing the Relationship between Play and Stereotypy Over Ten Years with Children with Autism.** (Applied Behavior Analysis) Marjorie H. Charlop-Christy, Loryana Wurzer, Alefiyah Zulfiqar Pishori, ARIA ASH-RAFZEDEH, Sarah Kuriokose, Michelle Seffrood, and Stephanie Buxton (Claremont McKenna College) and Rohan Sabnis (Claremont Autism Center)
- 17. Using a Picture Activity Schedule and Bins to Increase Independent Play Skills of a Child with Autism.** (Applied Behavior Analysis) KIM K. TASKY, Kimberly A. Schulze, and Eric Rudrud (St. Cloud State University) and Sarah E. Roberts (Behavioral Dimensions)
- 18. Programming Generalization of Perspective-Taking Skills in Children with Autism Spectrum Disorders Using Video Modeling.** (Applied Behavior Analysis) PAMELA D. KELSO, Stephen W. Holborn, Ashley DeVries, and Kerri L. Walters (University of Manitoba)

- 19. Using a Digital Camera to Track and Self-Manage Own Behaviors in Routines for Children with Asperger Disorders.** (EDC; Applied Behavior Analysis) SANG BOK LEE, Jeongil Kim, Soo Gyun Kang, and Eun Chung Lee (Daegu University, Korea)
- 20. Teaching Unscripted Play to Children with Autism Using a Video Modeling Intervention.** (Applied Behavior Analysis) KATE E FISKE (Rutgers University)
- 21. Assessing the Effects of Scripted Peer Tutoring and Programming Common Stimuli on Social Interactions of a Young Student with Autism.** (EDC; Applied Behavior Analysis) ANNA-LIND PETURSDOTTIR, Jennifer J. McComas and Kristen McMaster (University of Minnesota) and Kathy Horner (Minneapolis Public Schools)
- 22. Examining the Impact of a Mental Skills Package on Autistic Children's Competitive Performance in Soccer.** (Applied Behavior Analysis) MICHELLE KARREN (St. Cloud State University) and Sharon E. Baxter (ABLE Clinic)
- 23. The Effects of Two Trainers on the Generalization of a Greeting Response for Adolescents with Autism.** (Applied Behavior Analysis) JOEL VIDOVIC and Gwen Dwiggin (The Ohio State University) and Pamela G. Osnes (Behavior Analysts, Inc.)
- 24. Prompting Strategies to Increase Eye Contact in Children Diagnosed with Autism.** (DDA; Applied Behavior Analysis) MANGUM APHRODITE, Catherine Trapani (The Marcus Institute), Michael E. Kelley (The Marcus Institute Emory University School of Medicine), and Tiffany Kodak (Louisiana State University)
- 25. Evaluating the Social Behavior of Preschool Children with Autism in an Inclusive Playground Setting.** (EDC; Applied Behavior Analysis) Anibal Gutierrez, Jr., Melissa N. Hale, and VICTORIA SOBRINO-SANCHEZ (Nova Southeastern University)
- 26. Using Video Modeling to Teach Conversational Skills and Social Responsiveness to a Child with Autism.** (Applied Behavior Analysis) ALEXIS HYDE-WASHMON and Gerald E. Harris (Texas Young Autism Project)
- 27. An Evaluation of Teaching Compliment-Giving Using Video-Modeling in the Context of Games.** (Applied Behavior Analysis) RUTH M. DEBAR, Tracy L. Kettering, Jessica Hemmelgarn, Lindsay Sessor, and Sheila R Alber-Morgan (The Ohio State University)
- 28. A Components Analysis of Video-Modeling and Reinforcement of Social Interaction during Game Playing of Children with Autism.** (Applied Behavior Analysis) JESSICA HEMMELGARN, Ruth M. Debar, Tracy L. Kettering, Lindsay Sessor, and Sheila R Alber-Morgan (The Ohio State University)
- 29. Teaching Social Skills to Children with Autism in a Group Setting.** (Applied Behavior Analysis) SHELLEY McINNIS and Krista Zambolin (Fabrizio/Moors), Heidi Calverley (University of British Columbia/ Fabrizio/Moors Consulting), and Michael Fabrizio (Fabrizio/Moors Consulting)
- 30. Acquisition of Appropriate Play Skills in Children with Autism: Discrete Trials versus Video Modeling.** (DDA; Applied Behavior Analysis) TIFFANY HODGES, Bradley S. Bezilla, Amanda Tobias, and Ryan Schweg (May South)
- 31. Teaching Object Imitation as a Component Skill for Expressive Prosodic Skills.** (Applied Behavior Analysis) KRISTA ZAMBOLIN (Fabrizio/Moors Consulting), Heidi Calverley (University of British Columbia/ Fabrizio/Moors Consulting), and Shelley McInnis and Michael Fabrizio (Fabrizio/Moors Consulting)
- 33. Training Perspective Taking in Children with Autism Spectrum Disorders.** (EDC; Applied Behavior Analysis) ALEXIS ENGLLOT, Jennifer Hailley, Leanne Wirch, Kerri L. Walter, and Stephen W. Holborn (University of Manitoba)
- 34. Generality of Behavioral Assessments of Perspective-Taking in Children with Autism Spectrum Disorder across Modalities and Tasks.** (DEV; Applied Behavior Analysis) JENNIFER HAILLEY, Leanne Wirch, Alexis Englot, Kerri L. Walters, and Stephen W. Holborn (University of Manitoba)

**35. Group Based Social Skills Interventions for Children with Asperger's Syndrome.** (Applied Behavior Analysis) DANIEL FIENUP, Kristal Shelvin, Sara J. Burmeister, Katherine Gioia, Jennifer Wierzbicki, Kristine Henning, and Karla Doepke (Illinois State University)

**36. Using a Scripting Procedure to Teach Conversational Skills to a Child with Autism.** (DDA; Applied Behavior Analysis) MICHELLE S. GREENSPAN (University of North Texas), Jill Scarbro-McLaury (Private Practice), and Shahla S. Ala'i-Rosales and Jesus Rosales-Ruiz (University of North Texas)

**37. Teaching Target Stimuli Individually or in a Set on the Acquisition of Conditional Discriminations in a Matching-to-Sample Format.** (Applied Behavior Analysis) COURTNEY MOODY, Joel P. Hundert, and Nicole Walton-Allen (Behaviour Institute)

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**# 159 International Poster Session**

12:00 PM - 1:30 PM

Grand Hall

DDA

**39. Correspondence between Partial and Full Functional Analysis Outcomes.** (Applied Behavior Analysis) CAITLIN V. HERZINGER (University of Georgia), Henry S. Roane (Marcus Institute/Emory University School of Medicine), and Jane Morton (University of Georgia)

**40. Electroconvulsive Therapy for the Treatment of Bipolar Disorder in a Woman with Developmental Disabilities.** (Applied Behavior Analysis) JAMES CLARK (J. Iverson Riddle Developmental Center)

**41. The Use of Descriptive Analyses to Determine the Schedules of Reinforcement for Treating Food Refusal.** (Applied Behavior Analysis) AARON D. LESSER (Wesley College), Sean D. Casey (The Pennsylvania State University), Christopher J. Perrin (Bancroft NeuroHealth), Cheryl L. Casey (New Jersey Department of Education), Stefanie Horvath (Bancroft NeuroHealth), and Gregory K. Reed (Howard University)

**42. Increasing Age Appropriate Leisure Preferences in Individuals with Severe or Profound Mental Retardation.** (Applied Behavior Analysis) AMANDA J. YOUNG, Paula K. Davis, and Shannon R. Freeman (Southern Illinois University-Carbondale)

**43. A Literature Review of Functional Communication Training.** (Applied Behavior Analysis) MELISSA L. OLIVE, Berenice de la Cruz, and Tonya N. Davis (The University of Texas at Austin) and Russell Lang (Lake Travis Independent School District)

**44. Large-Scale Scatter Plot Analysis Using Microsoft Excel and Fixed-Width Fonts.** (Applied Behavior Analysis) PAUL REEDY, David Caolo, Priscilla Blew, and Susan F. Thibadeau (The May Institute, Inc.)

**45. Does the Assessment of Basic Learning Abilities Test Predict Success at Everyday Tasks for Persons with Mental Retardation?** (Applied Behavior Analysis) JENNIFER R. THORSTEINSSON and Garry L. Martin (University of Manitoba), Dickie C. T. Yu (University of Manitoba & St. Amant), May Lee, Pamela D. Kelso, and Sara M. Spevack (University of Manitoba), and Toby L. Martin (University of Manitoba & St. Amant)

**46. The Aggression Trauma Scale (ATS): A Method for Quantifying Tissue Damage Caused by Aggression.** (Applied Behavior Analysis) JENNIFER L. LINK (The Vinfen Corporation), Michael F. Dorsey (The Vinfen Corporation/Simmons College), and Mary Bolotin (The Vinfen Corporation)

**47. Examination of the Potential Side Effects of Restraint Fading for Severe SIB.** (Applied Behavior Analysis) NICOLE HAUSMAN, SungWoo Kahng, Jennifer Rusak, and Jennifer Ernest (Kennedy Krieger Institute)

**48. Comparing Manual and PDA Scoring on Integrity and Accuracy of All-Day Resident Life Quality Reports.** (OBM; Applied Behavior Analysis) Whitney Heavner (Lenoir-Rhyne College) and GARY T. BARRETT, Martin Ivancic, and Kimberly D. Willis (J. Iverson Riddle Developmental Center)

- 49. The Effects of Utilizing Recorded Audio Messages to Decrease Target Behaviors for a Client with Visual Impairment and Mental Retardation.** (CBM; Applied Behavior Analysis) ZHANKUN CHENG (The Habilitation Corporation, Memphis, TN) and Min Cheng (Shanghai University)
- 50. An Examination of Collateral Changes in Affect during Behavioral Treatments with and without Punishment.** (BPH; Applied Behavior Analysis) MELISSA M. SHULLEETA (Kennedy Krieger Institute) and Lynn G. Bowman (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)
- 51. Using Outpatient Clinic Functional Behavioral Assessments for Developing Home-Based Behavioral Intervention Plans.** (EDC; Service Delivery) NEALETTA HOUCHINS-JUAREZ and Craig H. Kennedy (Vanderbilt University)
- 52. A Preliminary Investigation of a Possible Establishing Operation for Diurnal Enuresis.** (EAB; Applied Behavior Analysis) SUSAN FASCIO-VEREEN (Oakland University) and T. Steuart Watson (Miami University)
- 53. The Role of Overt and Covert Self-Rules in Establishing a Daily Living Skill in Adults with Mild Developmental Disabilities.** (EAB; Applied Behavior Analysis) BRIDGET J. FALOOM and Ruth Anne Rehfeldt (Southern Illinois University-Carbondale)
- 54. Some Effects of Signals on Communication and Other Behaviors during Functional Communication Training.** (AUT; Applied Behavior Analysis) KYLE MCKRANIE (The Marcus Institute), Michael E. Kelley (The Marcus Institute and Emory University School of Medicine), and Laura L. Grow, Robert (Ryan) Pabico, and Karen Myers (The Marcus Institute)
- 55. Competitive Effects of Attention and Tangible Reinforcement in the Treatment of Multiple-Controlled Self-Injurious Behavior.** (AUT; Applied Behavior Analysis) MATTHEW WEICK and Christina M. Vorndran (Bancroft NeuroHealth)
- 56. Preliminary Evaluation of Price Adjustment to Affect Change in Work Distribution.** (AUT; Applied Behavior Analysis) DAVID J. FISCHER (Marcus Institute), Robert LaRue (Douglass Developmental Disabilities Center, Rutgers University), Kate E. Fiske (Rutgers University), and Henry S. Roane (Marcus Institute/Emory University School of Medicine)
- 57. An Evaluation of Mood as a Covariate in Functional Analysis.** (AUT; Applied Behavior Analysis) KATHERINE SOLBERG and David E. Kuhn (Kennedy Krieger Institute)
- 58. Effects of Antecedent vs. Consequent Use of a High-p Instructional Sequence on Escape-Maintained Child Non-Compliance.** (AUT; Applied Behavior Analysis) THOMAS KITCHEN (Dr. Gertrude A. Barber National Institute), Phillip J. Belfiore (Mercyhurst College), and Robert Gulick (Barber National Institute)

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#### **# 160 International Poster Session**

12:00 PM - 1:30 PM

Grand Hall

EAB

- 59. Using the Aurora Toolset and Engine to Study Human Choice.** (VRB; Experimental Analysis) ARELI MORANDO SILVA and José E. Burgos (Centro de Estudios e Investigaciones en Comportamiento - University of Guadalajara), Maria Antonia Padilla Vargas and Ivette Rosa Vargas (University of Guadalajara), and David Luna (Centro de Estudios e Investigaciones en Comportamiento - University of Guadalajara)
- 60. Positive Induction: Attempting to Separate Predictive from Relative Influences.** (TPC; Experimental Analysis) DAVID P. AUSTIN, Carol L. Wright, and Jeffrey N. Weatherly (University of North Dakota)
- 61. Choice and Work Performance in Mentally Retarded Adults.** (DDA; Applied Behavior Analysis) GIOVANA ESCOBAL (Federal University of São Carlos), Ana Celina da Silva Escobal (São Carlos Public School System), and A. Celso Goyos (Federal University of São Carlos)

- 62. The Fixed-Interval Requirement for an Alternative Response Produces a Delay-of-Reinforcement Gradient.** (Experimental Analysis) DENNIS HAND, Robbie J. Baldus, and Andrew Fox (Central Michigan University), A. Charles Catania (University of Maryland, Baltimore County), and Mark P. Reilly (Central Michigan University)
- 63. Inter-Call-Interval and "Superstitious" Behavior in Northern Bobwhite Neonates.** (TPC; Experimental Analysis) CHRISTOPHER W. HARSHAW, Susan M. Schneider, and Robert Lickliter (Florida International University)
- 64. A Comparison of Methods to Investigate Domestic Hens' Preferences for Sounds.** (Experimental Analysis) AMY TANNAHILL, Catherine E. Sumpter, William Temple, and T. Mary Foster (University of Waikato, New Zealand)
- 65. Behavioral Momentum Theory, Generalization Gradients, and Preening Disruptors.** (Experimental Analysis) E. TERRY MUELLER and Philip N. Hineline (Temple University)
- 66. Pigeons' Temporal Tracking under Concurrent Cyclic-Interval and Random-Interval Schedules.** (Experimental Analysis) TAKU ISHII and Takayuki Sakagami (Keio University)
- 67. Transposition of Line Discrimination in African Penguins.** (Experimental Analysis) KAZUCHIKA MANABE, Takashi Kawashima, Minami Murata, and Kiyoshi Asahina (Nihon University) and Kenji Okutu (Yokohama Hakkeijima Sea Paradise)
- 69. Habituation, Satiation, and Demand Elasticity.** (Experimental Analysis) MEGHAN E. McGRADY and James D. Dougan (Illinois Wesleyan University)
- 70. Descriptions, General Rule Formulations, and Performance in Children: A Functional Analysis.** (VRB; Experimental Analysis) DIANA L. MORENO, Rosalinda Arroyo Hernández, Ma. Luisa Cepeda Islas, Hortensia Hickman Rodríguez, Patricia Anabel Plancarte Cansino, and Olivia Tena Guerrero (Universidad Nacional Autónoma de México-FES Iztacala)
- 71. Effects of Money Reserves and Rate of Monetary Reinforcement on Human Risky Choice.** (Experimental Analysis) CYNTHIA J. PIETRAS, Gabriel Daniel Searcy, and Andrew E. Brandt (Western Michigan University)
- 72. Effects of Aging on Schedule Performance.** (DEV; Experimental Analysis) MICHIKO NAKAMURA and Koichi Ono (Komazawa University)
- 73. Decision Making: Base Rate Neglect and Contextual Factors.** (Experimental Analysis) ANA AMELIA L. BAUMANN NEVES and Amy Odum (Utah State University)
- 74. An Analysis of Transitional Behavior in Fish Responding Under Concurrent Schedules of Reinforcement.** (Experimental Analysis) KELLY M. BANNA and M. Christopher Newland (Auburn University)
- 75. An Experimental Preparation for the Molar Analysis of Behavior.** (Experimental Analysis) ULISES VALDEZ, Oscar García Leal, and Emilio Ribes-Iñesta (Universidad de Guadalajara)
- 76. Analysis of Texas Hold'em Players' Decision Making in Hypothetical Game Play Situations.** (TBA; Experimental Analysis) JAMES W. JACKSON, Mark R. Dixon, and Matthew D. Stieg (Southern Illinois University, Carbondale)
- 77. An Application of Matching Theory to Naturally-Occurring Human Behavior.** (VRB; Experimental Analysis) MARCIA L. CARON and Jack J McDowell (Emory University)
- 78. Variability: Generalizations across Stimuli and Contingencies.** (Experimental Analysis) FRANCISCO MANUEL GOMEZ (Ideal Companion Canine Behavior) and Jesus Rosales-Ruiz (University of North Texas)
- 79. IRT Structures in Variable-Ratio and Variable-Interval Schedules.** (Experimental Analysis) DANIEL R SINGLETON, Matthew Bowers, and William L. Palya (Jacksonville State University)

**80. A Parametric Analysis of Response-Dependent Shock Intensity and Duration on Food-Maintained Responding in Pigeons.** (Experimental Analysis) JAMES W. DILLER and Karen G. Anderson (West Virginia University)

**81. Effects of Pavlovian Contingency Procedures on Response Rates under Signalled-Delayed Reinforcement Schedules.** (Experimental Analysis) RAFAEL RUIZ and Rocio Vegas (Universidad Central de Venezuela)

**81a. Speed Transfer and Class Mergers via Conditional Discriminations: Transfer Training with One Class Member.** (Experimental Analysis) ABDULRAZAQ A. IMAM (John Carroll University)

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**# 161 International Poster Session**

12:00 PM - 1:30 PM

Grand Hall

EDC

**82. Academic Achievement and its Relationship with Drug Abuse, Depression, and Family Conflicts among Secondary Students.** (CSE; Service Delivery) NORMA COFFIN and Arturo Silva (National Autonomous University of Mexico)

**83. Test Anxiety Reduction Test Gains with Fifth Grade Students.** (Service Delivery) Melanie Miller (Sweetwater School District), Jerome Morton (Little Tennessee Valley Educational Cooperative), Richard Driscoll (Westside Psychology), and KAI A. DAVIS (University of Tennessee, Knoxville)

**84. The Effects of Guided Notes on African American Males with Emotional and Behavioral Disorders.** (OBM; Applied Behavior Analysis) KAREN B. PATTERSON, Susan Syverud, and Janice Seabrooks (University of North Florida)

**85. To Read or Not Read? That is the Question in Museums: Changing the Choice.** (OBM; Applied Behavior Analysis) STEPHEN C. BITGOOD, Stephany Dukes, and Layla Abby (Jacksonville State University)

**86. Using Repeated Readings Procedures and Precision Teaching Evaluation Procedures with Fourth-Grade General Education Students for Improving Students' Oral Reading Fluency and Retelling Comprehension in an Era of "No Child Left Behind."** (TBA; Applied Behavior Analysis) WILLIAM J. SWEENEY (The University of South Dakota) and Susan R. Sweeney (Sioux City Community Schools)

**87. The Effects of Functional Analysis on Oral Reading Fluency Rates.** (Applied Behavior Analysis) DANA WAGNER, Jennifer J. McComas, and Erin M. Holton (University of Minnesota)

**88. Reading to Read: An Examination of a Reading Intervention on Oral Reading Fluency and Comprehension.** (Service Delivery) HOLLY V. ADKINS, Mary Cole, Lori Bain, Stacey Smith, Brad Dufrene, R. Anthony Doggett, Carlen Henington, and Kristin N Johnson-Gros (Mississippi State University)

**89. The Effects of a Story Fact Recall Quiz and Game On Off-Task Behavior During Sustained Silent Reading (SSR) and the Number of Story Facts Recalled Following SSR for Secondary Students with Disabilities.** (Applied Behavior Analysis) NATALIE J. ALLEN (Weber State University), Amy Dubois (Westerville City Schools), and William L. Heward (Ohio State University)

**90. Longitudinal Effects of a Direct Instruction Reading Program on School-Wide Performance in a Charter School.** (Service Delivery) DANIEL E. PARKER (Kingston Hill Academy/Groden Center)

**91. Direct and Meaning-Based Reading Programs: Effects on Teachers' Ratings of Student Performance.** (Experimental Analysis) RHONDA L. WIZNIAK, Amber L. Gear, W. David Pierce, and Judy Cameron (University of Alberta)

**92. Using Brief Experimental Analysis to Identify an Effective Reading Intervention: Exploring Decision-Making Consistency over Time.** (Applied Behavior Analysis) JOHN C. BEGENY (North Carolina State University), Rachel J. Valleley (Munroe-Meyer Institute), and Edward J. Daly, III (University of Nebraska-Lincoln)

- 93. Using a Precision Teaching Software to Teach Letter Matching and Association Skills of Uppercase and Lowercase Letters.** (Applied Behavior Analysis) MICHELLE HARRINGTON, Angela Galvin, Ed Langford, and Matthew L. Israel (Judge Rotenberg Educational Center)
- 94. Comparison of Instructional Techniques for Teaching Phonemic Awareness Skills to Children with Reading Difficulties.** (Applied Behavior Analysis) SARA WHITE, Jordan Freeman, Brianna Friedman, and Elizabeth Geoghan (Binghamton University) and Raymond G. Romanczyk (Institute for Child Development)
- 95. Errorless Training Procedures Teaching Basic Skills to Acquire Writing Abilities with Developmental Disabilities Children.** (CBM; Service Delivery) FANNY ESTRELLA FRANCO-DÁVILA, Gabriela de Guadalupe Téllez-Sánchez, and Alma Georgina Hernández-Mendoza (Centro Educativo Neurocom), and Marco Raúl Campuzano-Rodríguez and Jorge Luis González-Quijano (Neurodesarrollo y Comunicación)
- 96. An Evaluation of Copy, Cover, and Compare in a Middle School Resource Room: A Case Report.** (DDA; Applied Behavior Analysis) Susan Poindexter and T. F. MCLAUGHLIN (Gonzaga University) and Gary Johnson (Spokane Public Schools)
- 97. Brief Experimental Analysis of Writing Interventions.** (CBM; Service Delivery) MARK D. SHRIVER and Valerie J Gortmaker (Munroe-Meyer Institute) and Casie Olsen (University of Nebraska at Omaha)
- 98. Reaching for Writing: Increasing the Writing Skills in Elementary-Aged Children.** (Service Delivery) LAQUANTA MASHELL WATSON, Carlen Henington, and Rhonda Brasfield (Mississippi State University)
- 99. The Effects of an Extended Prompt vs. a Typical Prompt on the Length and Quality of First Drafts Written by Urban Secondary Students with Mild Disabilities.** (Applied Behavior Analysis) THERESA HESSLER and Ralph Gardner, III (The Ohio State University)
- 100. The Use of a Flashcard System with Picture at Punctuation on Learning Vocabulary Terms with a High School Aged Male.** (Service Delivery) SHANNON HAYTER, Jennifer Kaszewicz, and Kimberly P. Weber (Gonzaga University)
- 137. Teaching College Students to Ask Questions in the Non-Classroom Environment.** (Service Delivery) JILL C. DARDIG (Ohio Dominican University)

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#### **# 162 International Poster Session**

12:00 PM - 1:30 PM

Grand Hall

OBM

- 101. The Effects of Different Percentages of Incentive on Work Performance and Error Rate.** (Applied Behavior Analysis) SHEZEEN OAH (Chung Ang University)
- 102. Durability of Knowledge following Training in U.S.-Born and Immigrant Workers.** (EDC; Applied Behavior Analysis) W. KENT ANGER, Diane S. Rohlman, Heather Fercho, Tammara Ammerman, and Alys Tamulinas (Oregon Health & Science University) and Lindsey Patterson (Willamette University)
- 103. Engineering an Exemplary Digital Library with Gilbert's Performance Matrix.** (Applied Behavior Analysis) YUKA KOREMURA, Jesus Rosales-Ruiz, and Brian O'Connor (University of North Texas)
- 104. Managing Performance Management: The Performance Matrix in a Small Business.** (Applied Behavior Analysis) CATHERINE JAMESON BREWER (Georgetown University), Jeanine Plowman (Florida State University, Behavior Management Consultants, Inc.), and Carolyn Schmid (Furman University)
- 105. Process Improvement in a Clinic Setting: An Application of OBM.** (Applied Behavior Analysis) CHELSEY A. SUTTON, Emily J. Mack-Olson, and Karin L. Rasmussen (University of Wisconsin-Eau Claire) and Gregory J. Madden (University of Kansas)

- 106. The Effectiveness of Programmed Opportunities to Decelerate the Frequency of Inappropriate Staff Interactions in the Workplace.** (Service Delivery) THELMISHA VINCENT, Kelly R. Ilsley, Ed Langford, Kamah Thomas, and Matthew L. Israel (Judge Rotenberg Educational Center)
- 107. Improving the Performance of Trainers of Behavior Intervention Plans.** (DDA; Applied Behavior Analysis) MOLLIE HORNER-KING, Janice L. Marley, Kimberly Dwyer-Moore, Erin G. Moreschi, Beth A. Duncan, and Katherine M. Johnson-Patagoc (Our Lady of Peace)
- 108. Systematic Explicit Feedback for Increasing Recollection of Specific Positive Feedback with Residential Staff.** (CBM; Applied Behavior Analysis) MARTIN IVANCIC (J. Iverson Riddle Developmental Center)
- 109. Integration of Token Economy and Levels Systems in a Forensic Mental Health Facility.** (Applied Behavior Analysis) JACOB T. SINGER and W. Larry Williams (University of Nevada, Reno)
- 110. A Laboratory Investigation of Behavioral Outcomes as a Measure of Staff Performance.** (DDA; Applied Behavior Analysis) NATHANIEL G. SMITH, L. Keith Miller, and Hang Wu (University of Kansas)
- 111. Role of Announced Supervision on Treatment Fidelity in Autism Instruction.** (EDC; Applied Behavior Analysis) HOLLY LYNN KITCHEN and Thomas Kitchen (Dr. Gertrude A. Barber National Institute) and Phillip J. Belfiore (Mercyhurst College)
- 112. Effects of Schedule Changes on Staff Engagement in Residential School Classrooms.** (DDA; Applied Behavior Analysis) LAWRENCE LOCKWOOD and Thomas L. Zane (Evergreen Center)
- 113. Improving Management Systems in a Public School Autism Services Program.** (AUT; Service Delivery) VICTORIA A. WHITE and Cloyd Hyten (University of North Texas)
- 114. The Effects of Team Building Training on the Results of Post -Team Building Training Survey Compared to Pre-Team Building Training Survey Results an Organizational Behavior Management Protocol to Train Specialists in Developmental Disabilities Services.** (DDA; Applied Behavior Analysis) HAKAM M. KAIR, Bilal Al-Fayoumi, Najwan Assad, Ammar Al-Tamimi, Eman Yousef, Eman El-Hajji, Samir Hamdash, and Ragheda Zaghmoot (Shafallah Center for Children with Special Needs)
- 115. Implementing a Program Evaluation Procedure in a School Setting.** (DDA; Applied Behavior Analysis) UTAH NICKEL, Diana Ervin, Eileen M. Roscoe, and William H. Ahearn (New England Center for Children)
- 116. A Behavioral Systems Analysis of Administration of Medication in a Human Services Setting.** (AUT; Applied Behavior Analysis) SONIA L. FORTIN, R. Keller MacMath, Bethany L. McNamara, and Caio Miguel (New England Center for Children)
- 117. A Method for Collecting Interobserver Agreement Data in a Clinical Setting.** (EDC; Applied Behavior Analysis) JILL HARPER and Jason Bourret (New England Center for Children)
- 118. Using Self-Monitoring to Improve On-Task Behaviors and Academic Performance of Elementary Students with Behavior Disorders.** (Applied Behavior Analysis) YI-WEI HSIN, Temple Sharese Lovelace, and Ralph Gardner, III, and Theresa Hessler (The Ohio State University, Newark)
- 119. Increasing "Quality" Interaction in a Daycare: A Behavioral Approach.** (CSE; Applied Behavior Analysis) JONATHAN IVY (Pennsylvania State) and Kimberly A. Schreck (Pennsylvania State, Harrisburg)
- 120. Using Basic Behavioral Principles to Improve High-School Swim Performance.** (Applied Behavior Analysis) JOSEPH CHARLES DAGEN (University of Nevada, Reno) and John Austin (Western Michigan University)

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**# 163 International Poster Session**

12:00 PM - 1:30 PM

Grand Hall

TBA

**121. Behavior Analysis Training System.** (Applied Behavior Analysis) ALAINA CLARK, Allyson L. Heck, Krista Hinz, and Richard W. Malott (Western Michigan University)

**122. The Behavioral Research Supervisory System: Helping Graduate and Undergraduate Students Prevent Procrastination.** (Applied Behavior Analysis) KENDRA SUE PRIEST, Jennifer L. Skundrich, Kristin Hustyi, Abby Ferree, and Richard W. Malott (Western Michigan University)

**123. Behavioral Academic Career Counseling.** (Applied Behavior Analysis) DANIEL LEE SHAFTO, Erin Andres, Meredith Watkins, and Richard W. Malott (Western Michigan University)

**124. Behavior Systems Analysis Project.** (Applied Behavior Analysis) WOAN TIAN CHOW, Andrea Juarez, Mark Klann, Melody Taylor, and Richard W. Malott (Western Michigan University)

**125. Self Management.** (Applied Behavior Analysis) Jessica M. Norris, Brittany Leah Sheets, Andrea Rau, Richard W. Malott, and BREANNE K. CROOKS (Western Michigan University)

**126. GRE and Grad School Prep Course.** (Applied Behavior Analysis) CALLIE AMANDA SIMMS, Jodylee M. Miller, Sarah Vanstelle, and Richard W. Malott (Western Michigan University)

**127. Psych 360 Continuous Quality Improvement.** (Applied Behavior Analysis) ERIN CAREY, Jennifer L. Skundrich, and Jeffrey Bye (Western Michigan University)

**128. Psychology 396 (Super A): Advanced Principles of Behavior.** (Applied Behavior Analysis) HOLLY WARNER, Allyson L. Heck, Lori Schroedter, and Richard W. Malott (Western Michigan University)

**129. Intermediate Practicum.** (Applied Behavior Analysis) CHRISTINA J. VESTEVICH, Brittany Leah Sheets, Jordan Boudreau, and Richard W. Malott (Western Michigan University)

**130. Advanced Autism Practicum.** (EDC; Applied Behavior Analysis) DAVID SLADE, Brittany Leah Sheets, Maggie Dickson, and Richard W. Malott (Western Michigan University)

**131. Professional Psychology Practicum.** (Applied Behavior Analysis) ZACHARIAH T. DUGGER, Jessica M. Norris, David Eisenhart, Lauren Frye, and Richard W. Malott (Western Michigan University)

**132. Computer-Based Programmed Instruction.** (Applied Behavior Analysis) KRISTEN L. GAISFORD, Conny M. Raaymakers, Amy Crane, and Richard W. Malott (Western Michigan University)

**133. Behavioral Computer Workshop.** (Applied Behavior Analysis) HUI LING LOH, Millicent R. Bandeff, Katrina L. Miller, Blake Grider, and Richard W. Malott (Western Michigan University)

**134. The Relationship between Procrastination and Academic Performance in a Computer-Aided PSI Course.** (Applied Behavior Analysis) GABRIEL SCHNERCH, Kacey Dalzell, and Joseph J. Pear (University of Manitoba)

**135. Using a Single-Subject Design to Increase Peer-Review Accuracy in a Computer-Aided PSI Course: Part I.** (EDC; Applied Behavior Analysis) JODY M. LAMBERT, Dianne Miguel, Kirsten M. Wirth, and Joseph J. Pear (University of Manitoba)

**136. Using a Single-Subject Design to Increase Peer-Review Accuracy in a Computer-Aided PSI Course: Part II.** (EDC; Applied Behavior Analysis) KIRSTEN M. WIRTH, Jody M. Lambert, Dianne Miguel, and Joseph J. Pear (University of Manitoba)

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## # 164 Paper Session

1:30 PM - 2:20 PM

Kennesaw

CBM

### Behavior Analysis of Psychological Problems

Chair: Alisha Wray (University of New Mexico)

**Effects of Self-Recording and Reinforcement on Therapeutic Exercise Participation.** (Applied Behavior Analysis) AMBER MAKI, Eric Rudrud, and Kimberly A. Schulze (St. Cloud State University), Floyd M. Hale, and Joel J. Christian (Minnesota Neurorehabilitation Hospital)

**A Behavior Analytic Account of Selective Attention and Memory in the Maintenance of Clinical Problems.** (Theory) ALISHA M. WRAY and Michael J. Dougher (University of New Mexico)

## # 165 Invited Event

1:30 PM - 2:20 PM

Centennial Ballroom I

DEV

### Gene-Environment Interactions in Rhesus-Monkey Behavior Development

Chair: Lewis Lipsitt (Brown University)

Lewis P. Lipsitt (Brown University) and STEPHEN SUOMI (National Institute of Child Health & Human Development)



**Dr. Stephen J. Suomi** is Chief of the Laboratory of Comparative Ethology at the National Institute of Child Health & Human Development (NICHD), National Institutes of Health (NIH) in Bethesda, Maryland. He also holds appointments as Research Professor at the University of Virginia (Psychology), the University of Maryland, College Park (Human Development), and The Johns Hopkins University (Mental Hygiene), and is an Adjunct Professor at Georgetown University (Psychology), the Pennsylvania State University (Human Development), and the University of Maryland, Baltimore County (Psychology). Dr. Suomi studied Psychology as an undergraduate at Stanford University and continued his studies as a

graduate student at the University of Wisconsin-Madison, receiving his Ph.D. in Psychology in 1971. Dr. Suomi then joined the Psychology faculty at the University of Wisconsin-Madison, where he eventually attained the rank of Professor. In 1983 he left Wisconsin to join the NICHD, when he began his present position. Dr. Suomi has received international recognition for his extensive research on biobehavioral development in rhesus monkeys and other primate species. His initial postdoctoral research successfully reversed the adverse effects of early social isolation, previous thought to be permanent, in rhesus monkeys. His subsequent research at Wisconsin led to his election as Fellow in the American Association for the Advancement of Science "for major contributions to the understanding of social factors that influence the psychological development of nonhuman primates." Since joining the NICHD he has identified heritable and experiential factors that influence individual biobehavioral development, characterized both behavioral and physiological features of distinctive rhesus monkey phenotypes, and demonstrated the adaptive significance of these different phenotypes in naturalistic settings. His present research focuses on three general issues: the interaction between genetic and environmental factors in shaping individual developmental trajectories, the issue of continuity vs. change and the relative stability of individual differences throughout development, and the degree to which findings from monkeys studied in captivity generalize not only to monkeys living in the wild but also to humans living in different cultures. Throughout his professional career Dr. Suomi has been the recipient of numerous awards and honors. To date, he has authored or co-authored over 300 articles published in scientific journals and chapters in edited volumes. He has also delivered over 300 invited colloquia, symposium and workshop presentations, and convention papers in the U.S. and in 12 foreign countries.

**Abstract:** Recent research has found marked individual differences in patterns of rhesus monkey biobehavioral development throughout the life span. Approximately 20% of monkeys growing up in naturalistic settings consistently display unusually fearful and anxious-like behavioral reactions to novel, mildly stressful social situations throughout development; another 5-10% are likely to exhibit impulsive and/or inappropriately aggressive responses under similar circumstances. These distinctive behavioral patterns and their biological correlates appear early in life and remain remarkably stable from infancy to adulthood. Both genetic and experiential mechanisms are implicated not only in the expression of these patterns but also in their transmission across successive generations of monkeys. For example, a specific polymorphism in the serotonin transporter gene is associated with deficits in infant neurobehavioral functioning and in juvenile and adolescent control of aggression and serotonin metabolism in monkeys who experienced insecure early attachments but not in monkeys who developed secure attachment relationships with their mothers during infancy ("maternal buffering"). Moreover, because the attachment style of a monkey mother is typically "copied" by her daughters when they grow up and become mothers themselves, similar buffering is likely to occur for the next generation of infants carrying that specific polymorphism.

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**# 166 Paper Session**

1:30 PM - 2:20 PM

Auburn

EDC

**Interventions for Preschoolers and Kindergartners**

Chair: Amanda Yurick (The Ohio State University)

**Classroom Management Techniques in an Urban Kindergarten Setting.** (Service Delivery)

AMANDA L. YURICK and Gwendolyn Cartledge (The Ohio State University)

**Effectiveness of Social Reinforcement in Preschool Students.** (Experimental Analysis)

SEBASTIÁN FIGUEROA-RODRÍGUEZ (Universidad Veracruzana) and Leticia Rivera, Clara

Olivia Romero Rodríguez, and Adriana Ordaz García (Universidad Cristóbal Colon)

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**# 167 Paper Session**

1:30 PM - 2:20 PM

Vancouver

OBM; Applied Behavior Analysis

**OBM Paper Series - Evaluation of Observation and Feedback in Organizations**

Chair: JULIANNE GALLINAT (University of Nevada, Reno)

**The Relationship between the Number of Peer Safety Observations and Recordable**

**Incidents.** ANGELA R. LEBBON, Siggi Sigurdsson, and John Austin (Western Michigan University)

**The Effects of Video Feedback of Staff's Own versus Others' Performance on Discrete-Trial Training Skills.** JULIANNE GALLINAT and W. Larry Williams (University of Nevada, Reno)

## # 168 Invited Event

1:30 PM - 2:20 PM

Centennial Ballroom II

TPC; Theory

### The End of Experimental Analysis?

Chair: David Palmer (Smith College)

JOHN W. DONAHOE (University of Massachusetts/Amherst)



**Dr. John W. Donahoe** is an Emeritus Professor in the Behavioral Neuroscience Division of the Department of Psychology at the University of Massachusetts/Amherst. Prof. Donahoe was previously a Special Postdoctoral Fellow at the Center for Brain Research at University of Rochester and a faculty member in the Psychology and Computer Science Departments of the University of Kentucky. His undergraduate work was in chemistry at Rutgers University and he received his doctorate from the University of Kentucky. His research focuses on experimental and theoretical analyses of reinforcement and stimulus control. He has proposed a unified theoretical treatment of conditioning in the Pavlovian and operant

procedures. Recent experimental work using the Pavlovian procedure is consistent with the theory: The relation of the CS to the UR is the critical temporal relation, not the relation to the US as previously thought (Donahoe & Vegas, 2004). Other recent experimental work has shown that Skinner's moment-to-moment analysis of reinforcement can accommodate the molar matching relation (Crowley & Donahoe, 2004). The theory has been implemented in a biologically informed neural-network model that has successfully simulated a number of conditioning phenomena including such complex findings as reevaluation and the relations between molar variables (e.g., Donahoe, Burgos, & Palmer, 1993; Donahoe & Burgos, 2000, Burgos, 2005).

**Abstract:** In 1990, Francis Fukuyama wrote an essay entitled "The End of History?" By that title, he raised the question of whether the final form of government had evolved, namely, Western liberal democracy. Although not as widely agreed upon, an argument can be made that our understanding of the fundamental processes that shape behavior is also approaching its final form. Our understanding of the reinforcement process and of its implications for stimulus control is quite advanced at the behavioral level of analysis. We have identified the conditions required for reinforcement and the processes that occur during stimulus discrimination and generalization. What remains for experimental analysis is an understanding of the biological processes that underlie these behavioral findings, but these are tasks for neuroscience not behavior analysis. Of course, many important unresolved problems remain—for example, reconciling the relations observed between molar-defined variables (reinforcement rate and response rate) with the molecular accounts advocated by Skinner. However, these problems will likely be addressed through interpretation rather than experimental analysis. Much more demanding tasks remain such as understanding complex human behavior, most notably verbal behavior. But these too are primarily subjects for interpretation, not experimental analysis. If it is indeed the end of the experimental analysis of behavior, it is not because we have failed but because we have succeeded. It is now time to move on to other matters whose understanding is informed by the fruits of the experimental analysis of behavior.

## # 169 Paper Session

1:30 PM - 2:20 PM

Courtland

EDC; Theory

### The National Center for Special Education Research: A New Source of Research Opportunities

Chair: Patricia Gonzalez (National Center for Special Education Research)

### The National Center for Special Education Research in IES: New Opportunities for Research.

EDWARD J. KAME'ENUI and Patricia A. Gonzalez (U.S. Department of Education)

**# 170 Symposium**

1:30 PM - 2:50 PM

Regency VI

DDA; Applied Behavior Analysis

**Accelerating Skill Acquisition among People with Severe Disabilities Who Have Been Difficult to Teach**

Chair: Marsha Parsons (J. Iverson Riddle Center)

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

**Effects of Preference-Based Teaching on Skill Acquisition.** CAROLYN W. GREEN (J. Iverson Riddle Center) and Dennis H. Reid (Carolina Behavior Analysis and Support Center, Ltd.)

**Practical Applications of Intensive Teaching to Accelerate Skill Acquisition.** MARSHA B. PARSONS, Donna Towery, and Peggy England (J. Iverson Riddle Center) and Dennis H. Reid (Carolina Behavior Analysis & Support Center, Ltd.)

**Enhancing Work Performance of Adults with Autism Beginning Community Jobs through Simulation Training.** DENNIS H. REID (Carolina Behavior Analysis & Support Center, Ltd.) and Lindsey P. Lattimore and Marsha B. Parsons (J. Iverson Riddle Center)

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**# 171 International Symposium**

1:30 PM - 2:50 PM

International Ballroom North

DDA; Applied Behavior Analysis

**Advances in the Clinical Application of Motivating Operations**

Chair: Chaturi Edrisinha (University of Texas at Austin)

Discussant: Peter McGill (Tizard Centre, University of Kent)

**A Paradoxical Effect of Pre-session Attention on Stereotypy: Antecedent Attention as an Establishing, Not an Abolishing, Operation.** CHRISTINA F. ROANTREE and Craig H. Kennedy (Vanderbilt University)

**Preliminary Examinations of the Evocative Effect of the Motivating Operation on Operant Responding.** MARK F. O'REILLY and Chaturi Edrisinha (University of Texas at Austin) and Jeffrey S. Sigafos (University of Tasmania)

**The Effects of Intra-Cranial Pressure on the Functional Analysis of Self-Injurious Behavior.** Ellie C. Hartman, Elizabeth Gilles, JENNIFER J. McCOMAS, Stacy E. Danov, and Frank J. Symons (University of Minnesota)

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**# 172 Symposium**

1:30 PM - 2:50 PM

International Ballroom South

EAB; Experimental Analysis

**Alternative Paradigms for Studying Equivalence Class Formation and its Neural Correlates**

Chair: Lanny Fields (Queens College, City University of New York)

**Behavioral Designs for Identifying the Neural Correlates of Equivalence Relations.** LANNY FIELDS (Queens College, City University of New York)

**Preliminary Training that Enhances Equivalence Class Formation with a Trace Stimulus Pairing Yes-No Procedure.** MICHAEL E. MARROQUIN (The Graduate School and University Center, City University of New York) and Lanny Fields (Queens College, City University of New York)

**Effect of Pseudo-Transitivity and Pseudo-Equivalence Probes on the Stability of Equivalence Classes.** DANIELLE TITTELBACH (Queens College at The Graduate Center, City University of New York) and Lanny Fields (Queens College, City University of New York)

**Where Does Stimulus Equivalence Occur in the Brain? Some Methodological Determinants of 'Where.'** MICHAEL W. SCHLUND (Kennedy Krieger Institute/Johns Hopkins School of Medicine/University of Pittsburgh) and Michael Cataldo (Kennedy Krieger Institute)

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**# 173 Symposium**

1:30 PM - 2:50 PM

Techwood

TBA; Applied Behavior Analysis

**Behavior Analysis in Education: Improving Test Performance and Graphic Data Analysis in the Classroom**

Chair: Jennifer Austin (California State University, Fresno)

**The Effects of a Written Rehearsal Procedure on Undergraduate Test Performance.** JENNIFER L. SIMON and Rachel H. Thompson (University of Kansas)

**Teaching College Students to Use the Conservative Dual Criterion Method of Visual Inspection.** KELISE K. STEWART, James E. Carr, Charles W. Brandt, and Meade M. McHenry (Western Michigan University)

**Teaching Visual Inspection of Reversal Designs to Undergraduate Students.** DAVID M. RICHMAN (University of Maryland Baltimore County), SungWoo Kahng (The Johns Hopkins University School of Medicine, Kennedy Krieger Institute), and Steven Pitts (University of Maryland Baltimore County)

**Using Graphic Displays to Improve Teachers' Detection of Changes in Student Behavior.** Allana Luquette (Families First of Florida) and JENNIFER L. AUSTIN (California State University, Fresno)

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**# 174 Symposium**

1:30 PM - 2:50 PM

Regency V

AUT; Service Delivery

BACB CE Offered. CE Instructor: Lara Delmolino, Ph.D., BCBA

**Clinical Application of a Stimulus-Stimulus Pairing Procedure for Increasing Verbal Behavior of Young Children with Autism**

Chair: Robert LaRue (Douglass Developmental Disabilities Center, Rutgers University)

Discussant: Mary Jane Weiss (Rutgers University)

**Methodological Variations in the Clinical Application of a Stimulus-Stimulus Pairing Procedure to Increase Functional Speech in Children with Autism.** LARA M. DELMOLINO, Joelle Lugo, and Jacqueline J. Wright (Rutgers University)

**Development of a Vocal Mand and Echoic Repertoire with a Stimulus-Stimulus Pairing Procedure: Acquisition and Generalized Effects.** JOELLE LUGO, Lara M. Delmolino, Karitssa Fernandez, and Stacey Leibross (Rutgers University)

**Collateral Changes in Stereotypic Vocal Behavior during a Stimulus-Stimulus Pairing Procedure: Effects in Two Learners with Autism.** LARA M. DELMOLINO, Joelle Lugo, Karitssa Fernandez, and Stacey Leibross (Rutgers University)

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### # 175 Symposium

1:30 PM - 2:50 PM

Regency VII

AUT; Experimental Analysis

#### **Conceptual and Empirical Investigations on the Nature of Autism Spectrum Disorders**

Chair: Jonathan Tarbox (Center for Autism and Related Disorders)

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

##### **"Theory of Mind" in Autism: A Review and Critique from a Radical Behavioral Perspective.**

JONATHAN J. TARBOX, Rachel S. F. Tarbox, Doreen Granpeesheh, and Ryan Bergstrom (The Center for Autism and Related Disorders, Inc.) and Iser Guillermo DeLeon (Johns Hopkins University)

##### **Beyond Words: Reductionism and Executive Function in the Study of the Behavioral**

**Features of Autism.** GREGORY A. LIEVING, Louis P. Hagopian, Lisa Toole, Heather K. Jennett, and Eric Boelter (Kennedy Krieger Institute)

##### **Responding to Repeating Auditory Stimuli: A Comparative Analysis of Children with**

**Autism and their Typically Developing Siblings.** JANICE K. DONEY and Patrick M. Ghezzi (University of Nevada, Reno)

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### # 176 Paper Session

1:30 PM - 2:50 PM

Hong Kong

EAB; Experimental Analysis

#### **EAB I**

Chair: Andrew Fox (Central Michigan University)

**The Role of Remote Stimuli in the Control of Behavior.** IVER H. IVERSEN (University of North Florida)

**Response Rate Viewed as Engagement Bouts: Effects of Differential Reinforcement of Response Duration.** JAMES KOPP and Christopher Andrews (University of Texas at Arlington)

**Response Acquisition with Delayed Reinforcement: The Effects of Delay Stimuli and Housing Conditions.** ANDREW FOX and Mark P. Reilly (Central Michigan University)

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### # 177 Symposium

1:30 PM - 2:50 PM

Baker

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Adel Najdowski, Ph.D., BCBA

#### **Establishing Safety Skills in Children: Recent Empirical Investigations**

Chair: Adel Najdowski (The Center for Autism and Related Disorders)

Discussant: Patrick C. Friman (Father Flanagan's Girls and Boys' Town)

**Enhancing the Effectiveness of Behavioral Skills Training for Teaching Safety Skills to Prevent Gun Play.** Raymond G. Miltenberger, AMY C. MACKNER, and Peter J Knudson, Amanda Bosch (North Dakota State University) and Candice M. Jostad (Western Michigan University)

**Decreasing Dangerous Playground Behaviors Utilizing a Group Contingency.** MICHELE D. WALLACE and Jay Summers (University of Nevada)

**Teaching Children with Autism Safety Skills.** JAY SUMMERS, Rachel S. F. Tarbox, Jonathan J. Tarbox, Arthur E. Wilke, and JiYeon H. Yoo (Center for Autism and Related Disorders)

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## # 178 Symposium

1:30 PM - 2:50 PM

Centennial Ballroom III

AUT; Service Delivery

BACB CE Offered. CE Instructor: Alan Harchik, Ph.D., BCBA

### **Improving Instructional Practices for Children and Adults with Disabilities**

Chair: Alan Harchik (May Institute)

**Comparing Different Prompting Procedures on Teaching New Skills to Children with Autism.** JULIE A. ACKERLUND, Sarah Tillman, Britta L. Fiksdal, Kevin P. Klatt, and Nicole Zeug (University of Wisconsin-Eau Claire)

**Introducing Teachers to the Continuum of Instructional Formats in ABA.** SHANE D. ISLEY, Shahla S. Ala'i-Rosales, Kathleen S. Laino, and Jessica L. Broome (University of North Texas)

**Using the ABLLS to Guide Instruction for an Adult with Disabilities.** Jessica Day (University of Massachusetts) and Rachel Fox and ALAN E. HARCHIK (May Institute)

**Reducing a Child's Physical and Environmental Aggression at School and Home.** SHANNON KAY (May Institute)

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## # 179 Panel Discussion

1:30 PM - 2:50 PM

Chicago A-F

AUT/EDC; Service Delivery

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

### **Including Young Children with Autism in Less Restrictive Settings: Are Readiness Criteria Relevant?**

Chair: David Celiberti (Private Practice)

LEN LEVIN (Coyne & Associates, Inc.)

MARY ELLEN MCDONALD (Eden II Programs/The Genesis School)

AUDREY MEISSNER (New Haven Learning Centre)

MICHAEL J. MORRIER (Emory University School of Medicine)

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## # 180 Symposium

1:30 PM - 2:50 PM

Montreal

EAB; Experimental Analysis

### **Operants and "Instincts:" Mutually Exclusive or a Winning Combination?**

Chair: William Timberlake (Indiana University)

Discussant: Paul T. Andronis (Northern Michigan University)

**Superstition Re-Visited: An Examination of Niche-Related Mechanisms Underlying Schedule Produced Behavior in Pigeons.** EDUARDO J. FERNANDEZ and William D. Timberlake (Indiana University)

**"Imprinting" and Operants in Quail 1: Imprinting Calls as Reinforcers.** SUSAN M. SCHNEIDER and Robert Lickliter (Florida International University)

**"Imprinting" and Operants in Quail 2: The Power of Perinatal Contingency.** CHRIS HARSHAW and Robert Lickliter (Florida International University)

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### # 181 Symposium

1:30 PM - 2:50 PM

Dunwoody

TPC; Theory

#### **Operants, Classes, Individuals, and Levels of Analysis**

Chair: José Burgos (Centro de Estudios e Investigaciones en Comportamiento - University of Guadalajara)

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

**Ontology in Behavior Analysis: A Tangled Tale.** SIGRID S. GLENN (University of North Texas)

**The Role of Selection in the Creation of Operant Classes.** PHILIP N. HINELINE (Temple University) and A. Charles Catania (University of Maryland, Baltimore County)

**Operants as Sets.** JOSÉ E. BURGOS (Centro de Estudios e Investigaciones en Comportamiento - University of Guadalajara)

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### # 182 Symposium

1:30 PM - 2:50 PM

Piedmont

BPH; Experimental Analysis

#### **Parkinson's and Pesticides: Impact on Behavior**

Chair: Adam Derenne (University of North Dakota)

**Parkinson's Disease I: Behavior of Weaver Mutant Mice under Progressive-Ratio Schedules of Reinforcement.** DAVID P. AUSTIN, Adam Derenne, and Jeffrey N. Weatherly (University of North Dakota)

**Parkinson's Disease II: Longitudinal Changes in Learning and Memory in Weaver Mutant Mice.** ADAM DERENNE, Christine Wegner, and Jeffrey N. Weatherly (University of North Dakota)

**Pesticide I: The Effect of Exposure on the Acquisition of Operant and Respondent Behavior.** JASON W. DOUGLAS, Patrick A. Carr, Adam Derenne, and Jeffrey N. Weatherly (University of North Dakota)

**Pesticide II: The Effect of Exposure on Timing and Reinforcer Efficacy.** JEFFREY N. WEATHERLY, Carol L. Wright, Patrick A. Carr, and Adam Derenne (University of North Dakota)

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### # 183 Symposium

1:30 PM - 2:50 PM

Lenox

CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jennifer Crockett, Ph.D., BCBA

#### **Preventing Child Maltreatment with Large-Scale Behavioral Programs**

Chair: Jennifer Crockett (Kennedy Krieger Institute)

Discussant: John R. Lutzker (The Marcus Institute)

**Conducting a Population-Level Trial to Enhance Parenting.** RON PRINZ (University of South Carolina) and Matthew Sanders (University of Queensland)

**Evaluating Programmed Generalization in a Brief In-Home Parent Training Program.** CYNTHIA L. BOYLE (Centers for Disease Control & Prevention) and John R. Lutzker (The Marcus Institute)

**Implementing Behavioral Parent Training Models within Child Welfare Service Systems: Experiences with SafeCare and PCIT.** MARK CHAFFIN, Jane Silovsky, Debra Hecht, and Beverly Funderburk (University of Oklahoma Health Sciences Center)

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### # 184 Panel Discussion

1:30 PM - 2:50 PM

Spring

OTH; Theory

#### **Professional Development Series: Applying to Graduate School in Behavior Analysis**

Chair: Berenice de la Cruz (University of Texas at Austin)

VENNESSA L. WALKER and KENNON A. LATTAL (West Virginia University)

MAUREEN THERESA ARO and CAROL A. PILGRIM (University of North Carolina, Wilmington)

KENNETH R. MACALEESE and PATRICK M. GHEZZI (University of Nevada, Reno)

PAIGE M. MCKERCHAR and RACHEL THOMPSON (University of Kansas)

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### # 185 Symposium

1:30 PM - 2:50 PM

Inman

EDC; Applied Behavior Analysis

#### **Project OFTEN: Observation Feedback to Ensure Pre-Service Teacher Success**

Chair: Emma Martin (University of Oregon)

Discussant: Shanna Hagan-Burke (Texas A & M)

**Project OFTEN: A Pilot Study.** SARAH A. FAIRBANKS (University of Oregon)

**Component Analysis of a Performance Feedback Package to Promote Effective Instructional Behaviors in Pre-service Teachers.** VIRGINIA REECE (University of Oregon)

**Utility of Effective Instructional Standards to Predict Student Reading Achievement.** KIRA FLORENCE (University of Oregon)

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### # 186 Symposium

1:30 PM - 2:50 PM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Dorothea Lerman, Ph.D., BCBA

#### **Treating Problem Behavior with Functional Communication Training: Variables that Impact Response Selection and Stimulus Control**

Chair: Dorothea Lerman (University of Houston-Clear Lake)

**The Emergence of Mands during Extinction of Problem Behavior.** LAURA L. GROW (Marcus Institute and Georgia State University), Michael E. Kelley and Henry S. Roane (Marcus and Kennedy Krieger Institutes and Emory University School of Medicine), M. Alice Shillingsburg, Kyle McCranie, and Karen Myers (The Marcus Institute)

**Effects of Signals on Responding during Reinforcement-Schedule Thinning.** CARRIE M. DEMPSEY, Brian A. Iwata, Pamela L. Neidert, Jennifer N. Fritz, and Jessica L. Thomason (University of Florida)

**Towards a Proactive Strategy to Teach Preschoolers Tolerance for Unavailable Reinforcement.** JEFF TIGER, Gregory P. Hanley, and Kylie Larsen (University of Kansas)

**Teaching Individuals with Autism to Attend to Naturally Occurring Discriminative Stimuli during FCT.** ANNA E. CHIRIGHIN (Kennedy Krieger Institute), David E. Kuhn and Louis P. Hagopian (Johns Hopkins School of Medicine and Kennedy Krieger Institute), and Katrina Marie Zelenka and Mandy M. Triggs (Kennedy Krieger Institute)

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### # 187 Symposium

1:30 PM - 2:50 PM

University

EDC; Service Delivery

#### **Using Self-Managed Low-Tech Interventions to Improve Academic Skills**

Chair: Christopher Skinner (University of Tennessee)

Discussant: Phillip J. Belfiore (Mercyhurst College)

**Effects of a Taped-Timed Intervention on Dolch Sight Word Recognition.** STACY BLISS and Christopher Skinner (The University of Tennessee) and Regina Adams (Knox County Public Schools)

**The Taped-Problems Intervention: Increasing Multiplication Fact Fluency Using a Low-Tech, Class-Wide, Time-Delay Intervention.** ELIZABETH McCALLUM, Christopher Skinner, Haley Crisp Turner, and Lee Saecker (The University of Tennessee)

**Evaluating and Comparing Two Interventions to Enhance Mathematics Fluency in a Student with Mental Retardation: Cover, Copy, and Compare and Taped-Problems.** ERIN E. CARROLL, Christopher Skinner, Haley Crisp Turner, and Elizabeth McCallum (University of Tennessee)

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### # 188 Symposium

1:30 PM - 2:50 PM

Manila

EAB; Experimental Analysis

#### **Current Advances in the Behavioral Analysis of Gambling: II**

Chair: Laura Portera (Southern Illinois University)

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

**Wanting to Lose, But Only Certain Ways.** HOLLY L. BIHLER and Mark R. Dixon (Southern Illinois University)

**The Illusion of Control and Exposure to Multiple Gambling Simulation Trials.** W. SCOTT WOOD and Maria M. Clapham (Drake University)

**Sensory Feedback in Maintaining Slot Machine Play.** BRADY J. PHELPS and Nathan Maas (South Dakota State University)

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### # 189 Paper Session

2:00 PM - 2:50 PM

Fairlie

INT/VRB

#### **Spanish Track Presentation: "Sources of Novel Behavior: Implications for the Development of Verbal Behavior"**

Chair and Spanish Interpreter: A. Charles Catania (University of Maryland, Baltimore County)

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

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### # 190 Symposium

2:00 PM - 3:20 PM

Cairo

OBM; Service Delivery

#### **Taking it to the Bank: Integrating Behavioral Principles at M&T Bank**

Chair: Judy Agnew (Aubrey Daniels International, Inc.)

Discussant: Aubrey C. Daniels (Aubrey Daniels International, Inc.)

**Partnering with M&T Bank: The History of a Successful Intervention.** JUDY L. AGNEW (Aubrey Daniels International, Inc.)

**Dissemination and Integration of Behavioral Principles to Achieve Lasting Results.** KEN WAGNER (Aubrey Daniels International, Inc.)

**Installing Behavior Principles into Retail Banking Leadership.** THOMAS EARLEY (M&T Bank)

**# 191 Special Event**

2:30 PM - 3:20 PM

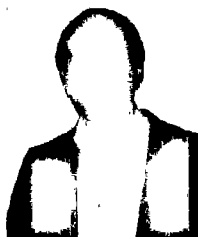
Centennial Ballroom I

VRB; Experimental Analysis

**2006 ABA Tutorial: The Extension of Skinner's Verbal Operants to Interpretations of Complex Behavior: A Tutorial**

Chair: William Potter (California State University, Stanislaus)

DAVID C. PALMER (Smith College)



**Dr. David C. Palmer** discovered Skinner by reading *Walden Two* while on a caving trip to North Carolina, because he thought it must have had something to do with his hero, Thoreau. He spent the next decade on a soap box preaching about *Walden Two* and reading the rest of the Skinner canon. Eventually he realized that he was no Frazier, and he applied to graduate school in behavior analysis under John Donahoe. He was happy in grad school and would be there still if the University of Massachusetts hadn't threatened to change the locks. He has spent the last 17 years as the token behaviorist at Smith College. During that time he co-authored, with Donahoe, *Learning and Complex Behavior*. He continues to puzzle over the

interpretation of memory, problem-solving, and, particularly, verbal behavior. He once referred to himself, in a jocular vein, as a goose-stepping Skinnerian, but he found that the label fit, and he now wears it without apology.

**Abstract:** This tutorial will be aimed at the behavior analyst who has little or no familiarity with Skinner's *Verbal Behavior*. Dr. Palmer will briefly outline Skinner's interpretive scheme and will then discuss two verbal operants, the intraverbal and the autoclitic, in greater depth. He will show the role these operants play, or might plausibly play, in the understanding of grammar, problem solving, and memory. In this exposition, Dr. Palmer will have occasion to mention one of the remarkable assumptions of the book, namely that behavior that has not been emitted, either overtly or covertly, plays a role in our understanding of complex behavior.

**# 192 Special Event**

2:30 PM - 3:20 PM

Centennial Ballroom II

EDC; Experimental Analysis

**2006 ABA Tutorial: Using Single Case Designs to Establish Evidence-Based Practice**

Chair: Charles Salzberg (Utah State University)

ROBERT H. HORNER (University of Oregon)



**Dr. Robert Horner** is the Alumni-Knight Endowed Professor of Special Education at the University of Oregon. He has been the editor of *Journal of the Association for Persons with Severe Handicaps* (JASH), an associate editor for *Journal of Applied Behavior Analysis* (JABA), JASH, *Journal of Positive Behavior Interventions* (JPBI), and *American Journal on Mental Retardation* (AJMR), and is currently co-editor of JPBI. His research interests have focused on stimulus control, generalization, positive behavior support, and the application of behavioral principles to whole-school behavioral interventions. He currently collaborates with Dr. George Sugai on school-wide behavior support efforts that are on-going in over 4300 schools. He is a member of the What Works Clearinghouse subcommittee examining the utility of single case research methods.

**Abstract:** The session will focus on the need to extend behavioral theory and research methods to documentation of "evidence-based" practices. Federal policy is moving toward an emphasis on

Sunday, May 28

funding for, and scholarship about "evidence-based" practices. At this point, the primary way a practice can be documented as "evidence-based" is through randomized control group designs. The session will focus on (a) the need for behavior analysts to agree on the core features of single case designs, (b) the need for operational standards for synthesis of multiple single case studies, and (c) professional standards for defining when a body of single case research can be viewed as sufficient to document a practice as "evidence-based."

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#### **# 193 Panel Discussion**

2:30 PM - 3:20 PM

Singapore

DEV; Theory

BACB CE Offered. CE Instructor: Jacob L. Gewirtz, Ph.D., BCBA

#### **A Panel Discussion of the Invited Address by Stephen Suomi Titled: Gene-Environment Interactions in Rhesus-Monkey Behavior Development**

Chair: Mark Lipsitt (Lipsitt Training Services)

STEPHEN SUOMI (National Institute of Child Health & Human Development)

MARK LIPSITT (Lipsitt Training Services)

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#### **# 194 Symposium**

2:30 PM - 3:50 PM

Auburn

EDC; Applied Behavior Analysis

#### **Examining Antecedent-Based Assessment and Interventions for Application in Natural Settings**

Chair: Janine Stichter (University of Missouri-Columbia)

Discussant: Lee Kern (Lehigh University)

**Evocative Effects of Antecedent Contexts on the Peer-Related Social Behavior of Children with Autism.** JENNIFER SELLERS, Maureen A. Conroy, Elizabeth Weeks McKinney, Glen Sloman, Taketo Nakao, Rich Mancil, Kristen Peters, and Ann Daunic (University of Florida)

**The Use of Negative Reinforcement within a Concurrent Operants Protocol to Increase the Social Responding of Children with Autism Spectrum Disorder.** GARY M. SASSO (The University of Iowa)

**The Use of Structural Analysis to Identify Setting Events in Applied Settings for Students with Autism.** JANINE PECK STICHTER and Denise Kay (University of Missouri)

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#### **# 195 Paper Session**

2:30 PM - 3:50 PM

Vancouver

OBM

#### **OBM Paper Series - Methodological Review of Organizational Behavior Management Techniques**

Chair: Charles Crowell (University of Notre Dame)

**A Comparison of Partial, Whole, and Momentary Time Sampling Procedures on Ergonomic Safety Performance.** (Applied Behavior Analysis) Alicia M. Alvero and KRISTEN H. STRUSS (The Graduate Center and Queens College, City University of New York)

**OBM Research Using the PSI Classroom as an Analogue Work Environment.** (Applied Behavior Analysis) Paul D. Worland (Press Ganey Associates, Inc) and Amanda R. Matthews, Elizabeth Hagen, and CHARLES R. CROWELL (University of Notre Dame)

**Behaviorally-Based Service Management: A 25 Year Review.** (Service Delivery) MICHAEL N. KEPHART, Amanda R. Rivard, and Carl M. Johnson (Central Michigan University)

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**# 196 International Symposium**

2:30 PM - 3:50 PM

Kennesaw

CBM; Applied Behavior Analysis

**Values in Behavior Analysis: Assessment and Clinical Implications**

Chair and Discussant: Ann Branstetter (Missouri State University)

**Assessing Values in Acceptance and Commitment Therapy.** JOHN TANNER BLACKLEDGE (University of Nevada, Reno) and Joseph Ciarrochi (University of Wollongong, Australia)

**Valued Living, Experiential Avoidance, and Psychological Well-Being.** JESSICA VAN DYKE, Leslie Rogers, and Kelly G. Wilson (University of Mississippi)

**Pain Tolerance: Testing the Effects of Personal Values in the Context of Acceptance.** TANYA N. KIMBROUGH, Chris S. Lorange, Christopher Cushing, Ann Branstetter, and Jonathan Weinstein (University of Mississippi)

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**#196a International Paper Session**

3:00 PM - 3:50 PM

Fairlie

INT/VRB

**Spanish Track Presentation: Observational Learning: What it Is and Isn't and How to Induce It**

Chair and Spanish Interpreter: R. Douglas Greer (Columbia University Graduate School and Teachers College)

R. DOUGLAS GREER (Columbia University Graduate School and Teachers College) and Mapy Chavez-Brown (Wagner College)

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**# 197 Paper Session**

3:00 PM - 4:20 PM

Piedmont

BPH; Experimental Analysis

**Behavioral Toxicology**

Chair: Mark Reilly (Central Michigan University)

**Effects of Gestational Methylmercury and Selenium Exposure on Behavioral Tasks.**

MIRANDA NICOLE REED and M. Christopher Newland (Auburn University)

**Irradiation Impairs Auditory Discrimination and Extinction in Rats.** JOHN C. NEILL (Long Island University), Samuel John Gatley (Northeastern University), Terry Aubele (State University of New York), Rachel Kristiansen (University of Mississippi), and Onrae Rice (Brookhaven National Lab)

**The Effects of Methylmercury on the Critical Fusion Frequency of Rats.** JOHN C. HEATH and M. Christopher Newland (Auburn University)

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**# 198 International Symposium**

3:00 PM - 4:20 PM

Dunwoody

TPC; Theory

**Behaviorism and Consciousness: Four Insights**

Chair: John Malone (University of Tennessee)

**Why Consciousness Hasn't Been Explained...Until Now.** HENRY SCHLINGER (California State University, Los Angeles)

**Split Brains and Behaviorism: A Needed Reconnection.** GAIL B. PETERSON (University of Minnesota)

**Parents' Autobiographical Narratives: Setting Events for Contemplation?** ROBERT G. WAHLER (University of Tennessee)

**Private, Yes. Covert, No.** FRANCOIS TONNEAU (Universidad de Guadalajara)

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**# 199 International Symposium**

3:00 PM - 4:20 PM

Manila

EAB; Experimental Analysis

**Consumer Behavior Analysis: Empirical Extensions and the Marketing Environment of Choice**

Chair: Gordon Foxall (Cardiff University)

**Deviations from Matching in Consumer Choice.** Sully Romero (Exeter University), GORDON R. FOXALL (Cardiff University), Teresa C. Schrezenmaier (Cardiff Business School), and Jorge Oliveira-Castro (Universidade de Brasília)

**Effects of Brand Informational Reinforcement Level upon Brand Performance.** JORGE OLIVEIRA-CASTRO, Roberta Pohl, and Moema Dias (Universidade de Brasília)

**Post-Reinforcement Pause in Grocery Shopping: Comparing Inter-Purchase Time across Products and Consumers.** Jorge Oliveira-Castro (Universidade de Brasília) and VICTORIA JAMES and Gordon R. Foxall (Cardiff University)

**The Behavioral Economics of the Marketing Firm.** Gordon R. Foxall and VALDIMAR SIGURDSSON (Cardiff University)

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**# 200 Symposium**

3:00 PM - 4:20 PM

Hong Kong

EAB; Experimental Analysis

**Discriminating and Attending**

Chair: Amy L. Odum (Utah State University)

**Effects of the Dopamine D2/D3 Agonist Quinpirole on Responding Maintained by Cocaine and Cocaine-Associated Stimuli in Rhesus Monkeys.** Chad M. Galuska, JAMES H. WOODS, and Gail Winger (University of Michigan)

**Effects of Added Free-Food Presentations Uncorrelated with S+ on Observing Rates and Resistance to Change.** TIMOTHY A. SHAHAN and Christopher A Podlesnik (Utah State University)

**The Role of Extended Exposure to Sample Stimuli in a Titrating-Delay-Matching-to-Sample Procedure with Pigeons.** MANISH VAIDYA, Joshua A. Levine, and Brian Kangas (University of North Texas)

**Contrast Effects on Accuracy and Response Rate in Delayed Matching to Sample.** JOHN A. NEVIN (University of New Hampshire) and Timothy A. Shahan and Amy L. Odum (Utah State University)

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**# 201 Symposium**

3:00 PM - 4:20 PM

Montreal

EAB; Experimental Analysis

**Fresh Out of the Box: Ecological Considerations in Conditioning Experiments with Pigeons**

Chair: Rachelle Yankelevitz (University of Florida)

Discussant: William D. Timberlake (Indiana University)

**Making Sense of Pigeon Sensory Systems.** RACHELLE L. YANKELEVITZ (University of Florida)

**You Can Lead a Pigeon to Water AND Make Him Drink: Some Biological and Methodological Considerations in Using Water Reinforcers with Pigeons.** ANTHONY L. DEFULLIO and Timothy D. Hackenberg (University of Florida)

**Walk This Way: Recent Research on the Spontaneous Activity of Pigeons.** JONATHAN PINKSTON (University of Kansas) and Marc N. Branch (University of Florida)

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**# 202 Symposium**

3:00 PM - 4:20 PM

Regency VI

DDA; Applied Behavior Analysis

**Fulfilling the Mandate of Access to the General Education Curriculum for Students with Significant Disabilities**

Chair and Discussant: Fred Spooner (University of North Carolina-Charlotte)

**Teaching Algebra to High School Students with Moderate Disabilities.** BREE JIMENEZ and Fred Spooner (University of North Carolina-Charlotte)

**Variables Influencing the Sustainability of Peer Support Programs.** NITASHA CLARK and Craig H. Kennedy (Vanderbilt University)

**Impact of Universally Designed High School Health Classes on Student Engagement and Participation.** STACY DYMOND and Adelle Renzaglia (University of Illinois Champaign)

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**# 203 Symposium**

3:00 PM - 4:20 PM

Greenbriar

CBM; Applied Behavior Analysis

**Further Advances in the Assessment and Treatment of Feeding Problems**

Chair: Gregory Reed (Howard University)

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

**Using Exit Criterion for Repeated Taste Exposures in the Treatment of Food Selectivity.** KEITH E. WILLIAMS, Bridget Gibbons, Katherine Riegel, and Candace Paul (Pennsylvania State Hershey Medical Center and Pennsylvania State College of Medicine)

**The Use of Demand Fading by Varying Bite Placements to Reduce Food Refusal in a Young Girl.** DANIELLE N. DOLEZAL, Linda Cooper-Brown, David P. Wacker, and Brenda J. Engebretson (The University of Iowa)

**The Use of Descriptive Analysis to Identify and Manipulate Schedules of Reinforcement in the Treatment of Food Refusal.** CHRISTOPHER J. PERRIN (Bancroft NeuroHealth), Sean D. Casey (The Pennsylvania State University), Stefanie Horvath (Bancroft NeuroHealth), and Cheryl Merical

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**# 204 International Symposium**

3:00 PM - 4:20 PM

International Ballroom North

DDA; Service Delivery

**ISEECI®: A Model for the Creation of Unique Systems in the Support of Behavioral Analytic Interventions**

Chair: Jorge González-Quijano (Neurodesarrollo y Comunicación)

**The Use of Technology to Establish Objectives of Intervention.** MARCO RAÚL CAMPUZANO-RODRIGUEZ (Neurodesarrollo y Comunicación), Gabriela de Guadalupe Téllez-Sánchez and Alma Georgina Hernández-Mendoza (Centro Educativo Neurocom), and Jorge Luis González-Quijano (Neurodesarrollo y Comunicación)

**The Use of Technology to Develop Analytic Behavior Interventions.** ALMA GEORGINA HERNÁNDEZ-MENDOZA and Gabriela de Guadalupe Téllez-Sánchez (Centro Educativo Neurocom) and Marco Raúl Campuzano-Rodríguez and Jorge Luis González-Quijano (Neurodesarrollo y Comunicación)

**The Use of Technology for the Creation and Evaluation of Individual Educational Plan (IEP).** GABRIELA DE GUADALUPE TÉLLEZ-SÁNCHEZ and Alma Georgina Hernández-Mendoza (Centro Educativo Neurocom) and Marco Raúl Campuzano-Rodríguez and Jorge Luis González-Quijano (Neurodesarrollo y Comunicación)

**The Use of Technology to Train and Evaluate Professionals in Behavior Analysis.** JORGE LUIS GONZÁLEZ-QUIJANO (Neurodesarrollo y Comunicación), Gabriela de Guadalupe Téllez-Sánchez and Alma Georgina Hernández-Mendoza (Centro Educativo Neurocom), and Marco Raúl Campuzano-Rodríguez (Neurodesarrollo y Comunicación)

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#### **# 205 Panel Discussion**

3:00 PM - 3:50 PM

Roswell

TPC/EDC; Theory

BACB CE Offered. CE Instructor: Carie English, Ph.D., BCBA

#### **School-Wide Positive Behavior Support as an Application of Behavior Analysis**

Chair: Carie English (University of South Florida)

DONALD K. KINCAID (University of South Florida)

LAUREN LOVELL (School District of Lee County)

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#### **# 206 International Symposium**

3:00 PM - 4:20 PM

International Ballroom South

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Caio Miguel, Ph.D., BCBA

#### **Stimulus Control and Verbal Behavior**

Chair: Caio Miguel (New England Center for Children)

Discussant: Martha Hubner (Universidade de São Paulo, Brazil)

**Inclusion of Defined Responses in Equivalence Relations: A Systematic Replication of Manabe, et al. (1995).** PAULA RIBEIRO BRAGA-KENYON, Meca Andrade, and William H. Ahearn (New England Center for Children) and Murray Sidman

**Teaching Auditory-Visual Matching-To-Sample: A Comparison Between Prompt Delay and No Delay for Point Prompt Procedures.** MECA ANDRADE, Paula Ribeiro Braga-Kenyon, Nicole Groskreutz, Caio Miguel, Shannon Trimmer, and Erin C. McDermott (New England Center for Children)

**The Effect of Teaching the Response in the Emergence of Novel Intraverbals.** LUIS A. PEREZ-GONZALEZ and Carlota Belloso-Díaz (University of Oviedo, Spain) and Gladys Williams (Applied Behavioral Consultant Services, New York)

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#### **# 206a International Paper Session**

3:00 PM - 3:50 PM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

#### **Developmental Disabilities: Simultaneous Prompting**

Chair: Elif Tekin-Iftar (Anadolu University)

**Effectiveness of Simultaneous Prompting in Small Group: The Opportunity of Acquiring Non-Target Skills through Observational Learning and Instructive Feedback.** Oguz Gursel, Elif Tekin-Iftar, and FUNDA BOZKURT (Anadolu University, Turkey)

**Parent-Delivered Community-Based Instruction with Simultaneous Prompting on Teaching Chained Skills to Children with Developmental Disabilities.** ELIF TEKIN-IFTAR (Anadolu University, Turkey)

**The Effectiveness of Simultaneous Prompting in Teaching Car Washing to Children with Mental Retardation with Error Corrections.** (Applied Behavior Analysis) AYTEN UYSAL and Mehmet Topsakal (Anadolu University, Turkey)

**# 207 Special Event**

3:30 PM - 4:20 PM

Centennial Ballroom I

DEV; Theory

BACB CE Offered. CE Instructor: Edward K. Morris, Ph.D., BCBA

**2006 ABA Tutorial: Behavior Analysis: History and Historiography**

Chair: Alexandra Rutherford (York University)

EDWARD K. MORRIS (University of Kansas)



**Dr. Edward K. Morris** received a B.S. in psychology from Denison University and a Ph.D. in psychology from the University of Illinois, with Sidney Bijou and William Redd as his mentors. His sole academic position has been in the Department of Human Development and Family Life (HDFL) at the University of Kansas. Although he has published studies of empirical research, a latent interest in conceptual issues led him to the history of behavior analysis. He has edited books on its seminal figures (e.g., Watson, Skinner), written on the field's history (e.g., behavior analysis in the 1950s), and analyzed the meaning of relevant terms (e.g., radical behaviorism). Lately, he has been pursuing the integration of like-minded perspectives in the behavioral, social, and cognitive sciences (e.g., theories of direct action), which have histories,

too. Dr. Morris has been president of ABA and APA Division 25, and Kansas ABA. He has served as editor of *The Behavior Analyst* and the *Division 25 Recorder*. He is a Fellow of APA, a Founding Fellow of APS, and a BCBA. As the Department's chairperson, he has overseen its recent evolution – red in tooth and claw – from HDFL to the Department of Applied Behavioral Science.

**Abstract:** Notwithstanding B. F. Skinner's comment that "Historical research can take the place of scientific inquiry and give one time out for an honorable snooze, while pretending to carry on," historical research in behavior analysis directly engages the field's basic and applied science, as well as its science education. Just as behavior analysis is forward-looking, so too is historical research. With this as background, this tutorial describes the foreground – the field's history and historiography. That is, it (a) relates the evolution of behavior analysis as a science, discipline, and profession and (b) delves into methodological considerations relevant to conducting historical research and the interpretation of its findings. The main topics addressed are the value history inquiry (e.g., predicting current function), the historical subject matter (e.g., events, individuals, institutions), approaches to historical analysis (e.g., qualitative, quantitative), and the methodological considerations (e.g., zeitgeist vs. great person history). Throughout the tutorial, Dr. Morris interweaves a history of behavior analysis that is informed by these values, areas, and methods, as well as by other considerations (e.g., origin myths; viz. the cognitive revolution). He also presents historical puzzles and problems that vary widely enough to suit the interests and abilities of junior colleagues and senior scholars alike, as they seek to advance behavior analysis as a cultural practice. Finally, Dr. Morris describes a variety of resources that can promote effective historical inquiry and closes with some comments on what it is like to be an historian of behavior analysis.

Sunday, May 28

## # 208 Special Event

3:30 PM - 4:20 PM

Centennial Ballroom II

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gail G. McGee, Ph.D.

### **2006 ABA Tutorial: Incidental Teaching and Students with Autism: How to Do It and How to Appreciate the Research**

Chair: Jack Scott (Florida Atlantic University)

GAIL G. MCGEE (Emory University School of Medicine) and Jack Scott (Florida Atlantic University)

**Abstract:** Incidental teaching is a behavior analytic technique that can be especially useful for teaching new behaviors. Incidental teaching calls for arranging the environment so that highly reinforcing materials or activities are available to the child. But the key to incidental teaching is that the child is obligated to interact with the teacher or other adults in the environment in order to gain access to the materials or some aspect of the activity. Typically arrays of incidental teaching opportunities are arranged. In this way, naturally reinforcing interaction with teachers is optimized, as are opportunities for reinforcement. Incidental teaching has a long history of use with children with autism and it continues to be an efficient and effective teaching technique. In this invited tutorial Dr McGee will feature a review of the literature on the use of incidental teaching and offer a series of recommendations for incorporating incidental teaching in any intervention program for children with autism.

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## # 210 Paper Session

3:30 PM - 4:50 PM

University

EDC; Applied Behavior Analysis

### **Analyzing and Treating Undesirable Behavior**

Chair: Benjamin W. Smith (University of Texas at Austin)

**Use of Time-Based Schedules of Reinforcement to Reduce Disruptive Behaviors of Students with Emotional/Behavioral Disorders in a Classroom Setting.** Karina Rasmussen (University Neuropsychiatric Institute) and ROBERT E. O'NEILL (University of Utah)

**Evaluation of the Effectiveness of Non-Exclusionary Time-Out Behavior Reduction Procedure with Children with Autism.** AMY M. BOSSICK, Erin Cahill, and Travis Haycock (Cleveland Clinic Center for Autism)

**Using Sequential Analyses as a Functional Assessment Process in Applied Contexts.** BENJAMIN W. SMITH (University of Texas at Austin)

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## # 211 Symposium

3:30 PM - 4:50 PM

Courtland

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Cynthia Anderson, Ph.D.

### **Expanding Applications of Behavior Analysis in Schools**

Chair: John A. Northrup (University of Iowa)

**An Analysis of Imperative Statements and Preference for Control with Elementary School Children.** JASON M. STRICKER, John A. Northrup, Terry Falcomata, Kelly M. Vinkquist, and Brenda J. Engebretson (University of Iowa)

**Classroom Based Functional Analysis: A Model for Assessing Challenging Behaviors within the Classroom Environment.** MARK J. PALMIERI (Rutgers University), Karen Louise Lenard (Temple University), and Kate E Fiske, Aurelie Welterlin, Diane Antinoro, David J. Fischer, Robert LaRue, and Sandra L. Harris (Rutgers University)

**Check-in Check-out: Evaluation of a Targeted Group Intervention in Elementary Schools.** AMY KAUFMAN, Sarah Fairbanks, Anne Todd, and David Guardino (University of Oregon)

**An Analysis of the Effectiveness of the Behavior Education Program.** Leanne Hawken and KATHERINE S. MACLEOD (University of Utah)

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**# 212 Paper Session**

3:30 PM - 4:50 PM

Inman

EDC; Service Delivery

**Teacher Education to Promote Effective Practices**

Chair: Dan Hursh (West Virginia University)

**Helping Teachers Develop Evidence-Based Practices.** DAN HURSH, Reagan Curtis, and Terence Ahern (West Virginia University)

**Teaching Teachers to Internalize Sensitive Measures of Student Accuracy.** STEVEN J. WARD and Teresa A. Grimes (Whole Child Consulting)

**More than Looking the Part.** RODNEY A. CAVANAUGH (State University of New York Plattsburgh)

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**# 213 Symposium**

3:30 PM - 4:50 PM

Lenox

CSE; Applied Behavior Analysis

**Terrorism: How Can Behavior Analysts Help?**

Chair: Roger McIntire (University of Maryland)

**Suicide Bombers and Their Mentors.** DONALD K. PUMROY (University of Maryland)

**Terrorism: Emotion and How Behavior Analysis Can Help.** JUDY G. BLUMENTHAL (Associates for Behavior Change)

**Patriotism and the Behavior Analysis of Terrorism.** LEOPOLD O. WALDER (Behavior Service Consultants, Inc.)

**Homeland Security, Behavioral Profiling, and the Media Viewpoint.** ROGER W. MCINTIRE (University of Maryland)

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**# 214 Paper Session**

4:00 PM - 4:50 PM

Regency V

AUT

**Analyses of Reinforcement and Intervention with Individuals with Autism**

Chair: Teresa A. Grimes (Whole Child Consulting)

**Task as Reinforcer, for Reducing Task Avoidant Behavior.** (Service Delivery) Steven J. Ward and TERESA A. GRIMES (Whole Child Consulting)

**Social Interactions for Children with Autism Spectrum Disorders Reinforcing?** (Applied Behavior Analysis) YASEMIN TURAN (San Diego State University) and James W. Haile (University of Illinois)

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### **# 215 Panel Discussion**

4:00 PM - 5:20 PM

Baker

CBM/CSE; Applied Behavior Analysis

### **Behavioral Treatment Special Cigarette Smokers Populations: Some Theoretical and Procedure Considerations**

Chair: Sherman Yen (Asian American Anti-Smoking Foundation)

DAVID W. WESCH (Behavioral Ecology Consulting)

ROBERT M. STEIN (Lancaster, PA)

ALLISON Y. LORD (Tobacco Outreach Technology, Inc.)

SHERMAN YEN (Asian American Anti-Smoking Foundation)

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### **# 216 Symposium**

4:00 PM - 5:20 PM

Auburn

EDC; Service Delivery

### **Empirical Measures of Pre-Service and In-Service Teacher Performance**

Chair: Lloyd Peterson (Idaho State University)

#### **Empirical Measures of Pre-Service Teachers: Measures of Standards-Based Outcomes.**

LLOYD PETERSON, Stephanie Peterson, and Gail Coulter (Idaho State University)

**Using Teacher Work Samples to Assess Pre-Service Teachers' Instructional Practice and Their Effects on Student Learning.** LARRY MAHEADY, Gregory F. Harper, and Michael Jabot (State University of New York Fredonia)

**The Development of Special Education Teachers' Pedagogical Skills: Student Teaching through the Second Teaching Year.** BENJAMIN LIGNUGARIS/KRAFT (Utah State University), Don Stenhoff (University of Kentucky), and Bryan Davey (The May Institute)

**Assessing Student Performance as an Indicator of Effective Instruction.** SHEILA R. ALBER-MORGAN, Moira Konrad, Theresa Hessler, and James Cowardin (The Ohio State University)

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### **# 217 Panel Discussion**

4:00 PM - 5:20 PM

Cairo

OBM/TPC; Theory

### **How Can Applied Behavior Analysts Develop and Experimentally Analyze Programs That Survive Post-Research?**

Chair: Thomas Welsh (Florida State University)

SIGRID S. GLENN (University of North Texas)

BILL L. HOPKINS (Emeritus, Auburn University)

RICHARD W. MALOTT (Western Michigan University)

L. KEITH MILLER (University of Kansas)

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### **# 218 Panel Discussion**

4:00 PM - 5:20 PM

Kennesaw

CBM; Applied Behavior Analysis

### **Impoverished Environments and the Development of "Self:" Implications for Clinical Interventions**

Chair: Leslie Rogers (University of Mississippi)

KELLY G. WILSON (University of Mississippi)

PATRICIA BACH (Illinois Institute of Technology)

CATHERINE H. ADAMS (University of Mississippi)

AMY MURRELL (University of North Texas)

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**# 219 Paper Session**

4:00 PM - 4:50 PM

Centennial Ballroom III

AUT; Applied Behavior Analysis

**Intervention to Develop Skills of Daily Living for Individuals with Autism**

Chair: Kari Jibotian (Devereux Foundation - Kanner Foundation)

**Implementation of a Toothbrushing Training Program for Children with Autism in a Residential Setting.** KARI JIBOTIAN (Devereux Foundation - Kanner Center)

**Increasing Duration, Proximity to, and Acceptance of New Foods with a Child with Autism.** JESSICA L. JOHANSEN, Shahla S. Ala'i-Rosales, and Jesus Rosales-Ruiz (University of North Texas)

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**# 220 International Paper Session**

4:00 PM - 5:20 PM

Regency VII

AUT

**Outcome Data from Established Autism Intervention Programs**

Chair: Jay Birnbrauer (Murdoch University)

**The Murdoch Early Intervention Program at 10 Years.** (Service Delivery) JAY S. BIRNBRAUER and David J. Leach (Murdoch University)

**Prediction of Outcome of Early Behavioral Treatment for Children with Autism: A Meta-Analysis.** (Applied Behavior Analysis) SIGMUND ELDEVIK (Center for Early Intervention, Oslo, Norway), Scott C. Cross (Florida State University/Lovaas Institute), and Erik Jahr (Akershus University Hospital, Norway)

**Outcome in a Large-Scale Community-Based Intensive Behavioral Intervention for Preschool Children with Autism.** (Service Delivery) NANCY FREEMAN (Surrey Place Centre), Adrienne M. Perry (York University), and Elizabeth Scott (Surrey Place Centre)

**ABA Services for Autism: Affordable, Effective, and Accessible to Any Community.** MARK A. ADAMS (San Diego State University)

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**# 221 Panel Discussion**

4:00 PM - 4:50 PM

Chicago A-F

AUT/OBM; Service Delivery

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

**Quality Assurance within Autism Service Programs**

Chair: Joanne Gerenser (Eden II Programs)

SHIRLEY DUNN (Eden II Programs)

EILEEN HOPKINS (Eden II Programs)

RANDY I. HOROWITZ (Eden II Programs)

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**# 222 Symposium**

4:00 PM - 5:20 PM

Vancouver

OBM; Applied Behavior Analysis

**Raising the Bar, an OBM Approach to Customer Service**

Chair and Discussant: Heather M. McGee (Western Michigan University)

**The Effects of Graphic Feedback, Goal Setting, and Positive Reinforcement on Customer Service Behaviors.** SHANNON LOEWY (Western Michigan University) and Jon Bailey (Florida State University)

**The Use of a Package Intervention to Improve the Customer Service Behaviors of a Medical**

**Clinic Staff.** KRYSZYNA ORIZONDO-KOROTKO (Western Michigan University) and Jon Bailey (Florida State University)

**Reducing Wait Times in a Hospital Pharmacy to Promote Customer Service.** JULIE M. SLOWIAK and Bradley E. Huitema (Western Michigan University)

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**# 223 Symposium**

4:00 PM - 5:20 PM

The Learning Center

VRB; Service Delivery

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

**Skinner's Analysis of Verbal Behavior: Applications for Multiple Operants, Environments, and Populations**

Chair: David Sidener (Lafayette College)

**Evidence for Stimulus Control of Word Usage in Semi-Structured Interviews.** DAVID SIDENER (Lafayette College)

**A Case Study Comparison of Discrete Trial Training and Skinner's Analysis of Verbal Behavior.** WILLIAM A. FLOOD (May South, Inc.)

**Expanding the Tact Repertoire of Preschool Students with Developmental Disabilities by Embedding Direct Instruction into Everyday Classroom Activities.** MAE R. BARKER (Florida State University)

**Effects of Single versus Multiple Verbal Operant Arrangements on the Acquisition of Mand and Tacts in Preschool Children.** AMANDA M. FIRTH, Tina Sidener, and James E. Carr (Western Michigan University)

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**# 223a Symposium**

4:00 PM - 5:20 PM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Thomas L. Zane, Ph.D., BCBA

**Extensions of Functional Behavior Analysis Strategies at a Residential Treatment Facility**

Chair: Thomas L. Zane (Evergreen Center)

Discussant: Jennifer R. Zarcone (University of Rochester Medical Center)

**The Use of Precursors of Dangerous Behaviors to Determine Operant Function.** ALICE I. SYMMES and Thomas L. Zane (Evergreen Center)

**Extending Functional Analysis Procedures to the Assessment of Transient Tic Disorders.** TARA-LYNN BURBEE, Lawrence Lockwood, and Thomas L. Zane (Evergreen Center)

**The Consistency of Functional Analysis Results across Different Stimulus Conditions.** LAWRENCE LOCKWOOD, Tara-Lynn Burbee, and Thomas L. Zane (Evergreen Center)

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**# 224 International Paper Session**

4:30 PM - 5:20 PM

Montreal

EAB

**Animal Behavior II**

Chair: Matthew Parker (University of Southampton)

**Aggressive Behaviour in Dogs, the Role of Learning.** (Applied Behavior Analysis) ED REDHEAD and Anne McBride (University of Southampton) and Lewis A. Bizo (Southern Cross University)

**Application and Analysis of Concurrent Chain Schedules in Large Mammals: Initial Findings and Future Directions.** (Experimental Analysis) MATTHEW PARKER, Ed Redhead, and Deborah Goodwin (University of Southampton)

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## # 225 International Paper Session

4:30 PM - 5:20 PM

Regency VI

DDA

### Developmental Disabilities: Social Contingencies

Chair: Siri Ming (Redwood Coast Regional Center)

**Regional Resource Development: Importing and Growing Our Own.** (Service Delivery) SIRI MING (Redwood Coast Regional Center)

**Observational Learning: A Contingency Analysis.** (Experimental Analysis) A. CELSO GOYOS and Ana Carolina Sella (Federal University of São Carlos)

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## # 226 Invited Event

4:30 PM - 5:20 PM

Centennial Ballroom I

OTH; Experimental Analysis

### EAHB-SIG Distinguished Career Award: Joseph V. Brady, Ph.D.

Chair: Eric Jacobs (Southern Illinois University, Carbondale)

JOSEPH V. BRADY (John Hopkins University, School of Medicine)



**Dr. Joseph V. Brady** is Professor of Behavioral Biology and Professor of Neuroscience at the Johns Hopkins University School of Medicine where he has served on the faculty for the past 40 years as Founder and Director of the Behavioral Biology Research Center. He is also the Founder, President, and Chairman of the Board of Trustees of the Institutes for Behavior Resources in Baltimore, Md. Dr. Brady received his Ph.D. from the University of Chicago in 1951 and directed research programs in the experimental analysis of behavior and behavioral pharmacology at the Walter Reed Institute for Research in Washington, D.C. and the University of Maryland in College Park until his move to Johns Hopkins. He served as the first President

of APA Division 25, President of the Society of Behavioral Medicine, the Behavioral Pharmacology Society, and the College of Problems on Drug Dependence (CPDD). He was the Associate Chairman of the National Commission on the Protection of Human Subjects of Biomedical and Behavioral Research and a member of the Space Medicine Committee, National Academy of Sciences. He received both Basic and Applied Research Awards from the APA, the Cambridge Center Award for Distinguished Contributions to the Scientific Study of Behavior, and the Space Biomedical Research Award from National Space Biomedical Research Institute in 2005.

**Abstract:** The experimental analysis of human behavior presents a range of methodological and substantive problems focusing upon research settings that usually require trade-offs between ecological richness and precision of environmental control. An approach to the study of more complete repertoires of behavior and the methodological rationale for combining the conceptual framework of experimental analysis with the naturalistic goals of ethological observation can be seen to have originated with the first JEAB monograph by J.D. Findley in 1962. The procedural approach involved primates in preparation for spaceflight experiments living continuously in research chambers and obtaining all their sustenance as components of a scheduled program. Extensions to human studies followed the animal pretest flights of NASA's Project Mercury and the commitment to a human presence in extraterrestrial environments. Over the past several decades, a range of investigative initiatives including the experimental analysis of motivational processes, work productivity, and drug-behavior interactions, among others have used the continuously programmed environment approach as a point of departure. Studies of confined microsocieties in preparation for long-duration exploration spaceflight missions beyond Earth orbit present new challenges and opportunities for the experimental analysis of human behavior.

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## # 228 International Paper Session

4:30 PM - 5:20 PM

Hong Kong

EAB; Experimental Analysis

### Observing Responses

Chair: Gerson Tomanari (University of São Paulo)

**Observing Responses: The Reinforcing Properties of the "S-" Determined by its Temporal Relation with the Reinforcement Component.** ROGELIO ESCOBAR and Carlos A. Bruner (National University of Mexico)

**Discriminative Stimulus of Extinction Produced by Pigeon's Observing Responses.** GERSON A. Y. TOMANARI (University of São Paulo)

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## # 229 Invited Event

4:30 PM - 5:20 PM

Centennial Ballroom II

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Brian Iwata, Ph.D., BCBA

### On Extinction

Chair: Gary Pace (The May Institute)

BRIAN A. IWATA (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 *Journal of Applied Behavior Analysis* (JABA) and past president of ABA, APA Division 33, FABAA, 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 Public Service in Behavior Analysis 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:** Extinction is the most direct method for reducing the frequency of behavior. Nevertheless, the procedure is prone to misapplication, may produce undesirable effects, and can be difficult to implement. This presentation will consider some limitations associated with the use of extinction and will suggest alternative strategies.

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## # 230 Paper Session

4:30 PM - 5:20 PM

Manila

EAB

### Philosophical Issues I

Chair: Charles E. Blair (University of Texas Medical Branch)

**A Comparison of Neorealism and Behavior Analysis.** (Experimental Analysis) BRIAN J. COWLEY (Park University)

**Integrating Orem's Nursing Theory and Skinner's Behavioral Theory: Effect on Nursing Home Resident's ADLs. (Theory)** CHARLES E. BLAIR (University of Texas Health Center at Tyler)

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**# 231 Panel Discussion**

4:30 PM - 5:20 PM

Spring

OTH; Service Delivery

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

Chair: Judah Axe (The Ohio State University)

MICHAEL PERONE (West Virginia University)

PETER GIROLAMI (Kennedy Krieger Institute)

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**# 232 Paper Session**

4:30 PM - 5:20 PM

International Ballroom South

EAB; Experimental Analysis

**Stimulus Equivalence I**

Chair: Marta Leon (West Virginia University)

**The Study of Learning History Variables.** FRANCIS MECHNER and Laurilyn Dianne Jones (The Mechner Foundation)

**Stimulus Class Strength and Effects of Reversing the Baseline Conditional Discriminations.** MARTA LEON and Philip N. Chase (West Virginia University)

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**# 232a Panel Discussion**

4:30 PM - 5:20 PM

International Ballroom North

DEV/TPC; Theory

BACB CE Offered. CE Instructor: Edward K. Morris, Ph.D., BCBA

**History and Historiography of Behavior Analysis: A Panel Discussion of Morris's Invited Tutorial**

Chair: Alexandra Rutherford (York University)

JAY MOORE (University of Wisconsin, Milwaukee)

JOHN C. MALONE (University of Tennessee)

EDWARD K. MORRIS (University of Kansas)

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**# 233 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

AUT

**1. An Examination of the Variables Contributing to the Treatment of Eye Stereotypy.** (Applied Behavior Analysis) ARTHUR E. WILKE (Center for Autism and Related Disorders), Rachel S. F. Tarbox (University of Nevada, Reno), Adel C. Najdowski (Center for Autism and Related Disorders, Inc.), and Ginger Wilson and Patrick M. Ghezzi (University of Nevada, Reno)

**2. Effects of DRL and DRO Schedules of Reinforcement on the Frequency and Amount of Interfering Behaviors.** (DDA; Applied Behavior Analysis) JENNIFER RODZINAK and Rodney D. Clark (Allegheny College)

**3. Differential Reinforcement With Response Marking to Decrease Attentioned Maintained Behaviors.** (DDA; Applied Behavior Analysis) RICK SHAW (Behavior Issues)

**4. A Comparison of Three Intervention Strategies to Decrease Hand Stereotypy.** (DDA; Applied Behavior Analysis) HEATHER FULLER, Allison Stubits, Sara McCollum, and Meredith L. Cochran (May Institute)

- 5. Using Matched and Non-Matched Sensory Stimuli to Decrease Self-Stimulatory Behavior.** (Applied Behavior Analysis) JESSICA L. CHERNE, Kimberly A. Schulze, and Eric Rudrud (St. Cloud State University)
- 6. Replication of a Procedure Utilizing Contingent Effort as a De-Escalation Procedure.** (CBM; Applied Behavior Analysis) Linda Heitzman-Powell and KAZUNARI HASHIMOTO (Integrated Behavior Technologies) and Rachel White (University of Kansas)
- 7. Decreasing Elopement through Increasing Response Effort and an S-Delta.** (DDA; Applied Behavior Analysis) SCOTT W. HARRINGTON, Jill M. White, Jennifer MacDonald, and Donald A. Wachelka (Quality Behavioral Outcomes)
- 8. Effectiveness of a Visual Cue in Decreasing Aggression during Mealtimes.** (DDA; Applied Behavior Analysis) JILL M. WHITE, Jennifer MacDonald, Donald A. Wachelka, and Scott W. Harrington (Quality Behavioral Outcomes)
- 9. Reduction of Self-Injurious Behaviors in an Adolescent with Autism Using Positive Behavior Support and ABA.** (EDC; Service Delivery) JANET A. BUTZ (CARE, LLC) and Chris Holcomb (Odyssey Charter School)
- 10. Decreasing Attention-Maintained Aggression with a DRO Schedule.** (DDA; Applied Behavior Analysis) SCOTT W. HARRINGTON, Donald A. Wachelka, and Ralph N. Pampino, Jr. (Quality Behavioral Outcomes) and Marco Sidella
- 11. Decreasing Inappropriate Vocalizations by Increasing Alternative Behaviors.** (Applied Behavior Analysis) MICHELLE KARREN (St. Cloud State University) and Sharon E. Baxter (ABLE Clinic)
- 12. Splint Use: Decreasing Hand-Clapping in a Child with Rett's Disorder.** (DDA; Applied Behavior Analysis) SUSAN WILCZYNSKI and Howard Needelman (Munroe-Meyer Institute/University of Nebraska Medical Center), Laura Patterson and Joshua Needelman (University of Southern Mississippi), and Kathryn Menousek (Munroe-Meyer Institute/University of Nebraska Medical Center)
- 13. The Use of a Premack Principle Procedure to Increase Food Consumption in Three Participants with Autistic Spectrum Disorders.** (EDC; Applied Behavior Analysis) CAROLANNNE MART, Jackie Charnock, and Emma L. Hawkins (The Jigsaw CABAS School)
- 14. Increasing Adaptive Skills and Decreasing Challenging Behaviors with a 14-Year-Old Student with Autism.** (CSE; Applied Behavior Analysis) KIMBERLY MAYER (Melmark New England)
- 15. Assessment of Aggression across School and Home Environments Using Caregivers as Therapists.** (DDA; Applied Behavior Analysis) DEBORAH L. BORDEN-KARASACK, Gregory Breznican, and Julia T. O'Connor (Kennedy Krieger Institute)
- 16. Implementation of Activity Schedules to Increase On-Task Behavior during Recess.** (Applied Behavior Analysis) DIANA ZITELLI, Lori E. Bechner, and Gina Rosa-Tahmoosh (EPIC)
- 17. Reducing Severe Self Injury in a School Setting.** (Applied Behavior Analysis) Bridget A. Taylor, BARBARA POTTER, Hannah E. Hoch, Kristin Calman, and Nina Cohen (Alpine Learning Group)
- 18. Reducing High Rate Disruptive Behavior in a Two-Year-Old with Autism: Using a Differential Reinforcement of Other Behavior Procedure.** (DDA; Applied Behavior Analysis) ANGIE QUERIM (Northeastern University)
- 19. Increasing the Latency to Consume Meals in Teenagers with Autism.** (Applied Behavior Analysis) MELISSA ANGLESEA (Alpine Learning Group), Hannah E. Hoch (The Graduate Center, City University of New York), and Bridget A. Taylor and Lauren Delgado (Alpine Learning Group)
- 20. An Evaluation of the Effects of Wearing a Diaper during Toilet Training for a Young Child with Autism.** (Applied Behavior Analysis) MELODY NABIZADEH, Rachel S. F. Tarbox, Jay Summers, and Doreen Granpeesheh (Center for Autism and Related Disorders)

- 21. Eliminating Transition Related Tantrums by Manipulating Establishing Operations (CSE; Applied Behavior Analysis).** JULIE WALSH and Robert K. Ross (BEACON Services) and Harry A. Mackay (Northeastern University, Shriver Center)
- 22. Training and Implementation of Extinction Protocol for Aggression in a Child with Autism.** (Applied Behavior Analysis) R. JADE FRAISER, Bradley S. Bezilla, Tiffany Allen, and John Mortensen (May South)
- 23. Behavioral Persistence of Children with and without Autism Responding on Progressive-Ratio Schedules.** (EAB; Experimental Analysis) Lisa M. Toole, KEITH J. MacWHORTER, Gregory A. Lieving, Heather K. Jennett, Eric W. Boelter, and Louis P. Hagopian (Kennedy Krieger Institute)
- 24. Contingent Effort to Reduce Aggressive Behavior of Two Children with Autism.** (DDA; Applied Behavior Analysis) CATHERINE MARTINEZ, Nicole M. Carlisle, and Ivy M. Chong (Beaumont Hospitals)
- 25. Helping Parents Keep Their Child with Autism Engaged.** (Applied Behavior Analysis) TAWNYA Y. CRIDER and Colin Peeler (Behavior Solutions, Inc.)
- 26. The Effectiveness of Two Pairing Procedures for Conditioning Music as a Reinforcer for Reducing Stereotypy.** (EDC; Applied Behavior Analysis) R. Douglas Greer (Columbia University Graduate School and Teachers College), Dolleen-Day Keohane (Teachers College, Columbia University & CABAS), and Claire S. Cahill and DARCY M. WALSH (Teachers College, Columbia University)
- 27. Rapid Toilet Training for a Five-Year-Old Autistic Male.** (VRB; Applied Behavior Analysis) Denise O'Sullivan (Teachers College, CABAS) and Jennifer Longano and LAUREN KATZ (Teachers College, Columbia University)
- 28. The Use of Self-Monitoring Bracelets to Decrease Stereotypy in Two Children with Autism.** (EDC; Applied Behavior Analysis) Dolleen-Day Keohane (Teachers College, Columbia University & CABAS) and Jennifer Longano and KRISTINA VERA YOUNG (Teachers College, Columbia University)
- 29. Further Evaluation of Problem Behavior Evoked by Noise.** (DDA; Applied Behavior Analysis) NICOLE M. TROSCLAIR (Louisiana State University), Dorothea C. Lerman (University of Houston, Clear Lake), and Henry S. Roane (Marcus Institute, Emory University School of Medicine)
- 30. The Treatment of Chronic Food Refusal in a Young Boy with PDD/NOS.** (DDA; Applied Behavior Analysis) KRISTIN PRIOR, John Demanche, and Frank L. Bird (Melmark New England)
- 31. Using Postural Relaxation with Students on the Autism Spectrum.** (DDA; Service Delivery) D. REED BECHTEL (Bechtel Behavioral Services) and Susan J. Heatter (Sue Heatter & Associates)
- 32. Application and Removal of Protective Equipment in the Assessment of Multiply-Controlled Finger Biting.** (DDA; Applied Behavior Analysis) NICOLE M. CARLISLE, Ivy M. Chong, and Nicole Romero (William Beaumont Hospital)
- 33. Effect of Performance Feedback on Instructor's Correct Implementation of Behavior Intervention Plans.** (EDC; Applied Behavior Analysis) ANNA M. YOUNG, Laura Harmon, Scott Nugent, and Lana Swartz (Faison School for Autism)
- 34. The Effect of Reduction of Problem Behavior on Skill Acquisition in a Young Child with Autism.** (Applied Behavior Analysis) JANE I. CARLSON (May Center for Child Development)
- 35. An Analysis of the Positive and Negative Consequence Components of a DRO Treatment Package to Reduce Challenging Behavior.** (Applied Behavior Analysis) JULIET M. QUINLAN, Marcia Ward, Jenny McMullen, and Sharon O'Sullivan (ABACAS Drogheda, Ireland)
- 36. Evaluating the Use of Positive and Negative Reinforcement for the Treatment of Escape-Maintained Problem Behavior.** (Applied Behavior Analysis) JEB JONES and Ashley C. Glover (Marcus Institute) and Henry S. Roane and April Kisamore (Marcus Institute, Emory University School of Medicine)



**37. Assessment and Treatment of Escape-Maintained Aggression: The Use of Self-Monitoring Techniques for Children with Autism.** (Applied Behavior Analysis) MELISSA ORTEGA, Kate E. Fiske and Alexandra Vlahogiannis (Rutgers University) and Robert Larue (Douglass Developmental Disabilities Center, Rutgers University)

**38. An Intervention for Stereotypic Toe-Walking in a Young Girl with Autism: Self-Monitoring and Differential Reinforcement of Incompatible Behavior.** (Applied Behavior Analysis) AMANDA J. BEVER and Britta L. Fiksdal (University of Wisconsin, Eau Claire), Karen Renee Norman (ABIS, LLC), and Kevin P. Klatt (University of Wisconsin, Eau Claire)

**39. Descriptive Analyses in a Classroom Setting: Assessment of High Intensity Self-Injurious Behavior.** (DDA; Applied Behavior Analysis) HANNAH HOCH (The Graduate Center, City University of New York) and Bridget A. Taylor, Barbara Potter, Kristen Calman, and Nina Cohen (Alpine Learning Group)

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**# 234 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

BPH

**40. Pre-Natal Methylmercury Exposed Offspring Rats on a High or Low Selenium Diet Respond Differently Under a Multiple Low or High Percentile 20:0.75 (DRH) 8:4 Schedule of Reinforcement.** (EAB; Experimental Analysis) JOHN C. HEATH, Josh Johnson, and M. Christopher Newland (Auburn University)

**41. Changes in Response Topography May Explain Changes in Reward Sensitivity during Exposure to DA D1, D2, and D3 Receptor Agonists.** (EAB; Experimental Analysis) VALERI A. FARMER-DOUGAN, Seshanand Chandrashekar, Michelle Toelle, Rachel Knight, David Martinez, and Clint Boyle (Illinois State University)

**42. Assessing Rats' Preferences under the Effect of Naltrexone and Haloperidol.** (EAB; Experimental Analysis) FRANCISCO JUSTINIANO VELASCO and Carlos F. Aparicio (University of Guadalajara)

**43. Effects of Nasal Carbonic Anhydrase Inhibition on CO2 Discrimination in Zucker Rats.** (EAB; Experimental Analysis) KATHERYN E. FERRIS, E. Lee Coates, and Rodney D. Clark (Allegheny College)

**44. Hyperactivity in Adult Rats: Effects of Paternal Ethanol Exposure.** (EAB; Experimental Analysis) AMBER WOOD and Rodney D. Clark (Allegheny College)

**45. Serial Seizures Impair Conditioning and Exploration in Developing Rats.** (EAB; Experimental Analysis) JILL KRAUSE and John C. Neill (Long Island University)

**46. Behavioral Neurogenomics of Aggression in Mice Lacking the Tailless Gene.** (Experimental Analysis) A. PABLO JUÁREZ, María G. Valdovinos Loder, María H. Couppis, Michael E. May, and Craig H. Kennedy (Vanderbilt University)

**47. Effects of NMDA on Water Consumption in Ethanol Pretreated Rats.** (EAB; Experimental Analysis) ASHLY O'DONNELL, Victoria Bushmire, and Rodney D. Clark (Allegheny College)

**48. Assessing the Ability of Kava Kava to Reduce the Effects of the Chronic Mild Stress (CMS) Procedure Using an Animal Model.** (EAB; Experimental Analysis) DANIEL J. HOFFMAN and Sherry L. Serdikoff (James Madison University)

**49. Sensitization to the Locomotor-Stimulating Effects of Heroin is Associated with Enhanced Motivation for Non-Drug Reward.** (Experimental Analysis) Jonathan Egan, Margaret Zellner, Edith Capone, and ROBERT RANALDI (Queens College, City University of New York)

**50. Pesticide Exposure is Associated with Behavioral Deficits for Pre-Adolescent but not Adolescent Brazilian Children.** (CSE; Experimental Analysis) LINCOLN S. GIMENES (University of Brasília), David A. Eckerman (University of North Carolina, Chapel Hill), Patrícia Regina L. Galvão (Universidade de Brasília), and Rosane Curi de Sousa (Instituto Oswaldo Cruz)

- 51. Resurgence as an Alternative Animal Model of Drug Relapse.** (EAB; Experimental Analysis) CHRISTOPHER A. PODLESNIK, Corina Jiménez-Gómez, and Timothy A. Shahan (Utah State University)
- 52. Persistence of Rats' Attending to Alcohol Stimuli Associated with Different Concentrations of Alcohol.** (EAB; Experimental Analysis) CORINA JIMÉNEZ-GÓMEZ and Timothy A. Shahan (Utah State University)
- 53. Effects of D-amphetamine on Pigeons in a Matching-to-Sample Flicker Frequency Discrimination Procedure.** (EAB; Experimental Analysis) KATHRYN A. SAULSGIVER, Erin A. McClure, Eric Beecher, and Clive D. L. Wynne (University of Florida)
- 54. Repeated Assessment of Delay Discounting by Pregnant Smokers for Hypothetical Outcomes.** JIN HO YOON, Stephen T. Higgins, and Sarah Heil (University of Vermont)
- 55. Autoshaped Lever Pressing in Rats: Effects of Caffeine.** (EAB; Experimental Analysis) TREVOR A. CLEMENTS and Debra J. Spear (South Dakota State University)
- 56. Effects of a Cannabinoid Agonist on the Reinforcing Efficacy of Self-Administered Ethanol in Rats.** (EAB; Experimental Analysis) ERICKA BAILEY and Amy Odum (Utah State University)
- 57. Dopamine Agonist and Antagonist in the Study of Choice.** (EAB; Experimental Analysis) JORGE ARTURO BALDERRAMA-TRAPAGA (Universidad Veracruzana) and Carlos F. Aparicio (University of Guadalajara)
- 58. Effort as a Determinate of Tolerance to Cocaine Independent of Reinforcement Delivery.** (Experimental Analysis) MATTHEW L. PORRITT and Alan D. Poling (Western Michigan University)
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- # 235 International Poster Session**  
 5:30 PM - 7:00 PM  
 Grand Hall  
 DDA
- 59. Effects of Social Stimuli on Laughing and Smiling in Young Children with Angelman Syndrome.** (Applied Behavior Analysis) David M. Richman, Eric Gernat, and HEATHER M. TEICHMAN (University of Maryland, Baltimore County)
- 60. Fading Proximity and Increasing Independent Sitting During Noncontingent Reinforcement.** (Applied Behavior Analysis) MANDY M. TRIGGS, SungWoo Kahng, Denise Kurek, and Brandon Johnson (Kennedy Krieger Institute)
- 61. A Comparison of Brief Functional Analysis Methodologies in an Outpatient Setting.** (Applied Behavior Analysis) KAREN RADER and Nathan Call (Louisiana State University)
- 62. An Evaluation of Enriched Environment on Automatically Maintained Disruptive Behavior.** (Applied Behavior Analysis) JENELL E. BERARD and Jennifer L. Tessing (Bancroft NeuroHealth)
- 63. The Relative Effects of High and Low Preference Stimuli on Task-Related Behavior of Youths with Disabilities.** (Applied Behavior Analysis) JILL A. LARSEN and Richard B. Graff (New England Center for Children)
- 64. The Generalization and Maintenance of Treatment Gains Produced by Non-Contingent Food for Pica.** (Applied Behavior Analysis) STEVEN E. TROUT and Jennifer L. Tessing (Bancroft NeuroHealth)
- 65. Treatment of Food-Seeking Behavior in an Adolescent Diagnosed with Autism and Obesity.** (Applied Behavior Analysis) RICHARD A. GOYSOVICH, David E. Kuhn, Dawn E. Lingle, and Yaniz C. Padilla (Kennedy Krieger Institute)
- 66. Can the ABLA Test Results Predict Compliance to Instructions in Children with Developmental Delay?** (Applied Behavior Analysis) RENE HIEBERT, Jennifer R. Thorsteinsson, and Garry L. Martin (University of Manitoba) and Dickie C. T. Yu (University of Manitoba & St. Amant)

- 67. Assessment and Treatment of Self-injurious Behavior Maintained by Negative Reinforcement: A Comparison of Escape and Avoidance.** (Applied Behavior Analysis) ANNA E. CHIRIGHIN and David E. Kuhn (Kennedy Krieger Institute)
- 68. Cognitive-Behavioral Treatment for Phobias in a Child with Severe Behavior Problems and Developmental Delay.** (CBM; Applied Behavior Analysis) LINDSAY S. HAUER (Kennedy Krieger Institute), Thompson Davis (Louisiana State University), and Patricia F. Kurtz, Andrew W. Gardner, and Nicole B. Carman (Kennedy Krieger Institute)
- 69. Enhancing the Lives of Individuals Living in Community-Based Group Homes: A Review of the Literature over the Past 10 Years.** (DEV; Service Delivery) NIALl JAMES TONER, Arie Sztulwark, and Frank R. Cicero (Eden II Programs)
- 70. Teaching Paraprofessionals to Promote Independent Transition in a Public School Classroom.** (EDC; Service Delivery) SELENA RAUENZAHN (San Diego State University)
- 71. Self-Monitored Token System Addressing Appropriate Classroom Behavior.** (EDC; Applied Behavior Analysis) Tonya N. Davis, KATHERINE WAMHOFF, Berenice de la Cruz, and Mark F. O'Reilly (University of Texas at Austin)
- 72. A Summary of Behavioral Histories of Young Children Exhibiting Self-Injurious Behavior.** (EAB; Applied Behavior Analysis) DENNIS R. DIXON, Patricia F. Kurtz, Michelle D. Chin, and John M. Huete (Kennedy Krieger Institute)
- 73. A Comparison of Functional Analysis and Mand Analysis Results.** (EAB; Applied Behavior Analysis) KELLY M. SCHIELTZ, Jay W. Harding, David P. Wacker, Wendy K. Berg, and John F. Lee (University of Iowa)
- 74. Increasing Vocabulary in Students with Developmental Disabilities: A Differential Outcome Procedure Used in Stimulus Equivalence Paradigm.** (AUT; Applied Behavior Analysis) HIROFUMI SHIMIZU, Tina Covington, and Christopher McDonough (Hawthorne Country Day School)
- 75. Generalization of Differential Reinforcement Schedule Thinning.** (AUT; Applied Behavior Analysis) APRIL KISAMORE (The Marcus Institute), Henry S. Roane (The Marcus Institute, Emory University School of Medicine), and Laura L. Grow, Robert (Ryan) Pabico, and Karen Meyers (The Marcus Institute)
- 76. Evaluation of Reinforcing Efficacy Using Progressive-Ratio Schedules.** (AUT; Applied Behavior Analysis) LINDSAY C. PETERS, Jason Bourret, and Jonathan Seaver (New England Center for Children)
- 77. Escape to or Escape From? An Initial Evaluation of a Modified Functional Analysis Methodology.** (AUT; Applied Behavior Analysis) STEPHEN T. NORTH and William A. Flood (May South, Inc.) and Donna J. North (Devereux Family Care)
- 78. Treatment of Elopement and its Effects on Adjunctive Behavior.** (AUT; Applied Behavior Analysis) MELISSA BROWN and M. Alice Shillingsburg (The Marcus Institute) and Henry S. Roane (The Marcus Institute, Emory University School of Medicine)

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#### **# 236 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

EAB

- 79. The Effect of Activity Anorexia on Sensitivity to Social Reinforcement in Rats.** (Experimental Analysis) AMY DRAYTON and James T. Todd (Eastern Michigan University)
- 80. The Emergence of Syntactic Relations in Children.** (EDC; Experimental Analysis) Maria Elizângela Sampaio, GRAUBEN ASSIS, Cristiane Franco Éllerres, and Marcelo Galvão Baptista (Para Federal University)

- 81. Pigeons, Self-Control, and the Iterated Prisoner's Dilemma: Control by Experimental or Historical Contingencies?** (Experimental Analysis) SHAWN R. CHARLTON and Edmund J. Fantino (University of California, San Diego)
- 82. Effects of Unconditioned and Conditioned Reinforcement Ratios on the Behavior of Dogs: 1 to 1 versus 1 to 2.** (Applied Behavior Analysis) KATHRYN KALAFUT, Michelle Lamancusa, and Jesus Rosales-Ruiz (University of North Texas)
- 83. The Effect of Familiar versus Unfamiliar Category Names on Training Stimulus Equivalence in Pre-School Children.** (VRB; Experimental Analysis) CHELSEA BRONEVITCH, Lisa C. Dreger, and Stephen W. Holborn (University of Manitoba, Department of Psychology)
- 84. Offensive Play Calling in Professional Football: An Application of the Generalized Matching Relation.** (TPC; Applied Behavior Analysis) DEREK D. REED (Syracuse University), Thomas S. Critchfield (Illinois State University), and Erin Ullett (Syracuse University)
- 85. Asymmetrical Changeover Requirement in Standard Independent and Forced Choice Situations.** (Experimental Analysis) ANGEL JIMENEZ and Carlos F. Aparicio (University of Guadalajara)
- 86. Progressive Ratio Schedules: The Effect of Contextual Signals on Rats' Performance.** (Experimental Analysis) PABLO COVARRUBIAS and Carlos F. Aparicio (University of Guadalajara)
- 87. Identifying Unwanted Stimulus Control in Experimental Stimuli (DDA; Experimental Analysis).** CAMMARIE JOHNSON and Sarah M. Chagnon (New England Center for Children)
- 88. Sucrose versus Standard Pellets: An Analysis of Elasticity under a Single Alternative Condition.** (BPH; Experimental Analysis) SHILO LYNNETTE SMITH, Alexa A. Wakley, and Erin B. Rasmussen (Idaho State University)
- 89. Speed of Eating as a Determinant of the Bulimic Desire to Vomit.** (Applied Behavior Analysis) NATHAN H. AZRIN (Nova University), Michael J. Kellen and Jeannie S. Brooks (Nova Southeastern University), and Benita L. Forman (Donna Klein)
- 90. Stimulus Control of Resistance to Change.** (Experimental Analysis) TAKEHARU IGAKI and Takayuki Sakagami (Keio University)
- 91. Using the Spontaneously Hypertensive Rat (SHR) as an Animal Model for Attention Deficit/Hyperactivity Disorder (AD/HD): Assessing Impulsivity with a Concurrent Chains Procedure.** (Experimental Analysis) M. BRAD KINCHELOE and Sherry L. Serdikoff (James Madison University)
- 92. An Experimental Simulation of Infant Caregiving.** (CSE; Experimental Analysis) JENNIFER L. BRUZEK, Rachel H. Thompson, and Nicole M. Cotnoir (University of Kansas)
- 93. The Effects of Various Instructions on the Tolerance of Delays to Reinforcement.** (VRB; Applied Behavior Analysis) ANURADHA DUTT, Terry Falcomata, John A. Northup, Jason M. Stricker, Kelly M. Vinquist, and Brenda J. Engebretson (University of Iowa)
- 94. Choice Behavior, Experience, and Forager's Efficiency.** (Experimental Analysis) JORGE ARTURO BALDERRAMA-TRAPAGA (Universidad Veracruzana) and Carlos F. Aparicio (University of Guadalajara)
- 96. The Role of Limited-Hold Contingencies during Training and Testing in the Development of Stimulus Equivalence.** (Experimental Analysis) JESSICA A. MADRIGAL and Manish Vaidya (University of North Texas)
- 97. Manipulation of Social Status Using Caffeine, Ephedrine and Caffeine-Ephedrine Combinations: Effects on Individual and Group Matching in an Optimal Foraging Paradigm.** (BPH; Experimental Analysis) VALERI A. FARMER-DOUGAN, Jennifer Freytag, Katrina Lakin, and Candace White (Illinois State University)

- 98. The Influence of Training Conditions on Emergent Performances.** (Experimental Analysis) KIMBERLY SMITH and Manish Vaidya (University of North Texas)
- 99. The Effects of Verbalizing a Rule of Performance on the Acquisition of Variable and Stereotyped Responses in Adults.** (VRB; Experimental Analysis) HECTOR MARTINEZ (Universidad de Guadalajara, Mexico), Juan Moises De la Serna Tuya (University of Seville, Spain), and Sofia Guri Hernandez Torres (Universidad de Guadalajara, Mexico)
- 100. Teaching Perspective-Taking Skills to Typically Developing Children through Derived Relational Responding.** (Applied Behavior Analysis) AMIE HEAGLE, Ruth Anne Rehfeldt, Maranda Trahan, and Joanna M Kooistra (Southern Illinois University)
- 101. Global and Local Effects of Additional Response-Contingent Stimuli in a Concurrent Schedule.** (Experimental Analysis) NATHALIE JEANNE BOUTROS, Michael C. Davison, and Douglas Elliffe (University of Auckland)
- 102. Food at a Distance: Separating Food Sources and Temporal Control during a Concurrent VI FT Schedule.** (Experimental Analysis) RAQUEL ALO and Kennon A. Lattal (West Virginia University)
- 103. Response Cost for Illusory Control is Sensitive to Price Alterations.** (Experimental Analysis) TAYLOR JOHNSON and Mark R. Dixon (Southern Illinois University)
- 104. Evaluation of Different Learning Materials on University Students.** (EDC; Experimental Analysis) IDANIA ZEPEDA, Julio Varela, Carlos Martinez Munquia, Maria Avalos, Sucel Moran, and Alejandro Corujo (Universidad de Guadalajara)
- 105. Investigation of Poker Preferences among College Students.** (Experimental Analysis) LAURA L. PORTERA (Southern Illinois University), Erica D. Pozzie (Bradley University), and Mark R. Dixon (Southern Illinois University)
- 106. The Behavioral Functions of Stimuli Signaling Transitions across Rich and Lean Schedules of Reinforcement.** (Experimental Analysis) JESSICA B. LONG and Michael Perone (West Virginia University)

#### # 237 International Poster Session

5:30 PM - 7:00 PM

Grand Hall

EDC

- 107. Peer Mediated Establishing Operations as a Tactic to Condition Books and Toys as Reinforcers.** (DDA; Applied Behavior Analysis) R. Douglas Greer (Columbia University Graduate School and Teachers College) and JENNIFER ELIA and Lily Bayard (Teachers College, Columbia University)
- 108. Evaluating Preference over the Course of a Day.** (DDA; Applied Behavior Analysis) Alicia N. MacAleese, Kenneth MacAleese, TIMOTHY C. FULLER, Erin J. Pitts, Mandy J. McClanahan, and Patrick M. Ghezzi (University of Nevada, Reno)
- 109. A Comparison of Reinforcer Assessment Methods for Adolescents with Challenging Behaviors.** (EAB; Service Delivery) MICHAEL A. LIND and John A. Northup (University of Iowa)
- 110. Identifying Reinforcers for Individuals with Profound Multiple Disabilities.** (DDA; Applied Behavior Analysis) MANDY J. KUBO (California State University, Stanislaus and The Pennsylvania State University) and Karen Sniezek (California State University, Stanislaus)
- 111. Reward Contingencies and Personal Freedom: Effects on Intrinsic Motivation and Performance.** (Experimental Analysis) SHANE L. LYNCH, Katherine M. Banko, Judy Cameron, and W. David Pierce (University of Alberta)
- 112. Learned Industriousness and Intrinsic Motivation: Effects of Rewards for Effort on Task Involvement.** (Experimental Analysis) AMBER L. GEAR, Rhonda L. Wizniak, Judy Cameron, and W. David Pierce (University of Alberta)

**113. Response Allocation under Naturally Occurring Concurrent Schedule Arrangements.**

(Applied Behavior Analysis) STACI L. SAYLORS (Utah State University) and John C. Borrero (University of the Pacific)

**114. Errorless Training Procedures Applied for the Acquisition of Academic Skills with Kids with Acquired Brain Injury.** (CBM; Service Delivery) ADRIANA LOAEZA-CASTRO, Gabriela de

Guadalupe Téllez-Sánchez, and Alma Georgina Hernández-Mendoza (Centro Educativo Neurocom) and Marco Raúl Campuzano-Rodríguez and Jorge Luis González-Quijano (Neurodesarrollo y Comunicación)

**115. Prompt Fading and Group Instruction: Transferring Stimulus Control from 1:1 Therapist to Lead Teacher.** (AUT; Applied Behavior Analysis) VICTORIA A. GALLANT, Jennifer L. Marshall, and

Erin Cote (Pathways Strategic Teaching Center)

**116. Teaching Children with Disabilities Rock-Paper-Scissors.** (DDA; Applied Behavior Analysis)

HEATHER J. HUBER, Scott W. Harrington, Donald A. Wachelka, and Ralph N. Pampino, Jr. (Quality Behavioral Outcomes) and Marla Silversmith and James L. Soldner (Neurorestorative Specialty Services at University of Texas Health Center at Tyler)

**117. Teaching Pedestrian Safety Skills to a Boy with Autistic Spectrum Disorder: Combined Effects of Response Cost and Positive Reinforcement.** (AUT; Applied Behavior Analysis) KOSUKE

TAKAHASHI and Fumiyuki Noro (University of Tsukuba, Japan)

**118. Teaching Young Children with Autism to Respond to a Communication Device when Lost.**

(AUT; Applied Behavior Analysis) LISA M. RESTO, Tanya Ciancio, and Kathleen Flanders (TheraCare)

**119. Asperger's Syndrome: Defining and Implementing Best Practices in Public School Settings.**

(AUT; Applied Behavior Analysis) COLLEEN ANN O'LEARY-ZONARICH and Sandra Pierce-Jordan (The May Institute)

**120. Using Multiple Exemplar Instruction to Test the Presence of Naming in Identifying Parts of**

**Speech.** (VRB; Applied Behavior Analysis) Dolleen-Day Keohane (Teachers College, Columbia University & CABAS) and KOREN PHILENE BRIGHAM (Columbia University)

**121. A Study on the Relationship between Cognitive Abilities and Language Learning Skills for the Cerebral Palsied.** (TBA; Experimental Analysis) SOON-GIL PARK (Nambu University, Korea) and

Hun-Sun Jun (Daegu University, Korea)

**122. Teaching Sign Language Using Stimulus Equivalence Procedures.** (DDA; Applied Behavior

Analysis) GLEN McCULLER, Chris Ninness, Robin Rumph, and Amy Nicole Collins (Stephen F. Austin State University)

**123. Simultaneously Teaching Two Languages to a Child with Austin.** (AUT; Service Delivery)

KELLY J. FERRIS, Kristin N. Schirmer, and Michael Fabrizio (Fabrizio/Moors Consulting)

**124. Teaching a Second Language to a Child with Autism across Multiple Learning Channels through the Use of Technology.** (AUT; Applied Behavior Analysis) AMY KING, Sara J. Pahl,

Michael Fabrizio, and Kristin Wilkinson (Fabrizio/Moors Consulting)

**125. The Effects of a Social Listener Reinforcement Game on the Vocal Verbal Behavior of One Middle School Student.** (DDA; Applied Behavior Analysis) R. Douglas Greer (Columbia University

Graduate School and Teachers College) and Tracy Reilly and LILY BAYARD (Columbia University Teachers College)

**126. Teaching Receptive Language to a Child with Autism: An Alternative to Traditional**

**Discrete Trial Teaching.** (AUT; Applied Behavior Analysis. ANGELA MOUZAKITIS (Developmental Disabilities Institute and YAI/New York League for Early Learning), Kimberly M. Tynan and Amy V. Doukas (Developmental Disabilities Institute), and Maria Corazon P. Mobo, Angela Keating, and Cindy M. Poscablo (YAI/New York League for Early Learning)

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**# 238 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

VRB

**127. Does ABLA Test Performance Predict Picture Name Recognition with Persons with Severe Developmental Disabilities?** (DDA; Experimental Analysis) AYNLEY K. VERBEKE and Garry L. Martin (University of Manitoba) and Dickie C. T. Yu and Toby L. Martin (University of Manitoba & St. Amant)

**128. Establishing a Mand Repertoire in a Child who is Deaf-Blind.** (DDA; Applied Behavior Analysis) KYLE BENNETT and Joanne Bennett (Bright Horizons School)

**129. PICA and Acquired Brain Injury: A Rule-Based Intervention.** (Applied Behavior Analysis) CHRIS M. SCHAUB (ReMed Recovery Care Centers) and John Malikowski (Devereux)

**130. Derived Relations and Cognitive Neuroscience: Semantic Priming and Event Related Potentials.** (EAB; Experimental Analysis) EOGHAN J. RYAN (Anglia Ruskin University, Cambridge), Simon Dymond (University of Wales, Swansea), and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

**131. Accuracy Criteria and the Derived Relational Responding: Learning Expected in Training as Basis of Novel Differential Outcome.** (EAB; Experimental Analysis) ALDO HERNANDEZ and Diana Melissa Quant (Universidad Católica de Colombia) and Martha O'Meara (Fundación Universitaria Konrad Lorenz)

**132. Using Stimulus Equivalence to Remediate Basic Language Deficits in a Five-Year-Old Male with Autism.** (AUT; Experimental Analysis) JADE CLAYTON, Georgia Backus and Lenore Collup (The Rich Center for Autism) and Michael C. Clayton (Youngstown State University)

**133. Increasing "Behavioral Attunement:" Optimizing the Ratios of Manding versus Mediation (i.e., Pliance) within Ongoing Conversation.** (CBM; Applied Behavior Analysis) GENAE HALL and Robert G. Vreeland (Behavior Analysis & Intervention Services)

**134. Immediate Correction Procedures and Their Effects on Learn Units to Criterion for Middle School Students.** (TBA; Applied Behavior Analysis) Dana Visalli-Gold (Teachers College Columbia University) and Dolleen-Day Keohane and Shira A. Ackerman (Teachers College, Columbia University & CABAS)

**135. The Effects of Visual Tracking on Learn Units to Criterion.** (TBA; Applied Behavior Analysis) R. Douglas Greer (Columbia University Graduate School and Teachers College), Dolleen-Day Keohane and Denise O'Sullivan (Teachers College, CABAS), and BROOKE DEMARCO (Columbia University)

**136. Discriminability of Second-Order Stimuli in Matching-to-Sample.** (EAB; Experimental Analysis) MARIO SERRANO and Emilio Ribes-Iñesta (Universidad of Guadalajara-Centro de Estudios e Investigaciones en Comportamiento), Alfredo Lopez (Universidad Nacional Autónoma de México-Iztacala), and Gustavo Garcia (Universidad Franco Mexicana-Satellite)

**137. Using Non-Vocative Pliance Training to Increase Vocative Pliance Responses.** (DDA; Applied Behavior Analysis) C. A. Thomas and KIMBERLY P. RAY (The Creative Learning Centers Mississippi Behavior Clinic)

**138. Conditioning the Role of the Listener and its Effect on the Emission Speaker Listener Exchanges.** (AUT; Applied Behavior Analysis) MARCIA WARD, Juliet M. Quinlan, and Jennifer M. McMullen (ABACAS, Drogheda Ireland) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

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**# 239 Business Meeting**

7:00 PM - 7:50 PM

International Ballroom North

**BACB University Contact Faculty Meeting**

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

The BACB university contact faculty meeting will address new developments in the Behavior Analyst Certification Board that relate to universities with BACB-approved course sequences and approved practica. All BACB university contact faculty are urged to attend or send a faculty representative.

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**# 240 Business Meeting**

7:00 PM - 7:50 PM

Piedmont

**Behaviorists Interested in Gambling Special Interest Group (BIG SIG)**

Chair: Ginger Wilson (Nyansa Learning Corporation)

The purpose of this meeting is to discuss the events of our special interest group in the last year and potential areas of expansion. Discussion will also focus on our gambling book and newsletter, in addition to activities for the next year and election of BIG SIG officers.

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**# 241 Business Meeting**

7:00 PM - 7:50 PM

Auburn

**Editorial Board Meeting for the *Behavior Analyst Today* and All Behavior Analyst Online Journals**

Chair: Michael Weinberg (Orlando Behavior Health, LLC)

The editorial board for the *Behavior Analyst Today* will meet to discuss journal business for the coming year, review status of operations in the preceding year, policy issues, editorial processes, submission policy and criteria, and answer questions from those in attendance.

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**# 242 Business Meeting**

7:00 PM - 7:50 PM

Edgewood

**Editorial Board, *Behavior and Social Issues***

Chair: Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois, Chicago)

The editorial board will discuss plans to expand access and submissions to the journal, as well as plans for upcoming special issues.

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**# 243 Business Meeting**

7:00 PM - 7:50 PM

University

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

Chair: Cynthia J. Pietras (Western Michigan University)

The EAHB SIG aims to promote experimental analyses of human behavior. The agenda for the 2006 SIG meeting includes: award ceremony for winners of the 2005/2006 Student Paper Competition; soliciting nominations for the 2007 Distinguished Career Award, discussion of the EAHB Bulletin (online journal), review of fees and membership, and other SIG-related business.

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**# 244 Business Meeting**

7:00 PM - 7:50 PM

Fairlie

***Journal of Behavioral Education* Editorial Board and Information Meeting**

Chair: Phillip J. Belfiore (Mercyhurst College)

The *Journal of Behavioral Education* will hold its annual editorial board meeting and general information session. The purpose of this meeting is to update the board on the current status and future directions of the journal, and to inform the general public regarding the availability of the journal as an outlet for applied scholarly submissions.

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**# 245 Business Meeting**

7:00 PM - 7:50 PM

Marietta

**Mid-American Association for Behavior Analysis Business Meeting**

Chair: Kevin P. Klatt (University of Wisconsin-Eau Claire)

The Mid-American Association for Behavior Analysis (MABA) will be holding the semi-annual business meeting to discuss the 2006 convention.

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**# 246 Business Meeting**

7:00 PM - 7:50 PM

Roswell

**Parents and Professionals Sharing the Conference Experience**

Chair: Pamela Gorski (Reaching Potentials)

This meeting provides an opportunity for parents of children receiving behavior analytic services and for 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 services agency, will host this meeting. Refreshments will be provided.

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**#246a Business Meeting**

7:00 PM - 7:50 PM

Vinings

**Rehabilitation and Independent Living Special Interest Group**

Chair: Michael Mozzoni (Timber Ridge Group, Inc.)

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**#247 Business Meeting**

7:00 PM - 7:50 PM

Techwood

**SIG Español**

Chair: Mapy Chavez-Brown (Wagner College)

El SIG Español se dedica a la difusión del análisis del comportamiento entre los miembros del ABA que hablan español, así como a la comunidad de habla hispana.

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**#248 Business Meeting**

7:00 PM - 7:50 PM

Spring

**Verbal Behavior Special Interest Group**

Chair: William F. Potter (California State University, Stanislaus)

The VB SIG is dedicated to promoting research, teaching and general dissemination of news related to Verbal Behavior. The purpose of the meeting is to network people involved or interested in VB, as well as establish projects and activities related to VB. Everyone is invited to attend.

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**#249 Reunion**

8:00 PM - 9:50 PM

Vancouver

**Alumni and Friends of St. Cloud State University**

Chair: Gerald Mertens (St. Cloud State University)

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**# 250 Reunion**

8:00 PM - 9:50 PM

Greenbriar

**Auburn University Reunion for Students, Alumni, and Friends**

Chair: James M. Johnston (Auburn University)

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**# 251 Reunion**

8:00 PM - 9:50 PM

Lenox

**Behavioral School Psychology**

Chair: Richard Anthony Doggett (Mississippi State University)

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**# 251a Reunion**

8:00 PM - 9:50 PM

International Ballroom South

**Cambridge Center for Behavioral Studies Reunion**

Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

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**# 252 Reunion**

8:00 PM - 9:50 PM

Baker

**Columbia University and CABAS®**

Chair: R. Douglas Greer (Columbia University Graduate School and Teachers College)

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**# 253 Reunion**

8:00 PM - 9:50 PM

Dunwoody

**Memorial Symposium for Jim Dinsmoor: Experimentalist, Scholar, and Gentleman**

Chair: William D. Timberlake (Indiana University)

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**# 254 Reunion**

8:00 PM - 9:50 PM

Manila

**Minnesota Autism Service Providers**

Chair: Timothy Moore (Minnesota Autism Center)

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**#255 Reunion**

8:00 PM - 9:50 PM

Kennesaw

**National Autism Center Hospitality Hour**

Chair: Joseph Ricciardi (The National Autism Center)

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**# 256 Reunion**

8:00 PM - 9:50 PM

Montreal

**Relational Frame Theory and Acceptance and Commitment Therapy Researchers and Practitioners Reunion, Planning Party, and Jam Session**

Chair: Kelly G. Wilson (University of Mississippi)

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**# 257 Reunion**

8:00 PM - 9:50 PM

Hong Kong

**The Ogden R. Lindsley Standard Celeration Chart Share**

Chair: Malcolm D. Neely (Learning Courses)

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**# 258 Reunion**

8:00 PM - 9:50 PM

Singapore

**University of Florida Reunion for Students, Alumni, Faculty, and Friends**

Chair: Jennifer Lynn Hammond (University of Florida)

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Sunday, May 28

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**#259 Reunion**

8:00 PM - 9:50 PM

Inman

**University of Kansas**

Chair: Edward K. Morris (University of Kansas)

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**# 260 Reunion**

8:00 PM - 9:50 PM

Cairo

**University of North Texas Reunion**

Chair: Richard Smith (University of North Texas)

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**# 261 Reunion**

8:00 PM - 9:50 PM

Courtland

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

Chair: R. Wayne Fuqua (Western Michigan University)

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**# 262 ABA Expo**

10:00 PM - 12:00 AM

Grand Hall West

ABA-Accredited Graduate Training Program

**1. Applied Behavior Analysis at St. Cloud State University.** ERIC RUDRUD, Kimberly A. Schulze, and John T. Rapp (St. Cloud State University)

**2. Behavior Analysis and Therapy On-Line at Southern Illinois University.** STACEY L. SMALL and Mark R. Dixon (Southern Illinois University)

**3. Behavior Analysis and Therapy Program at Southern Illinois University.** MARK R. DIXON, Anthony J. Cuvo, April S. Worsdell, Paula K. Davis, Ruth Anne Rehfeld, Brandon F. Greene, and Stacey L. Small (Southern Illinois University)

**4. Behavior Analysis at California State University, Stanislaus.** WILLIAM F. POTTER, Bruce E. Hesse, Jane S. Howard, Gina M. Pallotta, and Gary D. Novak (California State University, Stanislaus)

**5. Behavior Analysis at Queens College and the Graduate Center, CUNY.** ANNE FETHERSTON, Michelle C. Garruto, and Matthew Taylor (Queens College & the Graduate Center, City University of New York)

**6. Behavior Analysis at West Virginia University.** VENNESSA L. WALKER, Christy A. Alligood, and Karen G. Anderson (West Virginia University)

**7. Behavior Analysis Graduate Programs at Western Michigan University.** JAMES E. CARR, Richard W. Malott, Cynthia J. Pietras, and Ron Van Houten (Western Michigan University)

**8. Behavior Analysis Programs at the University of Nevada, Reno.** Mark P. Alavosius (Western Michigan University) and Jared A. Chase, PATRICK M. GHEZZI, Steven C. Hayes, Ramona Homanfar, Jeremy E. Rafacz, and W. Larry Williams (University of Nevada, Reno)

**9. The Department of Applied Behavioral Science (Formerly Known as HDFL) at the University of Kansas.** GREGORY J. MADDEN, Gregory P. Hanley, and Edward K. Morris (University of Kansas)

**10. Graduate and Undergraduate Training at the University of North Texas.** MANISH VAIDYA (University of North Texas)

**11. Graduate Programs in Special Education at The Ohio State University.** SHEILA R. ALBER-MORGAN, Helen Cannella, Gwendolyn Cartledge, Ralph Gardner, III, Theresa Hessler, Moira Konrad, Nancy A. Neef, and Diane M. Sainato (The Ohio State University)

**12. Simmons College.** MICHAEL J. CAMERON and Susan Ainsleigh (Simmons College), Katherine A. Johnson (Simmons College and Advances Learning Center), and Michael F. Dorsey (Simmons College)

**13. University of Maryland Baltimore County ABA M.A. Track.** DAVID M. RICHMAN and A. Charles Catania (University of Maryland, Baltimore County), Iser Guillermo Deleon (Johns Hopkins University), and SungWoo Kahng (Kennedy Krieger Institute)

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**# 263 ABA Expo**

10:00 PM - 12:00 AM

Grand Hall West

Graduate Training Programs

**14. The ABA Program at the Chicago School of Professional Psychology.** CHARLES MERBITZ (Chicago School of Professional Psychology)

**15. ABA Training Opportunities at the New England Center for Children.** D. DANIEL GOULD (New England Center for Children)

**16. Advanced Training in Developmental Disabilities and Applied Behavior Analysis at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine.** Danielle N. Dolezal and KATHERINE D. FALWELL (The Johns Hopkins University School of Medicine) and SungWoo Kahng, Michael F. Cataldo, and Louis P. Hagopian (Kennedy Krieger Institute)

**17. Applied Behavior Analysis at The University of Houston, Clear Lake.** DOROTHEA C. LERMAN, Alyson N. Hovanetz, Margaret J. Strobel, Allison Tetreault, and Alice A Keyl (University of Houston, Clear Lake)

**18. Applied Behavior Analysis Concentration at NOVA Southeastern University.** CHRISTINE REEVE (Mailman Segal Institute), Melissa N. Hale (Mailman Segal Institute, Nova Southeastern University), and Anibal Gutierrez, Jr. (Nova Southeastern University)

**19. Applied Behavior Analysis in Special Education at the University of Utah.** ROBERT E. O'NEILL (University of Utah)

**20. Behavior Analysis at the Florida Institute of Technology.** JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology & ABA Tech) and Elbert Blakely, Nikki L. Keefer, Matthew P. Normand, and David A. Wilder (Florida Institute of Technology)

**21. Behavior Analysis Training at California State University, Fresno.** JENNIFER L. AUSTIN and Criss Wilhite (California State University, Fresno)

**22. Behavioral Intervention in Autism: An On-Line BCBA-Level Curriculum.** RICHARD K. FLEMING (University of Massachusetts Medical School), Charlotte Mandell (University of Massachusetts), Richard Seigel (University of Massachusetts, Lowell), Beth Sulzer-Azaroff (Browns Group Naples), and Charles Hamad (University of Massachusetts Medical School)

**23. Educational Psychology/ABA Program at the Marcus Institute and Georgia State University.** ASHLEY C. GLOVER, Robert (Ryan) Pabico, and Joanna Lomas (Marcus Institute) and Henry S. Roane and Michael E. Kelley (Marcus Institute and Emory University)

**24. Florida State University at Panama City Master's Program in Behavior Analysis.** JON S. BAILEY (Behavior Management Consultants, Inc., Florida State University, Florida ABA), H. Allen Murphy (Florida State University at Panama City), and Timothy Weil (University of Nevada, Reno)

**25. Graduate Programs in Applied Behavior Analysis at Caldwell College.** PATRICK R. PROGAR, Sharon A. Reeve, and Kenneth F. Reeve (Caldwell College)

**26. Graduate Training in Behavior Analysis and Behavior Therapy at Eastern Michigan University.** JAMES T. TODD (Eastern Michigan University)

**27. Graduate Training in Behavior Analysis at North Dakota State University.** ASHLEY RANDALL, Amanda Bosch, Peter J. Knudson, Amy C. Mackner, Raymond G. Miltenberger, Carrie M. Brower, and Marie R. Schaff (North Dakota State University)

- 28. Graduate Training in School Psychology at Louisiana State University.** Amanda M. Dahir, MICHAEL J. VANCE, Nathan Call, Chisato Komatsu, Karen Rader, Nicole M. Trosclair, and Valerie M. Volkert (Louisiana State University)
- 29. Idaho State University's Graduate Programs in Special Education and Applied Behavior Analysis.** STEPHANIE M. PETERSON, Lloyd D. Peterson, Gail Coulter, Deb Hedeem, and Jessica Friedner (Idaho State University)
- 30. Master's Program in Clinical Psychology/Applied Behavior Analysis at East Carolina University.** JEANNIE GOLDEN (East Carolina University)
- 31. Masters Programme in Applied Behaviour Analysis at the University of Wales, Bangor, UK.** J. CARL HUGHES, Stephen Noone, Alexander Toogood, Richard P. Hastings, Marguerite L. Hoerger, and Pauline Horne (Wales Centre for Behaviour Analysis, School of Psychology, University of Wales, Bangor)
- 32. May Institute Graduate Training Opportunities.** JANE I. CARLSON, Gary M. Pace, Alan E. Harchik, Robert F. Putnam, and Dennis C. Russo (May Institute)
- 33. Middle Tennessee State University Graduate Training in Behavior Analysis.** BELINDA TRAUGHBER and Kim Ujich Ward (Middle Tennessee State University)
- 34. MSc/Postgraduate Diploma in Applied Behavior Analysis.** DENIS O'HORA, Julian Leslie, and Mickey Keenan (University of Ulster at Coleraine)
- 35. Programs in Special Education at the University of Nevada, Las Vegas.** Matthew Tincani and RENEE K. VAN NORMAN (University of Nevada, Las Vegas)
- 36. The School Psychology Program at Syracuse University: Focus on Research-Based Practice.** FLORENCE D. DIGENNARO, Derek D. Reed, Caron Inglis, Tanya L. Eckert, Brian K. Martens, and Laura Lee McIntyre (Syracuse University)
- 37. Special Education Graduate Program at Penn State.** BETH SPICER (Pennsylvania State University)
- 38. Temple University Behavior Analysis.** MICHAEL J. TOBIA, Philip N. Himeline, Saul Axelrod, Betsy Wurstner, Michelle Ennis, and E. Terry Mueller (Temple University)
- 39. University of North Carolina Wilmington (UNCW) Applied Behavior Analysis Master's Degree Program.** MAUREEN THERESA ARO, Anne Stull, Ruth M. Hurst, and Carol Pilgrim (University of North Carolina, Wilmington)
- 40. University of the Pacific Master's Program in Applied Behavior Analysis.** JOHN C. BORRERO, Holly Ayn White, and Cris T. Clay (University of the Pacific)
- 41. Utah State University Doctoral Programs in Applied Behavior Analysis.** CHARLES L. SALZBERG, Thomas S. Higbee, Robert L. Morgan, Benjamin Lignugaris/Kraft, Timothy A. Slocum, and David E. Forbush (Utah State University)
- 42. Utah State University: Behavior Analysis Training in the Department of Psychology.** TIMOTHY A. SHAHAN and Amy Odum (Utah State University)
- 43. Western Michigan University: APA-Accredited Clinical Psychology Program.** R. WAYNE FUQUA, Scott T. Gaynor, and Linda A. Leblanc (Western Michigan University)
- 44. Western Michigan University: Industrial Organizational Psychology Program.** JOHN AUSTIN and Eric J. Fox (Western Michigan University)

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**# 264 ABA Expo**

10:00 PM - 12:00 AM

Grand Hall West

ABA Board

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**45. ABA's Education Board.** PAMELA G. OSNES (Behavior Analysts, Inc.), Gwen Dwiggins (The Ohio State University), Jennifer L. Austin (California State University, Fresno), and Janet S. Twyman (Headsprout)

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**# 265 ABA Expo**

10:00 PM - 12:00 AM

Grand Hall West

ABA Committee

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**46. ABA Student Committee.** CHRISTY A. ALLIGOOD (West Virginia University), Shawn R. Charlton (University of California, San Diego), and Marianne L. Jackson (University of Nevada, Reno)

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**# 266 ABA Expo**

10:00 PM - 12:00 AM

Grand Hall West

SIGs

**46a. Applied Animal Behavior Special Interest Group.** EDUARDO FERNANDEZ (Indiana University) and Jennifer Sobie (Western Michigan University)

**47. Behavioral Gerontology Special Interest Group.** JONATHAN C. BAKER, Paige Raetz, and Linda A. LeBlanc (Western Michigan University)

**48. Behaviorists for Social Responsibility.** MARK A. MATTAINI (Jane Addams College of Social Work-University of Illinois, Chicago) and Elizabeth T. Merbitz

**49. Behaviorists Interested in Gambling Special Interest Group (BIG SIG).** GINGER WILSON (Nyansa Learning Corporation), Patrick M. Ghezzi (University of Nevada, Reno), Mark R. Dixon (Southern Illinois University), and Charles A. Lyons (Eastern Oregon University)

**50. Clinical Special Interest Group.** ANN BRANSTETTER (Southwest Missouri State University)

**51. Development and Behavior Analysis Special Interest Group.** JACOB L. GEWIRTZ (Florida International University)

**52. Experimental Analysis of Human Behavior SIG.** CYNTHIA J. PIETRAS (Western Michigan University), Eric A. Jacobs (Southern Illinois University, Carbondale), and Jennifer M. O'Donnell (Mountain States Employers Council)

**53. The Health, Sport & Fitness Special Interest Group.** MICHAEL A. KIRKPATRICK (Wesley College, Dover, Delaware)

**54. Instructional Design SIG Anyone?** GUY BRUCE (Appealing Solutions, L.L.C.)

**55. Interbehaviorists SIG.** THOMAS L. SHARPE, JR. (University of Nevada, Las Vegas)

**56. The Organizational Behavior Management (OBM) Network.** RHIANNON M. FANTE (Western Michigan University)

**57. Parent-Professional Partnership.** SUZANNE M. BUCHANAN (Center for Outreach and Services for the Autism Community)

**58. Positive Behavior Support Special Interest Group.** MATTHEW TINCANI (University of Nevada, Las Vegas), Cynthia M. Anderson (University of Oregon), and Patricia Egan (State University of New York, Plattsburgh)

**59. Speech Pathology and Applied Behavior Analysis Special Interest Group (SPABA SIG).** JAMIE SEVERTSON (Western Michigan University), Barbara E. Esch (ESCH Behavior Consultants, Inc.), and Christine M. Louisgnaou (Western Michigan University)

**60. Standard Celeration Society (SCS) Special Interest Group: Charting the Course for the Future.** MICHAEL FABRIZIO (Fabrizio/Moors Consulting), Abigail B. Calkin (Calkin Consulting Center), Nicholas M. Berens (University of Nevada, Reno), William J. Helsel (AGILE Learner's Program/PLEA), K. Sandra MacLeod (University of Utah), and Jesus Rosales-Ruiz (University of North Texas)

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**# 267 ABA Expo**

10:00 PM - 12:00 AM

Grand Hall West

Chapter

**61. A Behavior Analysis Group for the Northland.** GERALD MERTENS (St. Cloud State University)

**62. ABA España: Opportunities for Behavior Analysis Practice and Training.** JAVIER VIRUÉS-ORTEGA (Instituto de Salud Carlos III), Tomás Carrasco Giménez (Universidad de Granada), and Gloria Fernandez (Gabinete de Psicología Altair)

**63. Alabama ABA.** RYAN M. ZAYAC and Amy Polick (Auburn University)

**64. Behavior Analysis Association of Michigan.** JAMES T. TODD, Heather M. Anson, Joseph K Golson, Erin M. Lynch, and Jennifer Bullock (Eastern Michigan University)

**65. Behavior Analysis in Iceland.** RAGNAR S. RAGNARSSON (ICEABA), Iris Arnadottir (ICEABA), Einar T. Ingvarsson (Johns Hopkins University School of Medicine), Zuilma Gabriela Sigurdardottir (University of Iceland), Ingibjörg Sveinsdóttir (University of Maryland Baltimore County), Anna Ingeborg Petursdottir (University of Akureyri), and Valdimar Sigurdsson (Cardiff University)

**66. Behavior Analysis Society of Illinois.** SELMA J. MARTINEZ (ABA Chicago and The RACE School)

**67. California Association for Behavior Analysis.** LEEANN CHRISTIAN (Regional Center of Orange County) and H. Keith Massel (Vista Psychological Center)

**68. Chicago Association for Behavior Analysis.** CHARLES MERBITZ (Chicago School of Professional Psychology)

**68a. Connecticut Association for Behavior Analysis.** ERICA Q. SMITH (Institute of Professional Practice, Inc.)

**69. The Experimental Analysis of Behaviour Group (EABG) - UK and Europe.** CHARLES FERGUS and J. Carl Hughes (School of Psychology, University of Wales, Bangor)

**70. The Florida Association for Behavior Analysis at 25.** GRETCHEN S. THWING and James F. McGimsey (AdvoServ), Kevin Murdock (Hillsborough Public Schools), and H. Allen Murphy (Florida State University at Panama City)

**70a. Georgia Association for Behavior Analysis.** COBY JOHN LUND (IBS, Inc.) and Bradley S. Bezilla, Michele Wixson, Sandra Black, and Kim Small (May South, Inc.)

**71. Greater Boston ABA.** JOHN STOKES (Charles River ARC) and Joseph Ricciardi (The National Autism Center)

**72. HABA: Behavior Analysis in the Islands.** KIMBERLY A. SMALLEY (Behavioral Counseling and Research Center), Patricia I. Wright (Honolulu, Hawaii), and Catherine H. Wilson (Behavioral Counseling and Research Center)

**72a. Japanese Association for Behavior Analysis.** NAOKO SUGIYAMA (Yamawaki Gakuen College)

**73. Israel Association for Behavior Analysis.** AMOS E. ROLIDER (Emek Yezreel College, Israel)

**74. Kansas Association for Behavior Analysis.** LINDA HEITZMAN-POWELL (University of Kansas, Juniper Gardens Children's Project), Kimberly K. Bessette (University of Kansas), Jessica A. Royer (Partners in Behavioral Milestones), and Catherine Cote and Edward K. Morris (University of Kansas)

**75. Maryland Association for Behavior Analysis.** Stephanie A. Contrucci Kuhn, JENNIFER L. CROCKETT, Lisa Toole, and SungWoo Kahng (Kennedy Krieger Institute)

**76. Mexican Society of Behavior Analysis.** CARLOS A. BRUNER (National University of Mexico)

**77. Mid-American Association for Behavior Analysis.** SARAH TILLMAN, Julie A. Ackerlund (University of Wisconsin, Eau Claire), Jeffrey N. Weatherly (University of North Dakota), Ruth Anne Rehfeldt (Southern Illinois University), and Kevin P. Klatt (University of Wisconsin, Eau Claire)

**78. New Jersey ABA.** MARLENE COHEN (Rutgers University) and Patrick R. Progar (Caldwell College)

**79. North Carolina Association for Behavior Analysis.** R. M. (DUKE) SCHELL and Jamie Clary (J. Iverson Riddle Developmental Center), Barbara Metzger (Winston-Salem/Forsyth County Schools), Ruth Hurst (University of North Carolina, Wilmington), Maureen Schepis (J. Iverson Riddle Developmental Center), Beth Schmitt (Caswell Center), Jody Deacon (J. Iverson Riddle Developmental Center), and Ya-yu Lo (University of North Carolina, Charlotte)

**80. Ontario Association for Behaviour Analysis (ONTABA).** ROSEMARY A. CONDILLAC (RACK Consulting & Training), Carobeth Zorzos (Toronto Preschool Autism Service), Amy Barker (ABI Behaviour Services), and James C. K. Porter (Kerrys Place Autism Services)

**81. Our Journey to Reach MEABA.** NOUR ALQASSAB and Laila A. Alkadhem (Middle East ABA)

**82. Penn ABA: Pennsylvania Association for Behavior Analysis.** KIMBERLY A. SCHRECK (Pennsylvania State, Harrisburg) and Richard M. Foxx (Pennsylvania State University)

**83. Polish Association for Behavior Analysis.** MONIKA M. SUCHOWIERSKA (Warsaw, Poland)

**84. Polish Association for Behavioral Therapy.** ANNA BUDZINSKA (Institute for Child Development in Gdansk)

**85. The Swedish Association of Behavior Analysis.** Kenneth Nilsson (Behavior Analysis Group Sweden) and NED CARTER (Swedish Association of Local Authorities and Regions)

**86. TABA: An Organization Comes of Age.** MICHAEL S. TONOS (TEAM Evaluation Center, Inc.), Timothy D. Cripps (The Habilitation Corporation), and Clayton R. Cea (Behavioral Services of Tennessee)

**86a. Taiwan ABA.** HUA FENG (National Changhua University of Education), Yi-Feng Huang (Taichung Autism Education Association), Sharon Chien (Seek Education, Inc.), Yachen T. Peng (Seek Education, Inc.), Shu-Hwei Ke (ABA Educational Center, Taichung), Chia-Yu Chou (National Changhua University of Education), and Chih Chen (Love & Wisdom Special Education School)

**87. The Texas Association for Behavior Analysis (TxABA).** JEFFREY C. ENZINNA (Texana Mental Health and Mental Retardation Center, Rosenberg, TX) and William H. Edwards (Behavioral Innovations, Inc.)

**88. Venezuelan Association for Behavior Analysis** GUILLERMO E. YABER and Gustavo Peña (AVACO)

**89. Vermont Association for Behavior Analysis.** SHONA L. MARSTON and David L. Powsner (Sd Associates, Behavioral Consultants)

**90. WABA: Wisconsin's Association for Behavior Analysis.** ROGER F. BASS (Carthage College), Kevin P. Klatt (University of Wisconsin, Eau Claire), and Matthew E. Andrzejewski (University of Wisconsin, Madison)

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#### **# 268 ABA Expo**

10:00 PM - 12:00 AM

Grand Hall West

Around The World

**91. Canada's First Bachelor's Degree in Behavioral Psychology** GARY A. BERNFELD, Sheelagh Jamieson, and Deborah K. Smith (St. Lawrence College)

**92. EJOBA (European Journal of Behavior Analysis).** ERIK ARNTZEN (Akershus University College), Per

Holth (The Behavioral Center, Oslo), and Arne Brekstad (Norwegian Association for Behavior Analysis)

**93. Nakayoshi Kids Station: Young Autism Project and Peer Support Project.** Yoshiaki Nakano and TAKAHIRO YAMAMOTO (Sophia University) and Masami Makino, Maiko Miyazaki, Yuki Ito, Mari Kashio, and Akiko Kato (Nakayoshi Kids Station)

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**# 269 ABA Expo**

10:00 PM - 12:00 AM

Grand Hall West

Other Organization

**94. The Center for Autism and Related Disorders.** DOREEN GRANPEESHEH, Rachel S. F. Tarbox, Jonathan J. Tarbox, Jiyeon H. Yoo, Adel C. Najdowski, and Arthur E. Wilke (Center for Autism and Related Disorders)

**95. Center for Autism Spectrum Disorders Southern Illinois University.** ANTHONY J. CUVO (Southern Illinois University)

**96. Division 25 of the American Psychological Association.** ERIC A. JACOBS (Southern Illinois University-Carbondale)

**97. The Faison School for Autism.** DANIEL IRWIN, Kimberly Oertel, Tiffanie Ellis, Vicki Lo, Jennifer Wade, Jason Detzel, and Katherine Matthews (The Faison School for Autism)

**98. Graduate Internet Coursework in Behavior Analysis at the University of North Texas.** LESLIE S. BURKETT, Sigrid S. Glenn, Susan R. Miller, and Ana Barbara Neves (University of North Texas)

**98a. May South, Inc. – Excellence in Research, Service, and Training.** BRADLEY S. BEZILLA, Michele Wixson, Sandra Black, R. Jade Fraiser, Bridgette A. Arno, and Oscar Ellis (May South, Inc.)

**99. National Autism Center.** MICHELLE H. BRASIER (National Autism Center)

**100. Nyansa Learning Corporation.** Ginger R. Wilson, TESA T. DAHL, and Beth A Porter (Nyansa Learning Corporation)

**101. St. Amant Preschool ABA Program.** Angela Cornick, Daniela Fazzio, Amy Marks, Carole Marion, Kristin Kebernik, Corley Magnusson, and Kristen Wirth (St. Amant)

**102. To the Internet and Beyond: Converting Past Division 25 Recorders to Electronic Form.** AMY DRAYTON and James T. Todd (Eastern Michigan University)

**103. The Wales Centre for Behaviour Analysis.** J. Carl Hughes, STEPHEN NOONE, Alexander Toogood, and Richard P. Hastings (Wales Centre for Behaviour Analysis, School of Psychology, University of Wales, Bangor, UK)

## Visit the ABA Expo

Sunday, May 28, 10:00 pm – 12:00 am

### Grand Hall East and West (Exhibit Level)

Learn about graduate programs, internships, ABA Chapters and Boards, Special Interest Groups, and many other opportunities in behavior analysis!

# 2006

# ATLANTA

## ASSOCIATION FOR BEHAVIOR ANALYSIS

**MONDAY, MAY 29, 2006**

Day Schedule

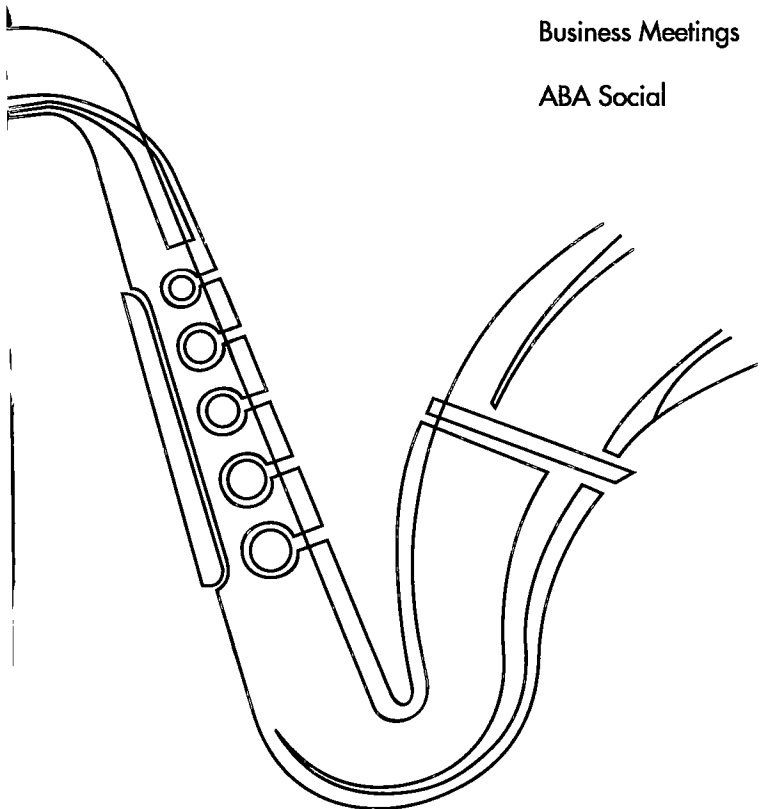
ABA Business Meeting

Sessions

Presidential Address

Business Meetings

ABA Social



**Monday, 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
Ballroom Level	Centennial Ballroom I	<div><div></div> = Special and Invited Events</div> <div>BACB = Session available for BACB CE (for certified behavior analysts)</div> <div>Ch: = Chairperson</div> <div><div></div> = These rooms are located in the International Tower, which is only accessible from the Atlanta Conference Center and Lobby Levels.</div> <div>LEGEND</div>		#277 EAB STADDON	#304 AUT BACB SUNDBERG	#331 BPH FRANCE		#365 VRB POTTER
	Centennial Ballroom II		#274 TBA BACB JOHNSON	#303 CBM BACB HAYES	#329 DDA BACB VOLLMER		#348 BPH ROLL	
	Centennial Ballroom III		#275 AUT Ch: Fauquette		#326 AUT Ch: Reeve		#359 AUT BACB Ch: Coliberti	
	Centennial Ballroom IV		#383 DDA BACB Ch: Progar	#310 DDA BACB Ch: Reyes		#362 DDA BACB Ch: Roane		
	Regency V		#278 AUT Ch: Garcia	#332 AUT Ch: Scott		#355 AUT BACB Ch: Dorsey		
	Regency VI		#288 DDA BACB Ch: Harchick	#324 DDA BACB Ch: Olive		#361 DDA Ch: O'Reilly		
	Regency VII		#276 AUT Ch: Holmes	#327 AUT Ch: Leaf		#342 AUT BACB Ch: Doney		
	The Learning Center		#295 VRB BACB Ch: Tiger	#322 VRB Ch: Washio				
Int'l Ballroom	North	#289 DDA Ch: Sperry	#312 DDA Ch: Ringdahl		#354 DDA Ch: Barretto			
	South	#294 EAB Ch: Arntzen	#316 EAB Ch: Smyth		#366 EAB Ch: Stewart			
Exhibit Level	Grand Hall	2006 ABA Exhibit						
	Grand Hall	Pre- & On-Site Registration; Continuing Ed.; ABA's Service to Apply, Recruit, & Train (START)						
	Grand Hall	POSTER SESSIONS						
Embassy Level	Hanover Hall	ABA Cooperative Bookstore						
	Chicago A-F		#279 AUT Ch: Factora		#328 AUT Ch: Brownfield		#349 AUT Ch: Olsen	
	Manila		#297 EAB Ch: Hackenberg		#323 EAB BACB Ch: DeLeon		#356 EAB Ch: Saunders	
	Singapore		#282 DEV Ch: LeBlanc		#311 DEV BACB Ch: Gewirtz		#363 DEV Ch: Gewirtz	
	Cairo		#284 OBM Ch: Sasson		#308 OBM Ch: Geller		#344 OBM Ch: Herbst	
	Hong Kong		#292 EAB Ch: Grace		#309 EAB Ch: Banna		#347 EAB Ch: Cabrera	
	Montreal	#272 ABA Business Mtg.	#300 EAB Ch: Marr		#306 EAB Ch: Martin		#343 EAB Ch: Newland	
	Vancouver		#293 OBM Ch: Maglieri		#317 OBM Ch: Mawhinney		#346 OBM Ch: Olson	
Atlanta Conference Center Level	Brussels	SPEAKER READY ROOM						
	Geneva							
	Auburn		#290 EDC Ch: Gautreaux		#314 EDC Ch: Salnato		#341 EDC Ch: Singer-Dudek	
	Baker		#298 CBM BACB Ch: Kennedy		#307 CBM BACB Ch: Wong		#353 CBM Ch: Garcia	
	Courtland		#299 EDC BACB Ch: Austin				#350 EDC BACB Ch: Ellis	
	Dunwoody		#291 TPC BACB Ch: Mackay		#320 TPC BACB Ch: Ruiz		#358 TPC Ch: Mann	
	Fairlie		#285 INT Ch: Chavez-Brown				#347 INT Ch: Burt-Osman	
	Greenbriar						#345 CBM BACB Ch: Mayfield	
	Inman		#286 EDC Ch: Hessler		#315 EDC Ch: Frieswyk		#364 EDC Ch: Sata	
	Kennesaw		#281 CBM Ch: Gulotta		#325 CBM Ch: Hirsch		#352 CBM Ch: Kanter	
	Lenox	#271 Cardiokickboxing	#296 CSE Ch: Mattaini		#319 CSE Ch: Mattaini		#357 CSE Ch: Dula	
	Piedmont			#302 BPH Ch: Vansickel				
	Spring				#318 OTH Ch: Guidi		#351 OTH Ch: Fad	
	Techwood		#287 TBA BACB Ch: Cosland		#321 TBA BACB Ch: Stokes			
	University		#280 EDC Ch: Leo		#313 EDC Ch: Martens		#360 EDC Ch: Kern	
	Vinings		#301 VRB BACB Ch: Fallciano					
	Edgewood							
Harris								
Marietta								
	Roswell		#273 TPC Ch: Neves		#330 TPC Ch: Schoneberger		#340 TPC Ch: Tonneau	



### # 271 Special Event

7:00 AM - 7:50 AM

Lenox

#### **Health, Sports, and Fitness Activity: Cardiokickboxing**

Chair: Elise Cooke (Holliston Public Schools)

**Purpose:** Give your body a break from sitting down all weekend. Discover how task analyses, modeling and imitation, positive, and negative reinforcement, behavioral momentum, and shaping procedures can combine into a heart-healthy cardio workout! Non-contingent water breaks will be provided. Motivating operations will be taken into consideration. All ABA members and guests are welcome; instruction will be differentiated to ensure that individuals of all fitness levels can be successful.

### # 272 Special Event

8:00 AM - 8:50 AM

Montreal

#### **ABA Business Meeting**

Chair: Frances K. McSweeney (Washington State University)

- Keith Allen (Professional Affairs Board Coordinator)
- Thomas Critchfield (Program Board Coordinator) and Ramona Houmanfar (Senior Program Co-Chair)
- R. Douglas Greer (Affiliated Chapters Board Coordinator)
- Maria E. Malott (Executive Director/Secretary Treasurer)
- Pamela G. Osnes (Education Board Coordinator)
- Carol Pilgrim (Publications Board Coordinator)
- Kathryn Saunders (Science Policy and Research Board Coordinator)
- Rachel Tarbox (Membership Board Coordinator)

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### # 273 Paper Session

9:00 AM - 9:50 AM

Roswell

TPC; Theory

#### **"Data Language" and the Molar/Molecular Debate**

Chair: Ana Neves (University of North Texas)

**Reviewing the Molar vs. Molecular Debate.** N. JOSEPH RODRIGUES and Ramona Houmanfar (University of Nevada, Reno)

**The Voice of the Philosophical Fly about the Concept "Data Language:" Is "data language" in Behavior Analysis Theoretically Neutral?** ANA BARBARA NEVES and Jesus Rosales-Ruiz (University of North Texas)

## # 274 Invited Event

9:00 AM - 9:50 AM

Centennial Ballroom II

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

### 2006 ABA Tutorial: Professional Development Series: Introduction to Precision Teaching

Chair: Katie Endicott (Utah State University)

KENT JOHNSON (Morningside Academy) and Kendra L. Rickard (University of Nevada, Reno)



**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 90 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 about research-based curriculum and teaching methods. Most

recently he published a book, *The Morningside Model of Generative Instruction: What It Means to Leave No Child Behind*, with Dr. Elizabeth Street (2004, Cambridge Center for Behavioral Studies). The Morningside Model focuses upon foundation skills in reading, writing, mathematics, thinking, reasoning, problem solving, studying core content, and project-based learning. Over 18,000 students and over a thousand teachers have used the Morningside Model of Generative Instruction. Dr. Johnson is also a co-founder of Headsprout, Inc., a Seattle-based company funded by investors to develop web-based, interactive, cartoon-driven instructional programs. The first product is currently available: Headsprout Early Reading, from [headsprout.com](http://headsprout.com). 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 Donahue. 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 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:** Precision Teaching is a method of monitoring the frequency of performance on a specially designed graph known as the standard celeration chart. Users of the chart record the frequency of a behavior, a measure that is maximally sensitive to events that influence behavior. The chart incorporates a multiple scale to most adequately reflect the growth of behavior over time. By drawing a line through the frequencies of behavior over time the user can also quantitatively measure learning: the acceleration and deceleration of behavior. Dr. Johnson will describe how Precision Teaching has been integrated in Morningside Academy's Generative Instruction model as a core technology. Using charted data as a guide Morningside has developed frequency-building procedures to improve the academic as well as social and interpersonal behaviors teach to students. Specifically, charted data have helped Morningside to maximize the accuracy of performance as well as the acceleration of behavior to frequencies that predict retention, endurance, stability, and application of behavior. These outcomes are collectively defined as behavioral fluency. Charte data across a range of instructional objectives will be presented, showing the influence of various instructional interventions upon performance accuracy and celeration. The charted data come from the laboratory school in Seattle, Morningside Academy, CAL Learning Center in Reno, Nevada, and from many of the 97 public schools and agencies Morningside has had partnerships with throughout the USA and Canada. Dr. Johnson will also show how frequency building and celeration have been incorporated in our online, interactive early reading program, Headsprout. BCBAs and BCABAs will learn an important technology that they can immediately implement in their research or with their clients.

Monday, May 29

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### # 275 Paper Session

9:00 AM - 9:50 AM

Centennial Ballroom III

AUT

#### Autism Then and Now

Chair: Charryse M. Fouquette (University of Kansas, LIFE Midwest)

**The History of Autism Research and Intervention: Was Ferster First?** (Theory) CHARRYSE M. FOUQUETTE (University of Kansas, LIFE Midwest) and Edward K. Morris (University of Kansas)

**Two Reasons to Reconsider an Autism Epidemic.** (Service Delivery) JASON ALAN MARSHALL and Criss Wilhite (California State University, Fresno)

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### # 276 Paper Session

9:00 AM - 9:50 AM

Regency VII

AUT; Applied Behavior Analysis

#### Collaboration in Autism Intervention

Chair: David Holmes (Lifespan Services, LLC)

**ABA as a Delivery System; Unraveling the Confusion between ABA and the Disciplines of Education, Speech, O.T., P.T., and Psychology.** DAVID L. HOLMES (Lifespan Services, LLC)

**Strategies Used to Target Language Development in Children Diagnosed with Autism: A Behavior Analytic and Speech Pathology Collaboration.** KRISTIN A. WIER and Sherry Stayer (The Early Intervention Center, and Rebecca Lepak (Lepak and Associates)

**The Use of Equine Therapy to Increase Social Communicative Behavior in Children with Autism.** Kimberly Nelson, K. MARK DERBY, Anjali Barretto, and Janelle Axtell (Gonzaga University)

### # 277 Invited Event

9:00 AM - 9:50 AM

Centennial Ballroom I

EAB; Experimental Analysis

#### How Hard-Nosed is Behaviorism?

Chair: Jennifer Higa (Texas Christian University)

JOHN E. R. STADDON (Duke University)



**Dr. John Staddon** is James B. Duke Professor of Psychology, and Professor of Biology and Neurobiology at Duke University and an honorary professor at the University of York, UK. He obtained his BSc at University College, London, his Ph.D. in Experimental Psychology at Harvard University and has a Docteur Honoris Cause degree from the Université Charles de Gaulle, Lille 3, France. He has also done research at MIT, Oxford University, the University of São Paulo at Riberão Preto, the University of Mexico, the Ruhr Universität, Universität Konstanz, and the University of Western Australia. His research is on the evolution and mechanisms of learning in animals and humans and the history and philosophy of psychology and biology; he has

also written on public-policy issues. He is a past editor of the journals *Behavioural Processes* and *Behavior & Philosophy*. His laboratory in recent years has studied simulated detection of landmines, optimality analysis and the economics of behavior, mechanisms of choice behavior and interval timing in animals. He is the author of approximately 200 research papers and five books, including *Adaptive Behavior and Learning* (Cambridge University Press, 1983, and 2003 internet edition), *The New Behaviorism: Mind, Mechanism and Society* (Psychology Press, 2001), and *Adaptive Dynamics: The Theoretical Analysis of Behavior* (MIT/Bradford, 2001).

**Abstract:** Behaviorism is usually thought to be the most rigorous approach to psychology — its critics

view it as simplistic. But Dr. Staddon will argue that behaviorism, like cognitive psychology, has succumbed to the invasion of the abstract noun, studying generalities like choice, timing, and risk, rather than the processes that drive real behavior and hint at its physiological basis.

**# 278 Paper Session**

9:00 AM - 9:50 AM

Regency V

AUT

**Innovations in Autism Intervention**

Chair: David Garcia (Behavior Analysis Inc.)

**Evidence for the Effectiveness of 10 Hours per Week of Verbal Behavior Therapy.** (Applied Behavior Analysis) DAVID GARCIA, Stephen Starin, and Pamela A. Tibbetts (Behavior Analysis Inc.)

**Therapy, Training, and Consulting Skills: Three Skill Sets Autism Therapists Need to be Specifically Taught.** (Service Delivery) COLIN PEELER (Behavior Solutions, Inc.) and Lela Cloer Reynolds (Perspectives Corporation)

**After Discrete Trial Training: What Happens at Age 13?** (Applied Behavior Analysis) Linda K. Haymes (Spectrum Center)

**# 279 Paper Session**

9:00 AM - 9:50 AM

Chicago A-F

AUT; Applied Behavior Analysis

**Language Development in Children with Autism**

Chair: Deborah Factora (Cleveland Clinic Center for Autism)

**Using Sign to Promote Communication: Experience from a Center-Based ABA Early Childhood Program.** Aletta Sinoff, DEBORAH E. FACTORA, Leslie V. Sinclair, and Stacy N. Powell (Cleveland Clinic Center for Autism)

**Teaching Vocal Behavior, Reading, and Writing: Using a Multisensory Approach to Early Language.** TERESA A. GRIMES and Steven J. Ward (Whole Child Consulting)

**The Importance of Teaching Gestural Responses as a Precursor to Spoken Language.** NANCY G. SCHUSSLER (Behavioral Dimensions - Minneapolis) and Jacqueline M. Harth, Cara Ann Dreyer, and Beth Isakson (Behavioral Dimensions)

**# 280 Symposium**

9:00 AM - 10:20 AM

University

EDC

**Activity as an Antecedent Intervention to Enhance Academic Performance**

Chair: David Lee (Penn State University)

Discussant: Janice A. Grskovic (Indiana University Northwest)

**The Effects of Activity on the Math Performance of Students with ADHD.** David L. Lee, KATIE E. HILDEBRAND, Youjia Hua, and Mandy J Kubo (Pennsylvania State University)

**The Effects of Auditory vs. Fine Motor Tactile Stimulation on the Problem Solving of Students with ADHD.** STACEY I. EMMERT (West Central Indiana Special Services Cooperative/Butler University), Suneeta Kercood (Butler University), and Janice A. Grskovic (Indiana University Northwest)

**Distractibility in the Classroom: Effects of Fine Motor Activity on Mathematics Performance.** SUNEETA KERCOOD (Butler University) and Janice A. Grskovic (Indiana University Northwest)

**# 281 Symposium**

9:00 AM - 10:20 AM

Monday, May 29

**Advancement in the Treatment of Feeding Disorders: Shaping, Fading, Sensory Integration and Parental Adherence**

Chair: Charles Gulotta (Kennedy Krieger Institute)

**An Examination of Stimulus Fading and Escape Extinction in the Treatment of Food Refusal.** MELANIE H. BACHMEYER (Marcus Institute), Cathleen C. Piazza (Munroe-Meyer Institute), Meeta R. Patel (Clinic 4 Kidz), and Kristi D Murphy (Marcus Institute)

**A Comparison of the Effects of Escape Extinction Plus Noncontingent Reinforcement and Sensory-Integrative Treatments on Food Consumption and Food Refusal Behavior.** LAURA ADDISON (Louisiana State University), Cathleen C. Piazza (Munroe-Meyer Institute), and Melanie H. Bachmeyer, Stephanie Bethke Stoll, Allison L. Martin, Michele Walker, Daniela Reyes, and Kristi D. Murphy (Marcus Institute)

**An Evaluation of the Efficacy of a Shaping Procedure to Produce Consumption.** KRISTI D MURPHY and Gregory K. Reed (Marcus Institute), Cathleen C. Piazza (Munroe-Meyer Institute), and Melanie H. Bachmeyer (Marcus Institute)

**A Systematic Method for Assessing Parental Non-Adherence Following an Intensive Feeding Program: The Parent Adherence Checklist.** ELIZABETH A. MASLER, Charles S. Gulotta, and Peter Girolami (Kennedy Krieger Institute), Tina Sidener (Western Michigan University), and Ping Wang (Kennedy Krieger Institute)

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**# 282 Panel Discussion**

9:00 AM - 10:20 AM

Singapore

DEV/CBM; Applied Behavior Analysis

**Alternative Models of Care with Older Adults**

Chair: Linda LeBlanc (Western Michigan University)

LINDA A. LeBLANC (Western Michigan University)

R. MARK MATHEWS (University of Sydney)

LEILANI FELICIANO (Western Michigan University)

CLAUDIA DROSSEL (University of Nevada, Reno)

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**# 283 International Symposium**

9:00 AM - 10:20 AM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Patrick R. Progar, Ph.D., BCBA

**Applications of Basic Research on Behavioral History, Cooperation, and Demand Effects on Preference**

Chair: Patrick Progar (Caldwell College)

Discussant: Ralph Spiga (Temple University)

**An Analysis of Behavioral History Effects on Scripting.** PATRICK R. PROGAR (Caldwell College), Frances A. Perrin, Camille Daniels, Misty B. Simmons, and Caron Casciato (Bancroft NeuroHealth) and Michael C. Davison (University of Auckland)

**Examining Cooperation and Self-Control in Individuals with Developmental Disabilities.** ERIC EBERMAN (Bancroft NeuroHealth/Temple University), Ralph Spiga (Temple University), Frances A. Perrin (Bancroft Neurohealth), and Patrick R. Progar (Caldwell College)

**Demand Effects on Preference.** FRANCES A. PERRIN (Bancroft Neurohealth), Patrick R. Progar (Caldwell College), and Ralph Spiga (Temple University)

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### # 284 Symposium

9:00 AM - 10:20 AM

Cairo

OBM; Service Delivery

#### **Applying Systems Analysis, Process Improvement, and Behavioral Technology to Improve Performance in Health Care Settings**

Chair: Joseph Sasson (MedAxiom)

Discussant: Dale M. Brethower (Western Michigan University)

**Process Improvement in Health Care.** DOUG LAFLEUR (MedAxiom)

**A Systematically Designed Set of Solutions to Address Physician Behavior.** KAROLYN SMALLEY (MedAxiom)

**Changing Behavior: The Case Study of a Knowledge Management System in Health Care.** JOSEPH R. SASSON (MedAxiom)

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### # 285 International Symposium

9:00 AM - 10:20 AM

Fairlie

INT; Experimental Analysis

#### **Comportamiento Verbal: Estudios en Países de Habla Hispana**

Chair: Mapy Chavez-Brown (Wagner College)

**Enseñanza de Imitación Vocal Usando un Procedimiento de "Extensión Ecoica."** JOSE JULIO CARNERERO ROLDAN (Al-Mudaris, Cordoba), Gladys Williams (Applied Behavioral Consultant Services, New York), and Ana Pastor Sanz (Al-Mudaris, Cordoba)

**Exposición de Casos de Diferentes Trastornos Clínicos en los que el Tratamiento Se Hizo con ACT.** CARLOS BELDA GRINDLEY and Marina Hergueta Garcia (Centro de Psicología LeBlanc y Mayo), José M. Molinero Roldán (Centro de Psicología), and Juan Carlos Hódar (Equipo de Tratamiento Familiar, Área de Servicios Sociales del Ayuntamiento de Motril)

**Efectos de la Adquisición de un Repertorio de Igualación de Manera Auditiva en el Repertorio Ecoico.** MAPY CHAVEZ-BROWN (Wagner College) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

**Efectos de la Adquisición de un Repertorio de Igualación de Manera Auditiva Problemas de Articulación.** Mapy Chavez-Brown (Wagner College) and CARLOS V. GARCÍA CRUZ (Escuela Magisterio y Colegio "Ave Maria")

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### # 286 Symposium

9:00 AM - 10:20 AM

Inman

EDC

#### **Curriculum-Based Measurement: A "Write" Way**

Chair: Theresa Hessler (The Ohio State University, Newark)

Discussant: Timothy E. Heron (The Ohio State University)

**CBM in the Elementary School.** SHAWNNA HELF and Nancy L. Cooke (University of North Carolina at Charlotte)

**CBM at the Middle School Level.** MOIRA KONRAD (The Ohio State University) and David W. Test (University of North Carolina at Charlotte)

**CBM at the High School Level.** THERESA HESSLER (The Ohio State University, Newark) and Ralph Gardner, III (The Ohio State University)

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## **# 287 Symposium**

9:00 AM - 10:20 AM

Techwood

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kimberly Crosland, Ph.D., BCBA

### **Evaluating the Effectiveness of Florida's Behavior Analysis Services Program across Multiple Settings**

Chair: Kimberly Crosland (University of South Florida)

**Longitudinal Evaluation of Placement Disruptions within Individual Foster Homes.** DAVID GELLER, Bryon Neff, Michael Cripe, Teresa Kenney, and Kimberly Crosland (University of South Florida)

**Decreasing the Use of Restrictive Procedures at a Group Shelter and Statewide Inpatient Psychiatric Program Facility.** ALFREDO BLANCO, Tamela Giddings, Maricel Cigales, and David Geller (University of South Florida)

**Effects of Staff Training on Types of Interactions Observed within Several Group Homes for Foster Care Children.** CATHERINE WILCOX, Wayne Sager, Teresa Kenney, and Randi Pickle (University of South Florida)

**Evaluating the Tools for Positive Behavior Change with Parents of Children Enrolled in ESE Programs.** KIMBERLY CROSLAND, Amanda Keating, Bryon Neff, and Glenn Dunlap (University of South Florida)

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## **# 288 Symposium**

9:00 AM - 10:20 AM

Regency VI

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Alan Harchik, Ph.D., BCBA

### **Improving Behaviors at Home, School, and Inpatient Settings**

Chair: Alan Harchik (May Institute)

Discussant: Patrick C. Friman (Father Flanagan's Girls and Boys' Town)

**Keeping the Analysis in ABA: A Data-Based Program Description.** KATHLEEN S. LAINO, Shahla S. Ala'i-Rosales, Jessica L. Broome, Donna Dempsey, and Victoria White (University of North Texas) and Michelle Greenspoon

**Assessment and Treatment of Trichotillomania in a Child with Cri-du-Chat.** CHRISTINA M. VORNDRAN (Bancroft NeuroHealth) and Gary M. Pace, James K. Luiselli, Jennifer Flaherty, Lauren E. Christian, and Ava E. Kleinmann (The May Institute)

**Shaping Approach Responses as Intervention for Specific Phobia in a Child with Autism.** JOSEPH RICCIARDI (The National Autism Center) and James K. Luiselli (The May Institute)

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## **# 289 Symposium**

9:00 AM - 10:20 AM

International Ballroom North

DDA; Service Delivery

### **Issues in Community-Based Service Delivery for Adults with Dual Diagnosis**

Chair: James Sperry (The May Institute)

**The Use of a Consultative Psychiatric Care Model with Adults with Dual Diagnosis.** JAMES M. SPERRY, Christine M. Magee, and Mark J. Hauser (The May Institute)

**Sleep Disturbance and Behavioral Instability among Adults with Developmental Disabilities.** CHRISTINE M. MAGEE, James M. Sperry, and Mark J. Hauser (The May Institute)

**Towards a Behavioral Restructuring of Training and Services in a Community-Based Agency.** JOHN C. RANDALL (Charles River ARC)

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### # 290 Symposium

9:00 AM - 10:20 AM

Auburn

EDC; Applied Behavior Analysis

#### **Observational Learning: Acquisition and Utility**

Chair: Grant Gautreaux (Teachers College, Columbia University)

**The Effects of Peer Monitoring and Peer Yoked Contingencies on the Acquisition of Observational Learning.** JOANN PEREIRA DELGADO, Lauren M. Stolfi, and Grant Gautreaux (Teachers College, Columbia University)

**Observational Learning Capabilities in Middle School Students: Induction and Expansion via the Observational System of Instruction.** DENISE O'SULLIVAN (Teachers College, CABAS), R. Douglas Greer (Columbia University Graduate School and Teachers College), Shira A. Ackerman (Teachers College, Columbia University), Brooke DeMarco and Petra Wiehe (Columbia University), and Grant Gautreaux (Teachers College, Columbia University)

**Relations between Naming and Observational Learning.** TRACY REILLY (Teachers College, Columbia University), R. Douglas Greer (Columbia University Graduate School and Teachers College), Darcy M. Walsh, Tamar Frankel, Grant Gautreaux, and Mindy Rothstein (Teachers College, Columbia University)

**The Observational System of Learning (OSI) for Early Readers and Writers: A Bridge to PSI.** GRANT GAUTREAUX (Teachers College, Columbia University), R. Douglas Greer (Columbia University Graduate School and Teachers College), Denise O'Sullivan (Teachers College, CABAS), and Shira A. Ackerman (Teachers College, Columbia University)

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### # 291 Symposium

9:00 AM - 10:20 AM

Dunwoody

TPC; Applied Behavior Analysis

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

#### **Precise Descriptions: Why Autism Treatment Requires Them and the Effects of Their Absence**

Chair: Harry Mackay (Northeastern University, Shriver Center)

Discussant: David M. Corcoran (Beacon Services)

**"Transition Problems:" Why They Are Not "Transition Problems."** ROBERT K. ROSS (BEACON Services)

**"Sensory Processing Dysfunction": What Does This Mean? And Imply?** DAVID M. CORCORAN (Beacon Services)

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### # 292 International Symposium

9:00 AM - 10:20 AM

Hong Kong

EAB; Experimental Analysis

#### **Recent Advances in Understanding "Reinforcement"**

Chair and Discussant: Randolph C. Grace (University of Canterbury)

**Preference Pulses: New Data, New Questions.** MICHAEL C. DAVISON (University of Auckland)

**Preference Pulses: New Analyses, New Questions.** DOUGLAS ELLIFFE (University of Auckland)

**The Correlation Machine: A New Way to Understand Reinforcement, Punishment, and Stimulus Control.** WILLIAM M. BAUM (University of California, Davis) and Michael C. Davison (University of Auckland)

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## # 293 International Symposium

9:00 AM - 10:20 AM

Vancouver

OBM; Theory

### **Relational Frame Theory Goes to Work! Addressing the Verbal Nature of Workplace Behavior**

Chair: Kristen Maglieri (University of Nevada, Reno)

**An Overview of Relational Frame Theory and its Relevance to Organizational Behavior Management.** ERIC J. FOX (Western Michigan University)

**Goal Statements and Goal Directed Behavior: A Novel Behavioral Approach to Goal Setting in Organizations.** DENIS O'HORA (University of Ulster) and Kristen A. Maglieri (University of Nevada, Reno)

**When Knowing You Are Doing Well Hinders Performance: Exploring the Interaction Between Rules and Feedback.** JOSEPH R. HAAS (Northern Nevada Child and Adolescent Services) and Steven C. Hayes (University of Nevada, Reno)

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## # 294 International Paper Session

9:00 AM - 10:20 AM

International Ballroom South

EAB; Experimental Analysis

### **Stimulus Equivalence II**

Chair: Erik Arntzen (Akershus University College)

**Acquisition History of Conditional Relations and Equivalence Class Formation.** Adriana Rubio (Universidade de São Paulo e Universidade Metodista de São Paulo) and GERSON A. Y. TOMANARI (University of São Paulo)

**Equivalence Class Formation via Identity Matching to Sample and Simple Discrimination with Class-Specific Consequences.** ROMARIZ BARROS (Universidade Federal do Para, University of Massachusetts/Shriver Center), Karen M. Lionello-DeNolf and William V. Dube (University of Massachusetts Medical School/Shriver Center), and William J. McIlvane (University of Massachusetts Medical School)

**Different Variables Influencing Responding in Accord with Equivalence Class Formation in Normal Developing Children.** ERIK ARNTZEN (Akershus University College) and Lill-Beathe Halstadtrø (Trondsletten Habilitation Services, Norway)

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## # 295 Symposium

9:00 AM - 10:20 AM

The Learning Center

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jeffrey H. Tiger, Ph. D., BCBA

### **The Acquisition and Generalization of Verbal Operants**

Chair: Jeffrey H. Tiger (University of Kansas)

**Acquisition of Signed Tacts in Infants and Toddlers.** KELLY A. DANCHO, Rachel H. Thompson, Jennifer L. Bruzek, and Tanya Y. Baynham (University of Kansas)

**An Evaluation of Tact Generalization.** ELIZABETH S. ATHENS and Timothy R. Vollmer (University of Florida)

**An Analysis of Procedures to Generate Socially-Appropriate Answers to Novel Questions.** EINAR T. INGVARSSON (Johns Hopkins University School of Medicine) and Jeffrey H. Tiger, Kasey Stephenson, and Gregory P. Hanley (University of Kansas)

**An Evaluation of Intraverbal Training and Listener Training for Teaching Categorization Skills to Preschool Children.** ANNA I. PETURSDOTTIR, James E. Carr, and Sarah A. Lechago (Western Michigan University)

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### # 296 Panel Discussion

9:00 AM - 10:20 AM

Lenox

CSE/OBM; Applied Behavior Analysis

#### **The Emerging Science of Cultural Analysis: Part 1, Current Analytic Work**

Chair: Mark Mattaini (Jane Addams College of Social Work-University of Illinois, Chicago)

MARK P. ALAVOSIUS (University of Nevada, Reno)

RAMONA HOUMANFAR (University of Nevada, Reno)

FRANCIS R. LAUX (General Motors, Retired)

MARK A. MATTAINI (Jane Addams College of Social Work-University of Illinois, Chicago)

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### # 297 Symposium

9:00 AM - 10:20 AM

Manila

EAB; Experimental Analysis

#### **Token Reinforcement Systems and the Continuum from Research to Application**

Chair: Timothy D. Hackenberg (University of Florida)

**Token Reinforcement and Progressive-Ratio Schedule Performance in Rats: Breakpoints Decrease as Token-Deposit Requirements Increase.** ERIC A. JACOBS (Southern Illinois University-Carbondale) and Sean W. Clark (Southern Illinois University)

**Token Economies for Young Children with Autism: Manipulating Cost of and Delay to Reinforcement.** RACHEL S. F. TARBOX (The Center for Autism & Related Disorders, Inc.) and Jonathan J. Tarbox, Patrick M. Ghezzi, and Ginger Wilson (University of Nevada, Reno)

**Token-Reinforcement Schedules in Contingency Management Interventions for the Treatment of Substance-Use Disorders.** JOHN M. ROLL (Washington State University, Friends Research Institute)

**It's the Exchange Schedule, Stupid! Exchange-Schedule Effects in Token-Reinforcement Research.** TIMOTHY D. HACKENBERG, Christopher E. Bullock, Anthony L. DeFulio, and Rachelle L. Yankelevitz (University of Florida)

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### # 298 Symposium

9:00 AM - 10:20 AM

Baker

CBM; Experimental Analysis

BACB CE Offered. CE Instructor: Craig Kennedy, Ph.D., BCBA

#### **Toward a Neurogenetics of Problem Behavior**

Chair: Craig Kennedy (Vanderbilt University)

Discussant: Travis Thompson (University of Minnesota)

**Association between the Monoamine Oxidase A (MAOA) Gene and Chronic Problem Behavior in Adults with Developmental Disabilities.** MICHAEL E. MAY, Laura Hodges, John A. Phillips, Randy D. Blakely, and Craig H. Kennedy (Vanderbilt University)

**Associations among the MAOA and Serotonin Transporter (SERT) Genes and Problem Behavior in Children with Autism Spectrum Disorder.** JOHN A. W. JACKSON, Michael E. May, Christina F. Roantree, Jill Parks, Molly McGinnis, John A. Phillips, Randy D. Blakely, and Craig H. Kennedy (Vanderbilt University)

**Associations among the MAOA, SERT, and Catechol-O-Methyl Transferase Genes and Problem Behavior in Children with Severe Behavior Disorders.** Joseph Wehby, Christina F. Roantree, Katherine Falk, John A. Phillips, Randy D. Blakely, and CRAIG H. KENNEDY (Vanderbilt University)

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### # 299 Symposium

9:00 AM - 10:20 AM

Courtland

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jennifer L. Austin, Ph.D., BCBA

#### **Using Direct Instruction to Improve Educational Outcomes for Children**

Chair: Jennifer Austin (California State University, Fresno)

Discussant: Tim Slocum (Utah State University)

##### **The Effects of a Direct Instruction Math Program on Higher-Order Problem Solving Skills.**

Pamela Christofori (Tri-County TEC) and JENNIFER L. AUSTIN (California State University, Fresno)

**The Impact of Language for Learning and Language for Thinking.** LAURA D. FREDRICK, Alice Nanda, and Amy C. Scarborough (Georgia State University)

**Teaching Calendar Concepts and Operations to Preschoolers: Comparisons between Traditional and a Direct Instruction Program.** PAUL WEISBERG (University of Alabama) and Roberta Stark Weisberg (Tuscaloosa Association for Citizens with Mental Retardation)

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### # 300 Symposium

9:00 AM - 10:20 AM

Montreal

EAB; Experimental Analysis

#### **Using Principles from Experimental Analysis of Behavior to Guide the Behavioral Management of Captive Animals**

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

**Maximizing the Effectiveness of Environmental Enrichment: Suggestions from the Experimental Analysis of Behavior.** LORAIN RYBISKI TAROU (Ohio Wesleyan University) and Meredith J. Bashaw (Franklin and Marshall College)

**An Empirical Test of Enrichment Effectiveness Based on Behavior Analytic Predictions.** MEREDITH J. BASHAW (Franklin and Marshall College) and Loraine Rybiski Tarou (Ohio Wesleyan University)

**Is the Human Treatment Approach a Useful Model for Addressing Nonhuman Primate Behavioral Problems?** M. JACKSON MARR (Georgia Institute of Technology) and Mollie Bloomsmith (Yerkes National Primate Research Center)

**Behavior Modification Techniques in a Combination Therapy Successfully Reduce Self-Injurious Behavior in a Chimpanzee.** SABRINA BOURGEOIS, Maribel Vazquez, and Kathy Brasky (Southwest National Primate Research Center)

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### # 301 Symposium

9:00 AM - 10:20 AM

Vinings

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gina Feliciano, M. Phil., BCBA

#### **Verbal Behavior: The Model Used for Changing/Expanding the Repertoires of Students and Staff. Everyday Applications across Educational Settings in NYC**

Chair: Gina Feliciano (Shema Kolainu-Hear our Voices)

Discussant: Susan M. Silvestri (Hawthorne Country Day School)

**Changing the Behavior of Teachers through Video Monitoring and Supervisor Presented Instruction.** SARAH NATARELLI and Gina Marie Feliciano (Shema Kolainu-Hear our Voices)

**The Increased Use of Verbal Operants Following the Implementation of Augmentative and Alternative Communication (AAC) Devices with Children on the Autism Spectrum.** GILI P. RECHANY and Megan Petrizio (Shema Kolainu-Hear our Voices)

**The Use of a Pairing Procedure in Conditioning Vocalizations to Evoke Parroting and Echoic Responses to Teach Mands.** CHANIE KESSLER, Gina Marie Feliciano, and Jessica Rodriguez (Shema Kolainu-Hear our Voices)

**# 302 International Paper Session**

9:30 AM - 10:50 AM

Piedmont

BPH; Experimental Analysis

**Contemporary Behavioral Pharmacology**

Chair: Andrea Vansickel (University of Kentucky)

**Effects of Methylphenidate on Spontaneous Smoking Behavior.** ANDREA R. VANSICKEL and Craig Rush (University of Kentucky)

**Haloperidol: Does the Via of Administration Matter?** CARLOS F. APARICIO (University of Guadalajara)

**Origins of Contingent Tolerance in Pigeons.** JULIE A. MARUSICH and Marc N. Branch (University of Florida)

**# 303 Invited Event**

10:00 AM - 10:50 AM

Centennial Ballroom II

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Steven C. Hayes, Ph.D.

**2006 ABA Tutorial: Professional Development Series: Introduction to Acceptance and Commitment Therapy**

Chair: Marianne Jackson (University of Nevada, Reno)

STEVEN C. HAYES (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 from a behavior analytic point of view 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 (Behavior Analysis) 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 (Behavior Analysis) 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.

**Abstract:** Behavior analysis has had a hard time penetrating the mainstream of psychology since the rise of cognitive psychology. The two primary barriers underlying this problem are a lack of clarity and understanding of the philosophical core of radical behaviorism, and the need for a comprehensive and experimentally adequate account of language and cognition. The first is primarily a terminological problem that is rectified by functional contextualism; the second is an empirical and theoretical problem that is rectified by Relational Frame Theory. With these two barriers removed, there is nothing to prevent behavior analysis from capturing center stage in many areas of psychology, but the form of behavior analysis results is decidedly post-Skinnerian – that is, true to the Skinnerian tradition philosophically and empirically, but distinct in its approach to complex human behavior as a consequence of empirical developments. The empirical and political success of Acceptance and Commitment Therapy is offered as a concrete demonstration of the success of this strategy. Other possible extensions are briefly explored.

## # 304 Invited Event

10:00 AM - 10:50 AM

Centennial Ballroom I

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Mark L. Sundberg, Ph.D., BCBA

### Verbal Behavior and Autism Intervention

Chair: Jack Scott (Florida Atlantic University)

MARK L. SUNDBERG (Sundberg and Associates)



**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 400

conference presentations and workshops, and taught 80 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:** Should we stop doing mand and intraverbal language training for children with autism? It was suggested by Green (2005) that language training procedures for children with autism that are based on Skinner's (1957) analysis of verbal behavior should not be disseminated until data supporting those procedures are obtained. The purpose of the current presentation will be to present an analysis of the existing data on the mand and intraverbal relations. In addition, an analysis of how the mand and intraverbal repertoires are addressed and taught in traditional discrete trial programs will be presented. The results will show that there is empirical support for the distinction between the mand, tact, and intraverbal, and it is a mistake to assume these repertoire will emerge from the tact only training common to most discrete trial curricula.

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## # 306 Symposium

10:30 AM - 11:50 AM

Montreal

EAB; Experimental Analysis

### Applying Behavior Analysis Techniques to Improving Animal Care and Welfare

Chair: Allison Martin (Center for Conservation and Behavior)

**Husbandry Training for Large Reptiles.** DIANN GAALEMA (Georgia Institute of Technology)

**Training Chimpanzees for Voluntary Blood Collection and Receiving Injections.** JAINE PERLMAN, Susan Lambeth, and Steve Schapiro (The University of Texas M.D. Anderson Cancer Center)

**Food Preference Testing in Orangutans.** ANDREA CLAY (Georgia Institute of Technology) and Mollie Bloomsmith (Yerkes National Primate Research Center)

**Positive Reinforcement Training of Rhesus Monkeys in a Biomedical Research Setting.** KIMBERLY NEU and Mollie Bloomsmith (Yerkes National Primate Research Center)

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**# 307 Symposium**

10:30 AM - 11:50 AM

Baker

CBM; Service Delivery

BACB CE Offered. CE Instructor: Stephen E. Wong, Ph.D., BCBA

**Behavior Analysis and Biomedical Psychiatry: Conflicting Concepts and Treatment Approaches**

Chair: Stephen E. Wong (Florida International University)

**Psychiatry's Flight from Science: A Profession's Headlong, Non-Empirical Rush to Biological Explanations.** W. JOSEPH WYATT (Marshall University)

**A Behavioral Analytic Look at Mental Disorders, the DSM-IV, and Functional Effects of Psychotropic Medications.** MERRILL WINSTON (Professional Crisis Management, Inc.)

**Behavioral versus Biomedical Treatments for Schizophrenia and Depression.** STEPHEN E. WONG (Florida International University)

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**# 308 Symposium**

10:30 AM - 11:50 AM

Cairo

OBM; Applied Behavior Analysis

**Bringing Applied Behavior Analysis into the Healthcare Setting**

Chair: E. Scott Geller (Virginia Polytechnic Institute & State University)

Discussant: Timothy D. Ludwig (Appalachian State University)

**The Challenges of Extending Organizational Behavior Management the Business of Healthcare.** IAN J. EHRHART and E. Scott Geller (Virginia Polytechnic Institute & State University)

**The Impact of Computerized Medication Ordering on Efficiency and Error Rate.** DAVID HARRIS Patrick A. Rhodes, Thomas R. Cunningham, and Douglas M. Wiegand (Virginia Polytechnic Institute & State University)

**Intervening to Change the Way Physicians Order Medications in a Hospital.** THOMAS R. CUNNINGHAM (Virginia Polytechnic Institute and State University) and Steven W. Clarke, Ian J. Ehrhart, and E. Scott Geller (Virginia Polytechnic Institute & State University)

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**# 309 International Paper Session**

10:30 AM - 11:50 AM

Hong Kong

EAB; Experimental Analysis

**Choice I**

Chair: Kelly Banna (Auburn University)

**Quantifying Choice and Punishment.** CELIA LIE and Brent L. Alsop (University of Otago)

**The Temporal Context as Transitional Effort: A New Conceptualization of Choice.** ORN BRAGASON (Komazawa University)

**The Application and Validation of a Logistic Function to Model Behavior in Transition.** KELLY M. BANNA and M. Christopher Newland (Auburn University)

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### # 310 Symposium

10:30 AM - 11:50 AM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Timothy Vollmer, Ph.D., BCBA

#### **Evaluation of Deviant Sexual Behavior in Sex Offenders with Developmental Disabilities**

Chair: Jorge Reyes (University of Florida)

**Deviant Sexual Behavior in Our Culture.** ROBERT REED and Astrid Hall (The Seguin Unit) and Timothy R. Vollmer, Jorge R. Reyes, and Kimberly N. Sloman (University of Florida)

**Replications and Extensions in Plethysmograph-Based Arousal Assessments.** JORGE R. REYES, Timothy R. Vollmer, and Kimberly Sloman (University of Florida) and Astrid Hall (The Seguin Unit)

**A Description of Two Novel Assessment Components.** Jorge R. Reyes, CRISTINA WHITEHOUSE, Andrew Samaha, Kimberly N. Sloman, and Timothy R. Vollmer (University of Florida) and Wade BrodKorb (The Seguin Unit)

**Risk Assessment and Supervision Needs for Sexual and Criminal Offenders with Developmental Disabilities.** DAVID A. PYLES (Illinois Department of Human Services Division of Developmental Disabilities)

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### # 311 International Symposium

10:30 AM - 11:50 AM

Singapore

DEV; Experimental Analysis

BACB CE Offered. CE Instructor: Jacob Gewirtz, Ph.D., BCBA

#### **Imitation: Its Sources, "Lines of Fracture," and Role in Expanding Behavioral Repertoires**

Chair and Discussant: Jacob L. Gewirtz (Florida International University)

**The History of Imitation Research and Suggestions for its Future.** MARICEL CIGALES (Advance Behavior Consulting)

**Stimulus Control in Generalized Imitation.** DEBRA PAONE and Claire L. Poulson (Graduate School and University Center, City University of New York)

**Imitation as Continuous Repertoires.** PER HOLTH (The Behavioral Center, Oslo)

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### # 312 Symposium

10:30 AM - 11:50 AM

International Ballroom North

DDA; Applied Behavior Analysis

#### **Influencing Appropriate Behavior through Manipulation of Various Reinforcement Parameters**

Chair: Joel Ringdahl (University of Iowa)

**Contriving Establishing Operations: Response of Individuals with Developmental Disabilities.** RYAN M. ZAYAC (Auburn University)

**Evaluation of Noncontingent Reinforcement for the Treatment of Problem Behavior Maintained by Negative Reinforcement.** JOANNA LOMAS (The Marcus Institute), Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), Michael E. Kelley (The Marcus Institute and Emory University), and Henry S. Roane (The Marcus Institute/Emory University School of Medicine)

**The Effects of Incorporating the Illusion of Control into a Self-Control Paradigm.** PAMELA A. TIBBETTS and Mark R. Dixon (Southern Illinois University)

**The Influence of Unit Price on Self-Control Responding.** JEFFREY E. DILLEN (The Marcus Institute), Henry S. Roane (The Marcus Institute/Emory University School of Medicine), and Terry Falcomata (University of Iowa)

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### # 313 Symposium

10:30 AM - 11:50 AM

University

EDC; Applied Behavior Analysis

#### **Innovative Approaches for Examining Behavioral Function in School Settings**

Chair: Brian Martens (Syracuse University)

Discussant: Jeffrey J. Skowron (The May Institute, Inc.)

**Increasing the Accuracy of FBA: Charting Behavior-Consequence Relations in the Operant Contingency Space.** FLORENCE D. DIGENNARO, Brian K. Martens, Tanya L. Eckert, and Derek D. Reed (Syracuse University)

**Using Discrete Trials to Increase the Feasibility of Conducting Functional Analyses in School Settings.** SCOTT P. ARDOIN and Erik Drasgow (University of South Carolina)

**Effects of Depleting Reinforcement Supplies on Item Choice and Rate of Problem Completion.** CARON INGLIS and Brian K. Martens (Syracuse University)

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### # 314 Symposium

10:30 AM - 11:50 AM

Auburn

EDC; Applied Behavior Analysis

#### **Innovative Intervention Strategies for Preschoolers with Special Needs: Puppets, Mapping and Video-Tapes**

Chair: Diane Sainato (The Ohio State University)

Discussant: Carol Ann Davis (University of Washington)

**Script Training with Storybooks and Puppets: A Social Skills Intervention Package across Settings for Young Children with Autism.** MARY D. SALMON (Oakstone Academy) and Diane M. Sainato (The Ohio State University)

**Helping Early Childhood Professionals Use Environmental Arrangements to Decrease Problem Behaviors in Child Care Settings.** ANN N. GARFINKLE (University of Montana)

**Teaching Preschoolers with Autism to Wash Hands Using Commercially Available Video Modeling Tapes.** NANCY ROSENBERG and Ilene S. Schwartz (University of Washington)

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### # 315 Symposium

10:30 AM - 11:50 AM

Inman

EDC; Applied Behavior Analysis

#### **Instructional Design, Application, and Strategies for Writing Instruction**

Chair: Bradley Frieswyk (BGF Performance Systems)

Discussant: Libby M. Street (Central Washington University)

**Whimbey: Through the Morningside Mirror.** MARIANNE DELGADO, Adam G. Stretz, and Kent Johnson (Morningside Academy)

**My Love Letter to Art Whimbey's Instructional Design.** MYRA JEAN LINDEN-WHIMBEY (BGF Performance Systems)

**Don't Proofread: Be an Editor.** MARILYN B. GILBERT (Performance Engineering Group)

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### # 316 International Symposium

10:30 AM - 11:50 AM

International Ballroom South

EAB; Experimental Analysis

#### Methods for Exploring Derived Relational Responding

Chair: Sinead Smyth (National University of Ireland, Maynooth)

**Associations or Derived Relations: Investigating the Processes Underlying the Transfer of Functions.** SINEAD SMYTH, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

**Exploring the Role of Verbal Processes in the Transfer of Stimulus Functions.** SINEAD SMYTH, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

**Movement and Equivalence Relations.** ISRAEL MANAS MANAS (University Almeria, Spain) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

**The Implicit Relational Assessment Procedure (IRAP): Exploring its Relational Properties and the Randomization Algorithm.** Angela Kelly, Jacinta McComish, CLAIRE CAMPBELL, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

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### # 317 Paper Session

10:30 AM - 11:50 AM

Vancouver

OBM

#### OBM Paper Series - Theoretical Advances in Organizational Behavior Management

Chair: Thomas Mawhinney (University of Detroit, Mercy)

**A Four Phase Process for Transforming Organizations from Bureaucratic Systems to Open Network Behavior Systems.** (Applied Behavior Analysis) WILLIAM B. ABERNATHY (Aubrey Daniels International)

**Ethical Behavior at Work.** (Applied Behavior Analysis) ALICE DARNELL LATTAL (Aubrey Daniels International)

**Organizational Practices and Latent Deadly Organizational Cultural Practices.** (Theory) THOMAS C. MAWHINNEY (*Journal of Organizational Behavior Management*/University of Detroit, Mercy)

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### # 318 Panel Discussion

10:30 AM - 11:50 AM

Spring

OTH; Service Delivery

#### Professional Development Series: How to Obtain Grant Funding

Chair: Megan Guidi (Simmons College)

RICHARD W. SERNA (University of Massachusetts Medical School - Shriver Center)

KATHRYN SAUNDERS (University of Kansas)

CYNTHIA J. PIETRAS (Western Michigan University)

DUSTIN STAIRS (University of Kentucky)

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### # 319 International Panel Discussion

10:30 AM - 11:50 AM

Lenox

CSE/TPC; Theory

#### **The Emerging Science of Cultural Analysis: Part 2, Conceptual and Practical Advances**

Chair: Mark Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

JOAO CLAUDIO TODOROV (Universidade Católica de Goiás)

INGUNN SANDAKER (Akershus University College)

RICHARD F. RAKOS (Cleveland State University)

MARIA E. MALOTT (Association for Behavior Analysis)

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### # 320 International Symposium

10:30 AM - 11:50 AM

Dunwoody

TPC; Theory

BACB CE Offered. CE Instructor: Maria R. Ruiz, Ph.D., BCBA

#### **The Implicit Association Test (IAT) and Derived Relational Responding: Conceptual Analyses and Empirical Tools**

Chair: Maria Ruiz (Rollins College)

**The IAT and Derived Relational Histories as Epistemological Tools.** Maria R. Ruiz (Rollins College) and BRYAN T. ROCHE and Amanda Gavin (National University of Ireland, Maynooth)

**Juxtaposing Images of Children and Sexually Explicit Words: Gender and Criminal History as Predictors of the IAT Effect.** MARIA R. RUIZ (Rollins College), Bryan T. Roche (National University of Ireland, Maynooth), and Kevin Miraglia (Rollins College)

**A Derived Relations Model of the Implicit Association Test: Testing a Key Prediction.** AMANDA GAVIN and Bryan T. Roche (National University of Ireland, Maynooth) and Maria R. Ruiz (Rollins College)

**Acquisition and Generalization of the Implicit Association Test (I.A.T.) Effect: A Replication.** Bryan T. Roche (National University of Ireland, Maynooth), Maria R. Ruiz (Rollins College), and CHRISTINE M. TERRY (University of Washington)

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### # 321 Symposium

10:30 AM - 11:50 AM

Techwood

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: John V Stokes, M.S., BCBA

#### **The Use of Staff Training and Performance Feedback to Increase Staff Performance in Community Based Day and Residential Settings**

Chair: John Stokes (Charles River ARC)

**Becoming Measurable and Observable: The Use of Performance Feedback and Video Modeling in Training Clinical Competence and Vocational Skills in an Adult Program.** JOHN STOKES, John C. Randall, Donna Gagne, and Liz Deren (Charles River ARC)

**The Effects of Staff Training on the Reliability Analysis of the MAS, FAST, and PBS.** AMY SLYMAN, Jennifer L. Link, and Diana Poles (Vinfen Corporation), and Michael F. Dorsey (Vinfen Corporation/Simmons College)

**The Use of Digital Video Recording and Performance Feedback to Increase Program Implementation.** AMY INCLIMA and Angela Glavin (Judge Rotenberg Educational Center) and Susan Ainsleigh (Simmons College)

**The Use of Public Posting to Increase Safety Procedures in a Public School Setting.** JOHN BARKER and Susan Ainsleigh (Simmons College)

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### # 322 International Symposium

10:30 AM - 11:50 AM

The Learning Center

VRB; Theory

#### **The Utility of Interdisciplinary Studies in the Area of Second Language Acquisition**

Chair: Yukiko Washio (University of Nevada, Reno)

Discussant: John H. Mabry (University of North Carolina, Chapel Hill, Visiting Scholar)

**Chaos/Complexity & Behavior Analysis: Second Language Acquisition Analyses via a Bridge Discipline.** YUKIKO WASHIO and Ramona Houmanfar (University of Nevada, Reno)

**A Comparison of Four Strategies for Teaching a Small Second-Language Vocabulary to Preschool Children.** ANNA I. PETURSDOTTIR, Linda S. Magnusdottir, Berglind Aradottir, Hafdis Jensdottir, Alma R. Olafsdottir, and Asta S. Thorsteinsdottir (University of Akureyri)

**Behavior-Analytic Perspectives on Second Language Acquisition.** ROBERT DLOUHY (Western Michigan University)

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### # 323 Symposium

10:30 AM - 11:50 AM

Manila

EAB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Iser DeLeon, Ph.D., BCBA

#### **Token Reinforcement Systems: Investigations on the Value of Tokens and the Selection of Back-Up Reinforcers**

Chair: Iser Guillermo DeLeon (Johns Hopkins University)

**Sensitivity to Token Loss as a Function of Earning Requirements.** LISA M. TOOLE (Kennedy Krieger Institute), Iser Guillermo DeLeon (Johns Hopkins University), David M. Richman (University of Maryland, Baltimore County), and Gregory A. Lieving and Melissa Allman (Kennedy Krieger Institute)

**An Assessment of the Reinforcing Efficacy of Tokens.** STACIE L. FITCH and Jason Bourret (New England Center for Children)

**Token Training and Motivating Operation Effects on the Outcomes of Preference and Reinforcer Assessments.** CARLY A. MOHER (New England Center for Children, Northeastern University) and D. Daniel Gould, Richard B. Graff, and Jason Bourret (New England Center for Children)

**Correspondence between Preference Assessments and Actual Item Selection.** KIMBERLY SLOMAN, Timothy R. Vollmer, and Jorge Rafael Reyes (University of Florida)

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### # 324 Symposium

10:30 AM - 11:50 AM

Regency VI

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Melissa Olive, Ph.D., BCBA

#### **Using Voice Output Communication Aids with Children with Autism and Other Developmental Disabilities**

Chair: Melissa L. Olive (University of Texas at Austin)

**Overview of Voice Output Communication Aids.** BERENICE DE LA CRUZ, Melissa L. Olive, and Tonya N. Davis (The University of Texas at Austin), Russell Lang (Lake Travis Independent School District), and Hyung Mee Kim (University of Texas at Austin)

**A Literature Review of the Combined Use of FCT and VOCA with Young Children.** HYUNG-MEE KIM and Melissa L. Olive (University of Texas at Austin)

**The Effects of Using a VOCA to Teach Greetings to Young Children with Autism.** Melissa I. Olive (University of Texas at Austin), RUSSELL LANG (Lake Travis Independent School District), Jennifer K. Burns (The University of Texas Rise School), Laura Brown (The Westview School), Amy Narbut (Infant Parent), Jessica Kerfoot (The Moore-Weis School For Children), and Hsiao-Ying Chen (University of Texas at Austin)

**The Effects of Using a VOCA to Teach Attention Requesting to a Young Child with Autism.** Melissa L. Olive and TONYA N. DAVIS (University of Texas at Austin), Russell Lang (Lake Travis Independent School District), and Berenice de la Cruz and Chia-Hui Ma (University of Texas at Austin)

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### **# 325 Symposium**

10:30 AM - 11:50 AM

Kennesaw

CBM; Applied Behavior Analysis

#### **Utilizing Functional and Experimental Analysis Methodology to Treat Aberrant Behavior in Typically Developing Adolescents**

Chair: Shawn Hirsch (Girls and Boys Town)

**Developing Applied Behavioral Analytic Technology for Use with Typically Developing Adolescents.** SEAN SMITHAM, Gary Feller, and Stacy Horsham (Girls and Boys Town)

**Applying Functional Assessment Methodologies to the Identification of Effective Antecedent Interventions for Maladaptive Behavior in Typically Developing Adolescents.** JENNIFER L. RESETAR and Ryan Meehl (Girls and Boys Town)

**Treating Aberrant Behavior in Typically Developing Adolescents: Consequence-Based Interventions.** KASHUNDA WILLIAMS and Casandra Schlueter (Girls and Boys Town)

**Evaluating the Effects of Functional and Experimental Analysis on the Behavior of Typically Developing Adolescents.** MICHAEL I. AXELROD, Christina Edwards, and Michael Handwerk (Girls and Boys Town)

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### **# 326 Paper Session**

11:00 AM - 11:50 AM

Centennial Ballroom III

AUT; Service Delivery

#### **Behavioral Intervention with Very Young Children**

Chair: Christine Reeve (Mailman Segal Institute at Nova Southeastern University)

**Starting Right: A Pilot Project for Earliest Intervention for Children with Autism.** Sandra Savinelli, CHRISTINE REEVE, Anibal Gutierrez, Jr., Susan S. Kabot, Tonya Duffy, and Melissa N. Hale (Mailman Segal Institute at Nova Southeastern University)

**Intensive Behavioral Intervention with Toddlers: Why and How?** NANCY G. SCHUSSLER and James E. O'Neill (Behavioral Dimensions - Minneapolis) and Rebekah Keller and Sarah E. Roberts (Behavioral Dimensions)

**Enhancing Child and Family Outcomes: A Model for Parent Education, Collaboration, and Community Outreach.** JENNIFER L. HARRIS and Lisa Brownfield (FirstSteps for Kids, Inc.)

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### # 327 Paper Session

11:00 AM - 11:50 AM

Regency VII

AUT; Applied Behavior Analysis

#### **Developing Social Skills with Children with Autism**

Chair: Justin Leaf (Autism Partnership)

**Effectiveness of a Training Package for Teaching Friendship Development and Maintenance Skills for Young Children with Autism.** JUSTIN B. LEAF, Mitchell T. Taubman, Stephanie Bloomfield, Leticia I. Palos-Rafuse, John James McEachin, and Ronald B. Leaf (Autism Partnership)

**Reinforcement Rate on Spontaneous Social Initiations of Children with Autism.** VINCA RIVIERE (Development - Autism) and Jean-Claude Darcheville (University of Lille)

**Teacher Enthusiasm: Does it Really Make a Difference in Task Performance of Students with Autism?** TAMMY HAMMOND NATOF and Raymond G. Romanczyk (State University of New York, Binghamton)

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### # 328 International Paper Session

11:00 AM - 11:50 AM

Chicago A-F

AUT

#### **Knowledge and Motivation and Autism Intervention**

Chair: Lisa Brownfield (FirstSteps for Kids, Inc.)

**"Knowing": A Practical Approach to Teaching Perspective-Taking as Applied to Advanced Conversation Skills.** (Service Delivery) LISA BROWNFIELD and Jennifer L. Harris (FirstSteps for Kids, Inc.)

**Spanish Adaptation of the Motivational Assessment Scale (MAS) in a Group of Children with Autistic and Other Developmental Disorders.** (Applied Behavior Analysis) JAVIER VIRUÉS-ORTEGA (Instituto de Salud Carlos III & Universidad de Granada), Karen Christine Kloezean (University of Hawaii), Tomás Carrasco Giménez (Universidad de Granada), and Rafaela Caballero (University of Seville, Spain)

### # 329 Invited Event

11:00 AM - 11:50 AM

Centennial Ballroom II

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Melissa Olive, Ph.D., BCBA

#### **On the Utility of the Concept of Automatic Reinforcement in Applied Behavior Analysis**

Chair: Kent Johnson (Morningside Academy)

TIMOTHY R. VOLLMER (University of Florida)



**Dr. Timothy R. Vollmer** received his Ph.D. from the University of Florida in 1992. From 1992 until 1996 he was on the psychology faculty at Louisiana State University. From 1996 to 1998 he was on the faculty at the University of Pennsylvania Medical School. He returned to the University of Florida in 1998 and is now an Associate Professor of Psychology and recently was named Research Foundation Professor. His primary area of research is applied behavior analysis, with emphases in developmental disabilities, reinforcement schedules, and parenting. He has published over 80 articles and book chapters related to behavior analysis. He was the recipient of the 1996 B.F. Skinner New Researcher award from the American Psychological

Association (APA). He received another APA award in August, 2004 for significant contributions to applied behavior analysis. Currently, he is principal investigator for a collaborative project with the Florida Department of Children and Families, teaching parenting skills to foster parents. In addition,

his research in developmental disabilities runs the basic-to-applied gamut with studies in an operant rat lab, a human operant lab, and school-based assessments and treatments of behavior disorders.

**Abstract:** Automatic reinforcement refers to (positive or negative) reinforcement in the absence of social mediation. Despite early discussions of automatic reinforcement by Skinner and other eminent behaviorists (e.g., Michael), the concept of automatic reinforcement was not widely discussed or incorporated into applied research until the last couple of decades or so. Now, the notion of automatic reinforcement is widespread in applied research and practice. The presenter will show data reflecting the increasing trend of studies on automatic reinforcement. A result of the recent proliferation of research is that we now have enough data to at least begin exploring questions about the utility of the automatic reinforcement concept. While discussing a range of advantages and disadvantages of the concept, the presenter will reach two very general conclusions: 1. The concept of automatic reinforcement is useful because it draws attention to the fact that not all reinforcement is socially mediated, but 2. The concept of automatic reinforcement is limiting when and if it detracts from an analysis of specific stimuli and events that may function as reinforcement.

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### # 330 Paper Session

11:00 AM - 11:50 AM

Roswell

TPC; Theory

### Skinner, Rorty, and Marx

Chair: Ted Schoneberger (Stanislaus County Office of Education)

**A Skinnerian Analysis of Marx's Concept of Revolution.** CHRIS STABILE (Keiser College)

**Science without Scientism: Richard Rorty's Neo-Pragmatist Approach.** TED G.

SCHONEBERGER (Stanislaus County Office of Education)

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### # 331 Invited Event

11:00 AM - 11:50 AM

Centennial Ballroom I

BPH; Experimental Analysis

### The Multiple Mechanisms of GHB: Why Should We Care?

Chair: John Roll (Washington State University, Friends Research Institute)

CHARLES PATRICK FRANCE (University of Texas)



**Dr. France** received his Ph.D. from the University of Michigan. He is currently a Professor in the Department of Pharmacology and Psychiatry at the University of Texas Health Science Center, located in San Antonio. Research in his laboratory focuses on interactions between behavior and pharmacology as those interactions influence the abuse liability of drugs. One major goal of the laboratory has been to understand how the subjective effects of drugs change as a consequence of certain behavioral and pharmacologic histories. His laboratory has developed behavioral procedures (drug discrimination) that are sensitive to the withdrawal-precipitating effects of antagonists and routinely uses these procedures to

study the development of dependence and the expression of withdrawal as well as how these phenomena can be modified by various pharmacologic and behavioral manipulations. One unifying theme of research in his laboratory is the use of receptor theory, which provides a framework for the planning, execution and interpretation of behavioral studies with drugs. Thus, many of his studies attempt to differentiate among drugs on the basis of their efficacy and selectivity, thereby identifying the pharmacologic characteristics of drugs that are most important for particular behavioral effects (e.g., reinforcing effects).

**Abstract:** Since its discovery and isolation more than 40 years ago, GHB has been studied for its therapeutic and non-therapeutic effects. GHB is an endogenous putative neurotransmitter/neuromodulator, a drug of abuse, and a treatment for sleep disorders. Despite numerous studies on GHB and its continued use in and out of the clinic, the mechanisms that contribute

to its use and abuse remain only partially described. This presentation will review preclinical studies on the behavioral pharmacology of GHB, particularly as those studies related to identification of the mechanism of action of GHB and related compounds.

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**# 332 Paper Session**

11:00 AM - 11:50 AM

Regency V

AUT

**The Role of Parents in Early Intensive Behavioral Intervention**

Chair: Jack Scott (Florida Atlantic University)

**Quantitative and Qualitative Analysis of Home Early Intensive Behavioral Intervention Programs: Results of the 2005 Survey.** (Service Delivery) JACK SCOTT, Bairbre Flood, and Kyle Bennett (Florida Atlantic University)

**Training Parents as Behavior Change Agents: An Examination of the Benefits of Targeting Knowing About or Knowing How to Implement Operant Principles.** (Applied Behavior Analysis) GINGER WILSON (Nyansa Learning Corporation) and Jennifer A. Castellanos, Brooke M. Holland, and Patrick M. Ghezzi (University of Nevada, Reno)

**Parent Power in Getting a Reluctant School District to Establish a Comprehensive Behaviorally-Based Autism Program.** (Applied Behavior Analysis) BARRY E. STERN (Ann Arbor Families for Autistic Children's Education and Support (A2FACES))

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**# 333 International Poster Session**

12:00 PM - 1:30 PM

Grand Hall

AUT

**1. Treatment Integrity in Behavioral Intervention Studies with Individuals with Autism.** (DDA; Applied Behavior Analysis) JENNIFER A. BENNE and April S. Worsdell (Southern Illinois University)

**2. Helping Answer Needs by Developing Specialists (HANDS) in Autism: Program Development.** (CSE; Applied Behavior Analysis) NAOMI SWIEZY, Megan N. Grothe, Melissa L. Maynard, Patricia Korzekwa, and Pamela Anderson (Christian Sarkine Autism Treatment Center at Riley Hospital for Children), Kara Hume (Indiana University), Joy Fairbanks (Christian Sarkine Autism Treatment Center at Riley Hospital for Children), and Gary Miller (Riley Hospital for Children)

**3. Helping Answer Needs by Developing Specialists (HANDS) in Autism: Program Evaluation.** (CSE; Applied Behavior Analysis) Naomi Swiezy, MEGAN N. GROTHE, Melissa L. Maynard, Patricia Korzekwa, Joy Fairbanks, and Pamela Anderson (Christian Sarkine Autism Treatment Center at Riley Hospital for Children), Kara Hume (Indiana University), and Gary Miller (Riley Hospital for Children)

**4. Early Intensive Behavioral Intervention for Children with Autism: An Updated and Comprehensive Empirical Literature Review.** (Applied Behavior Analysis) KIMBERLY ANN KROEGER (Cincinnati Children's Hospital Medical Center, The Kelly O'Leary Center for Autism Spectrum Disorder)

**5. Early Intensive Behavioral Intervention: A Research Synthesis.** (Service Delivery) AMANDA L. TYRRELL (Community Living Opportunities)

**6. Autism Prevalence Discrepancies between International Epidemiology Data and the United States Department of Education Data.** (Theory) JONATHAN L. SEMETKO and Thomas S. Higbee (Utah State University)

**7. Increasing Vocalizations of a Child with Rett Syndrome through a Behavioral Intervention Package.** (VRB; Applied Behavior Analysis) JULIE M. MARCKEL (Columbus Children's Hospital Autism Center), Tim M. Barrett (The Ohio State University), and Christine Averill (Children's Hospital, Columbus)

**8. Need Fails to Predict Service Allocation...What's Going On?** (Applied Behavior Analysis) LAUREL MAUCH and Jennifer L. Harris (FirstSteps for Kids, Inc.)

**9. Effects of Response Blocking during Discrete Trial Instruction.** (DDA; Applied Behavior Analysis) ANNETTE McCLAVE (The Marcus Institute), Michael E. Kelley (The Marcus Institute and Emory University School of Medicine), Catherine Trapani (The Marcus Institute), and Tiffany Kodak (Louisiana State University)

**10. Publicly Funded Home-Based ABA Program for Preschool Children with Autism: Outcomes of Two of Three Years of Intervention.** (Applied Behavior Analysis) ANGELA CORNICK and Daniela Fazzio (St. Amant)

**11. The Effects of General versus Specific Training for Parents.** (Applied Behavior Analysis) BROOKE M. HOLLAND (University of Nevada, Reno), Ginger Wilson (Nyansa Learning Corporation), and Kristina Landerman, Molly L. Day, and Patrick M. Ghezzi (University of Nevada, Reno)

**12. Some Lessons Learned in Training Parents.** (Applied Behavior Analysis) JENNIFER A. CASTELLANOS (University of Nevada, Reno), Ginger Wilson (Nyansa Learning Corporation), and Christy Cauffman, Molly Halligan, and Patrick M. Ghezzi (University of Nevada, Reno)

**13. An Examination of Parent Knowledge.** (Applied Behavior Analysis) BROOKE M. HOLLAND (University of Nevada, Reno), Ginger Wilson (Nyansa Learning Corporation), and Kristina Landerman, Daniel H. Sutich, and Patrick M. Ghezzi (University of Nevada, Reno)

**14. Four-Year Outcome for 35 Children with Autism Receiving Intensive Behavioral Treatment.** (Applied Behavior Analysis) TAMLYNN GRAUPNER (Wisconsin Early Autism Project)

**15. A Model for Problem Solving in Discrete Trial Training for Children with Autism.** (Applied Behavior Analysis) SUZANNAH J. FERRAIOLI (University of Rochester), Carrie E. Hughes (Quest Autism Foundation), Tristram Smith (University of Rochester Medical Center), and Bridget A. Taylor (Alpine Learning Group)

**16. An Analysis of the Effects of Four Mastery Criteria on Rate of Target Mastery.** (Service Delivery) Coral E. Lee, CARA M. CAPPALLI, and James A. Hoko (Area Cooperative Educational Services)

**17. The Reliability and Validity of a Pilot Version of the York Measure of Quality of Intensive Behavioral Intervention.** (EDC; Applied Behavior Analysis) E. ALICE PRICHARD, Helen E. Penn, and Adrienne M. Perry (York University)

**18. Parent Involvement in IBI.** (Service Delivery) ABBIE SOLISH and Adrienne M. Perry (York University)

**19. Long-Term Outcome of Five Children with Autism who Received an Early Intensive Behavioral Intervention in Japan.** (DDA; Applied Behavior Analysis) TAKAHIRO YAMAMOTO and Yoshiaki Nakano (Sophia University) and Maiko Miyazaki, Yuki Ito, Akiko Kato, and Mari Sasaki (Nakayoshi Kids Station)

**20. Use of a Photographic Activity Schedule to Increase Appropriate Play in a 2-Year-Old with Autism.** (Applied Behavior Analysis) KELLY KELM (Northeastern University & BEACON Services) and Joseph Vedora (BEACON Services)

**21. Using Errorless Teaching Procedures to Facilitate Generalized Responding of a Child with Autism to His Mother.** (CSE; Applied Behavior Analysis) AMBER CURRAN and Robert K. Ross (BEACON Services) and Harry A. Mackay (Northeastern University, Shriver Center)

**22. Inter-Observer Agreement of Behavior Reports by Parents of Children with Autism.** (Applied Behavior Analysis) GERI M. HARRIS and Gerald E. Harris (Texas Young Autism Project)

**23. The Use of Intonation Prompts to Reduce Stimulus Overselectivity for a Child with Autism.** (EDC; Applied Behavior Analysis) AMY BERGEN (Toddler and Infant Programs for Special Education, Inc./Eden II)

**24. Social Stories for Preschoolers with Autism: Effects on Prosocial Behaviors.** (DDA; Applied Behavior Analysis) SHANNON CROZIER and Matthew Tincani (University of Nevada, Las Vegas)

- 25. A Between-Group Comparison Examining the Effects of a Transitional Classroom for Pre-School Children with Autism.** (Applied Behavior Analysis) KAREN E. WOODS and Megan F. Riley (Elwyn Inc.)
- 26. Beaumont Presents CARE: Hospital-Based Treatment Program for Children Diagnosed with Autism.** (DDA; Applied Behavior Analysis) IVY M. CHONG, Nicole M. Carlisle, and Ruth M. Anan (William Beaumont Hospital)
- 27. Behavioral Parent Training for Parents of Preschool Children with Autism.** (DDA; Service Delivery) ELIZA DELPIZZO-CHENG and Lori Williams (Newport-Mesa Unified School District)
- 28. Development of Generalized Repertoires of Request Following by Children with Autism.** (DDA; Applied Behavior Analysis) ALISHA ARNOLD LANNON and Trevor Stokes (University of South Florida)
- 29. The Transition of Children with Autism from Intensive Behavioral Intervention (IBI) Programs into the School System.** (Service Delivery) ALISSA LEVY and Adrienne M. Perry (York University)
- 30. Comparison of Mand and Tact Acquisition of Toddlers with and without Autism.** (VRB; Applied Behavior Analysis) E. AMANDA BOUTOT (DePaul University)
- 31. Effects of a Parent Training Program for Teaching Children with Autism in the People's Republic of China.** (Applied Behavior Analysis) PEISHI WANG (Queens College, City University of New York)
- 32. Levels of Hope and Stress in Parents of Children on the Autism Spectrum.** (CBM; Service Delivery) COURTNEY DILLON (Western Michigan University), Anthony Scioli (Keene State College), and Linda A. LeBlanc (Western Michigan University)
- 33. Outcome Data from an In-Home Early Intervention Program for Children with Autism Younger than 3 Years Old.** (EDC; Applied Behavior Analysis) Paul D. Coyne and BETH E. CALARCO (Coyne & Associates)
- 34. Teaching Picture Discrimination to Children with Autism: "Traditional Match-to-Sample" Training vs. "Naturalistic PECS" Training.** (DDA; Applied Behavior Analysis) KATHLEEN DYER (River Street Autism Program), Beth Sulzer-Azaroff (Browns Group Naples), and Andrew S. Bondy (Pyramid Educational Consultants)
- 35. Aspects of Social Support, Caregiver Burden, and Parental Self-Efficacy in Models of Autism Treatment: Subsequent Impacts on Parental Stress Levels.** (Applied Behavior Analysis) MICHELLE T. PETRONGOLO (Children's Hospital of Philadelphia) and David Powers, Martin Sherman, and Sharon Green-Hennessy (Loyola College)

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#### **# 334 International Poster Session**

12:00 PM - 1:30 PM

Grand Hall

CBM

- 36. Manipulating Antecedent Variables to Reduce Perseveration Following Acquired Brain Injury (ABI): A Case Study.** (Service Delivery) Kelley D. Anstey (Acquired Brain Injury Behavior Services, West Park Healthcare Centre), Amy Barker and Gary J. Gerber (Acquired Brain Injury Behavior Services), and Angela E. Burgess (West Park Hospital, Acquired Brain Injury Behavior Services)
- 37. An Additional Benefit to Integrating Behavioral Health Services in Primary Care: Attendance to Initial Appointment.** (Service Delivery) RACHEL J. VALLELEY, Stacy Kosse, and Ariadne Schemm (Munroe-Meyer Institute), Jodi A. Polaha (Munroe-Meyer Institute, University of Nebraska Medical Center), and Joseph H. Evans (University of Nebraska Medical Center)
- 38. Adherence to Treatment in Obese Individuals: A Preliminary Single Subject Trial of an ACT Intervention.** (CSE; Experimental Analysis) CHRISTOPHER C. CUSHING, Tanya N. Kimbrough, Chris S. Lorance, and Ann Branstetter (Missouri State University)

- 39. Acute Pain Tolerance: Assessing the Effects of a Pre-Post Tolerance Design.** (Applied Behavior Analysis) CHRIS S. LORANCE and Christopher C. Cushing (Missouri State University) and Tanya N. Kimbrough and Ann Branstetter (Southwest Missouri State University)
- 40. The Development of a Behavioral Observation System for Community Reinforcement Intervention in a Group Setting.** (CSE; Applied Behavior Analysis) Patricia Neal (SODAT, Inc.) and Stefanie Hasselman, Johnson Rebecca, Gerry Healy-Marini, and MARY LOUISE E. KERWIN (Rowan University)
- 41. One Intervention, Two Sites: Differences across Sites in a Contingency Management Intervention for Cocaine Dependency.** (CSE; Applied Behavior Analysis) ALICIA K. PADOVANO, Rachel A. Corbin, Tanya Faranda-Diedrich, and Kimberly C. Kirby (Treatment Research Institute)
- 42. Effects of a Fee to Participate in an Internet-Based Voucher Program to Initiate Smoking Abstinence.** (CSE; Applied Behavior Analysis) IRENE M. GLENN and Jesse Dallery (University of Florida)
- 43. Outcomes in a Contingency Management Intervention Designed to Achieve Long-Term Drug Abstinence.** (CSE; Applied Behavior Analysis) TANYA M. FARANDA-DIEDRICH, Rachel A. Corbin, Alicia K. Padovano, and Julie M. Wosak (Treatment Research Institute), Beau Brendley (Parkside Recovery), and Michele Pich and Kimberly C. Kirby (Treatment Research Institute)
- 44. Beliefs toward Empirically-Supported Treatments among Outpatient Substance Abuse Treatment Program Administrators.** (CSE; Service Delivery) LOIS A. BENISHEK, Stephanie E. Shealy, Kimberly C. Kirby, Karen Leggett Dugosh, and Julie M. Wosak (Treatment Research Institute) and Beau Brendley (Parkside Recovery)
- 45. The Choice is Yours: Delay Discounting of Money, Health, and Freedom by Cocaine Dependent Women.** (BPH; Experimental Analysis) STEPHANIE E. SHEALY, Danette L. Wright-Lee, and Rachel A. Corbin (Treatment Research Institute) and Mary Louise E. Kerwin (Rowan University)
- 46. A Multicomponent Treatment for Smoking Cessation.** (Applied Behavior Analysis) JAMES ANDERSON and Scott T. Gaynor (Western Michigan University)
- 47. Application of a Web-Based Instruction System as an Interactive Means to Treat of Anxiety Disorders.** (CSE; Applied Behavior Analysis) HEATHER DAWN SIMISTER-FIRTH and Joseph J. Pear (University of Manitoba)
- 48. Body Dissatisfaction and Eating Disorder Behaviors in Non-Traditional Versus Traditional Age College Women.** (CSE; Applied Behavior Analysis) JENNIFER E. CALDWELL and Peggy Cantrell (East Tennessee State University)
- 49. Perfectionism, Depression, and Anxiety's Relationships to Eating Disorder Attitudes and Behaviors in Undergraduate Women.** (CSE; Applied Behavior Analysis) JENNIFER E. CALDWELL and Peggy Cantrell (East Tennessee State University)
- 50. Does Hypertension Increase Vulnerability to Developing Posttraumatic Stress Disorder Symptoms?** (EAB; Experimental Analysis) DAVID PAUL SCOTT (Eastern Michigan University) and Edison Perdomo and Daniel Houlihan (Mankato State University)
- 51. The Focus of Pulling Scale (FPS): A Measure Designed to Assess the Function of Hair Pulling for Individuals Diagnosed with Trichotillomania (TTM).** (TPC; Applied Behavior Analysis) Chris A. Flessner (University of Wisconsin, Milwaukee), Martin E. Franklin (University of Pennsylvania School of Medicine), DOUGLAS W. WOODS (University of Wisconsin, Milwaukee), Dan J. Stein (University of Stellenbosch), Nancy J. Keuthen (Massachusetts General Hospital), and Andrea Weber and Andrew Lincoln (University of Wisconsin, Milwaukee)

**52. An Investigation of a Model of Social Competence.** (TPC; Theory) SARA WHITE (Binghamton University), Raymond G. Romanczyk (Institute for Child Development), and Elizabeth Geoghan and Brianna Friedman (Binghamton University)

**53. Using Descriptive and Experimental Analyses to Identify the Function of Bizarre Speech.** (DDA; Applied Behavior Analysis) CARRIE REAL, Bridget A. Shore, Mary V. Burke, Phil Weinstein, and Shanita Allen (Florida Institute for Neurologic Rehabilitation)

**54. A Stepped Care Cognitive-Behavioral Motivational Model for the Treatment of College Students with Alcohol Problems.** (CSE; Applied Behavior Analysis) HORACIO QUIROGA ANAYA and Juan José Sánchez Sosa (National Autonomous University of México), Maria Elena Teresa Medina-Mora Icaza (National Institute of Psychiatry), and Carlos F. Aparicio (University of Guadalajara)

**55. Successful Reduction of Ritualistic Behaviors in a 36-Year-Old Woman with Obsessive Compulsive Disorder with Contingent Skin Shock.** (Applied Behavior Analysis) ROBERT VON HEYN, Maryellen Kelley, and Matthew L. Israel (Judge Rotenberg Educational Center)

**56. The Community Inclusion Project: Supporting People with Dual Diagnoses Using an Integrated Service Delivery Model.** (CSE; Service Delivery) Michael E. May, JOHN A. W. JACKSON, and Craig H. Kennedy (Vanderbilt University)

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**# 335 International Poster Session**

12:00 PM - 1:30 PM

Grand Hall

DDA

**57. The Use of a Nuk to Facilitate Extinction of Food Refusal Behavior.** (Applied Behavior Analysis) KEVIN LUCZYNSKI, SungWoo Kahng, and Keith MacWhorter (Kennedy Krieger Institute)

**58. The Use of a "Chaser" to Increase Food Consumption.** (Applied Behavior Analysis) KEVIN LUCZYNSKI, SungWoo Kahng, Keith MacWhorter, and Marie Andachter (Kennedy Krieger Institute)

**59. Teaching the Word-Processing Skills in the Students with Learning Difficulties.** (Applied Behavior Analysis) HIROSHI SUGASAWARA and Jun'ichi Yamamoto (Keio University, RESTEX, JST)

**60. Token Economy in a Developmental Training Program.** (Service Delivery) JEANNE M. BROWER (Northern Illinois University/Cornerstone Services)

**61. Acquisition of Handwriting Behavior of Chinese Characters to a Child with ADHD.** (Applied Behavior Analysis) MASAKO TSURUMAKI (Fukushima University)

**62. A Comparison of Two Procedural Variations of Escape Extinction.** (Applied Behavior Analysis) NICOLE M. RODRIGUEZ, SungWoo Kahng, Katharine Litman, and Elizabeth Lasker (Kennedy Krieger Institute)

**63. A Preliminary Evaluation of a Reinforcer Assessment Questionnaire.** (Applied Behavior Analysis) BRANDON E. MCCORD and Shannon L. Nichols (Behavioral Services of Tennessee)

**64. Antecedent-Based Interventions to Reduce Escape-Maintained Problem Behavior and Increase Academic Responding: A Comparison of Most-to-Least Prompting and Functional Communication Training.** (Applied Behavior Analysis) JUDAH AXE and Corinne M. Murphy (The Ohio State University), Renee K. Van Norman (University of Nevada, Las Vegas), and William L. Heward (The Ohio State University)

**65. The Use of Sequentially Implemented Treatment Components to Decrease Problem Behavior Maintained by Escape from Demands during Bathing.** (Applied Behavior Analysis) MICHELLE A. FRANK, David E. Kuhn, Camille Mongeon, and Keith MacWhorter (Kennedy Krieger Institute)

**66. Overcoming Fear: Using Systematic Desensitization to Help a Woman Use Her Sleep Apnea Machine.** (CBM; Applied Behavior Analysis) TAWNIA Y. CRIDER and Colin Peeler (Behavior Solutions, Inc.)

**67. Use of ISEECI for the Recording of Behavior: A Virtual VCR.** (TBA; Applied Behavior Analysis) MARIANA PALMA-NARVAEZ, Gabriela de Guadalupe Téllez-Sánchez, and Alma Georgina Hernández-Mendoza (Centro Educativo Neurocom) and Marco Raúl Campuzano-Rodríguez and Jorge Luis González-Quijano (Neurodesarrollo y Comunicación)

**68. Comparing Video Prompting to Video Modeling for Teaching Daily Living Skills to Six Adults with Developmental Disabilities.** (EDC; Applied Behavior Analysis) HELEN CANNELLA (The Ohio State University), Jeffrey S. Sigafoos (University of Tasmania), and Mark F. O'Reilly, Berenice de la Cruz, and Chaturi Edrisinha (University of Texas at Austin)

**69. The Effects of the Presence of a Dog on the Social Interactions of Children with Developmental Disabilities.** (EDC; Applied Behavior Analysis) STEPHANIE ESTEVES and Trevor Stokes (University of South Florida)

**70. What is the Best Way to Conduct a Single Stimulus Preference Assessment for Individuals with Profound Multiple Disabilities?** (EAB; Applied Behavior Analysis) SARA M. SPEVACK, Jennifer R. Thorsteinsson, and Aynsley K. Verbeke (University of Manitoba), Dickie C. T. Yu (University of Manitoba & St. Amant), and Garry L. Martin (University of Manitoba)

**71. Further Analysis of Instructional Fading: Effects of Forward and Backward Fading.** (AUT; Applied Behavior Analysis) MICHAEL SCHAFFER (The Marcus Institute), Kenneth W. Atkins (Georgia State University), and Laura L. Grow, Karen Myers, and Jeb Jones (The Marcus Institute)

**72. Functional Analysis Procedures on Toileting Training: A Program of Antecedent Control.** (AUT; Service Delivery) PAULINA UGALDE-PÉREZ, Alma Georgina Hernández-Mendoza, and Gabriela de Guadalupe Téllez-Sánchez (Centro Educativo Neurocom) and Marco Raúl Campuzano-Rodríguez and Jorge Luis González-Quijano (Neurodesarrollo y Comunicación)

**73. Functional Analysis of the Rate of Bite Presentation and Rumination.** (AUT; Service Delivery) ELLEN TAYLOR, Leigh A. Strain, Jennifer C. Arnold, Jerre R. Brimer, Lacy Black, and Charlie Winstead (The Learning Tree, Inc.), David N. Ellis (University of South Alabama), and Robert A. Babcock (Auburn University and The Learning Tree, Inc.)

**74. Using Video Prompting to Teach a Leisure Skill to Four Adults with Developmental Disabilities.** (AUT; Applied Behavior Analysis) Chaturi Edrisinha, HAYOUNG CHOI, Mark F. O'Reilly, and Jeffrey S. Sigafoos (University of Tasmania)

**75. The Development of Norms for a Measure of Social Development.** (AUT; Applied Behavior Analysis) EMILY HUBER CALLAHAN (Binghamton University, Institute for Child Development) and Raymond G. Romanczyk (Institute for Child Development)

**76. Increasing Social Skills and Decreasing SIB, Elopement, and Yelling in a Consumer with Autism and Mental Retardation.** (AUT; Applied Behavior Analysis) VALERIA PAREJO (Human Development Center/Florida Institute of Technology), Holly V. Steele (Psychological Management Group), and Kimberly E. Church (Human Development Center)

**77. Effects of Contingent Touch and Aroma on Movement and Relaxation by Children with Developmental Disabilities.** (AUT; Applied Behavior Analysis) MECHY WRIGHT and Trevor Stokes (University of South Florida), Sylla Sheppard-Hanger (Atlantic University of Aromatherapy), and Stephanie Tatem (University of South Florida)

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**# 336 International Poster Session**

12:00 PM - 1:30 PM

Grand Hall

DEV

**78. EAHB SIG Student Paper Competition Award Winner. Aging and Categorization: Using Generalized Equivalence Classes and Their Characteristics to Compare Older and Younger Adults.** (EAB; Experimental Analysis) CHRISTINE M. ENGLE (University of North Carolina, Wilmington)

**79. Behavioral Assessment of Social Interactions of Children with Social Developmental and Behavioral Problems.** (DDA; Applied Behavior Analysis) KANAKO OTSUI and Masanari Fujita (Kwansei Gakuin University), Keiko Otake (Tohoku Gakuin University), and Junko Tanaka-Matsumi (Kwansei Gakuin University)

**80. A Preliminary Comparison of Skill and Motivation Deficits in the Packing Behavior of Children with Pediatric Feeding Disorders.** (Applied Behavior Analysis) DANIELLE BRADLEY, Laura Addison, and David Jaquess (The Marcus Institute), Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), and Daniela Reyes and Kristi D. Murphy (The Marcus Institute)

**81. A Sequential Analysis of Japanese Children's Interactions in Group Play.** (DDA; Applied Behavior Analysis) FUJITA MASANARI and Kanako Otsui (Kwansei Gakuin University), Keiko Otake (Tohoku Gakuin University), and Junko Tanaka-Matsumi (Kwansei Gakuin University)

**82. Development of Cognitive Skills and Mother-Infant Interactions.** (VRB; Applied Behavior Analysis) Carmen Quintana, LAURA CORREA PATIÑO, Edgar Eduardo Montes Castro, and Emilio Ribes-lñesta (University of Guadalajara)

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**# 337 International Poster Session**

12:00 PM - 1:30 PM

Grand Hall

EAB

**83. Using Apple Macintosh Computers for Operant Laboratory Control and Data Collection.** (Experimental Analysis) JAMES T. TODD, Amy Drayton, Heather M. Anson, Joseph K. Golson, and Jacqueline Nicole Fleischer (Eastern Michigan University)

**84. Effects of Differential Category Naming on the Formation of Stimulus Equivalence in Adults.** (VRB; Experimental Analysis) LISA C. DREGER and Stephen W. Holborn (University of Manitoba, Department of Psychology), Gabriel Schnerch (University of Manitoba), and Guy T. Dreger

**85. The Choice to Work for Fixed- versus Random-Reinforcer Amounts.** (Experimental Analysis) ERIC E. EWAN and John R. Smethells (University of Wisconsin, Eau Claire) and Gregory J. Madden (University of Kansas)

**86. Interactive Effects of Response Requirements and Reinforcer Magnitude on Shifts between Rich and Lean Schedules.** (Experimental Analysis) HAROLD E. LOBO, Jessica B. Long, and Michael Perone (West Virginia University)

**87. Acquisition and Traslativity of a Matching to Sample Task under Different Language Modes and Cross-Modal Transfer.** (Experimental Analysis) JOSUE ANTONIO CAMACHO CANDIA and A. Daniel Gómez-Fuentes (Universidad Veracruzana)

**88. Progressive Ratio Schedules and Subcutaneous Administration of Haloperidol.** (Experimental Analysis) FARA G. ARREOLA ROMERO and Diana D. Bejar Kleiman and Carlos F. Aparlício (University of Guadalajara)

**89. The Role of Commodity Type and Reciprocity in the Iterated Prisoner's Dilemma.** (Experimental Analysis) CADE T. CHARLTON (Utah State University) and Shawn R. Charlton (University of California, San Diego)

**90. Operant Variability and Behavioral Contrast.** (Experimental Analysis) MICHELE BISHOP and Patrick M. Ghezzi (University of Nevada, Reno)

**91. An Index of Emotional Responses toward Ratio Size: The Startle Response on Multiple Fixed-Ratio Schedules.** (Experimental Analysis) JOSEPH RICHARDSON and Alan Baron (University of Wisconsin, Milwaukee)

**92. Relationship between Rate of Eating and Degree of Satiation.** (Applied Behavior Analysis) Nathan H. Azrin, Jeannie S. Brooks, and Michael J. Kellen (Nova Southeastern University) and Benita L. Forman (Donna Klein)

- 93. Contingency Differences between Variable Ratio and Interval Schedules of Reinforcement Shown by Survival and Time Series Analysis.** (Experimental Analysis) TAKAYUKI TANNO and Takayuki Sakagami (Keio University)
- 94. Assessing Individual Preschoolers' Preferences in a Group Context.** (Applied Behavior Analysis) STACY A. LAYER, Gregory P. Hanley, Nicole Heal, and Jeff Tiger (University of Kansas)
- 95. The Effects of Sample Differences and Probability of Reinforcement on Pigeons' Accuracy in a Matching Task.** (Experimental Analysis) ANTHONY L. DEFULIO and Rachel Mertz (University of Florida)
- 96. Sensitivity to Changing Contingencies of Concurrently Available Slot Machines.** (Experimental Analysis) ERICA D. POZZIE (Bradley University) and Laura L. Portera and Mark R. Dixon (Southern Illinois University)
- 97. An Experimental Study of the Effect of Uncertainty on a Making Decision Task.** (Experimental Analysis) OSCAR GARCIA LEAL and David Luna (Centro de Estudios e Investigaciones en Comportamiento, University of Guadalajara) and Luis Alfaro Hernández (University of Guadalajara)
- 98. A Behavioral Analysis of Counting Behavior in Rats.** (Experimental Analysis) CAROLINE PAGE and James D. Dougan (Illinois Wesleyan University)
- 99. A Verbal Analysis of Impulsive Behavior (VRB; Experimental Analysis).** SUSAN F. MAKDISI and R. Wayne Fuqua (Western Michigan University)
- 100. Variable Ratio with Added Counter and the Operant Respondent Distinction.** (TBA; Experimental Analysis) ROBERT W. ALLAN and Zane Ferguson (Lafayette College)
- 101. Eye Movement and Location of Touch Response in Matching to Multiple Samples.** (DDA; Experimental Analysis) CHATA A. DICKSON (West Virginia University) and William V. Dube (University of Massachusetts Medical School, Shriver Center)
- 102. Effects of a Confederate Behavior on the Choice of Social Partial-Altruism Contingencies.** (CSE; Experimental Analysis) NORA RANGEL, Emilio Ribes-Iñesta, Elizabeth Ramírez, Ulises Valdez, and Celeste Romero (University of Guadalajara)
- 103. The Effects of Training Emotional Discriminations to Individuals with Acquired Brain Injury Using the International Affective Picture System on Pre- and Post-Ratings of Emotion Evoking Stimuli.** (VRB; Experimental Analysis) STACEY L. SMALL (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)
- 104. Critical Flicker Fusion Thresholds: Can Hens See Television?** (Experimental Analysis) RENEE RAILTON, Catherine E. Sumpter, William Temple, and T. Mary Foster (University of Waikato, New Zealand)
- 105. Effects of Response-Dependent and Response-Independent Schedules of Reinforcement in the Inter-Trial Interval of a Concurrent-Chains Procedure.** (TPC; Experimental Analysis) PAUL ROMANOWICH and Edmund J. Fantino (University of California, San Diego)
- 106. Probability of Ordinal Class's Emergence Following Teaching of Numeric Relations.** (DDA; Experimental Analysis) Ana Letícia Moraes Nunes and GRAUBEN ASSIS
- 107. Discounting of Past and Future Rewards of Texas Hold'Em Gamblers.** (Experimental Analysis) MATTHEW D. STIEG (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)
- 108. A Comparison of Two Different Methods of Schedule Sequencing on Schedule Induced Polydipsia in Rats.** (Experimental Analysis) JACQUELINE NICOLE FLEISCHER and James T. Todd (Eastern Michigan University)

**109. Effects of Remote Histories on Fixed-Interval Schedule Performances in Humans: An Experimental Analysis Using Freeman & Lattal's (1992) Within-Subject Comparison Design.** (Experimental Analysis) MARIKO HIRAI, Hiroto Okouchi, and Akio Matsumoto (Osaka Kyoiku University)

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**# 338 International Poster Session**

12:00 PM - 1:30 PM

Grand Hall

EDC

**110. Building Oral Reading Fluency and Retelling Comprehension with Fourth-Grade Students in a Highly Diverse Elementary School.** (TBA; Applied Behavior Analysis) Carla L. Pierce and WILLIAM J. SWEENEY (University of South Dakota)

**111. Oral Reading Fluency Gains Under Typical Instruction and After Targeted Intervention.** (Applied Behavior Analysis) Scott P. Ardoin (University of South Carolina) and BRIAN K. MARTENS (Syracuse University)

**112. Words Correct per Minute: How Important is the Denominator, Time Required to Read?** (Theory) JACQUELINE WILLIAMS (University of Tennessee), Christine E. Neddenriep (University of Wisconsin, Whitewater), Andrea D. Hale (Eastern Kentucky University), Christopher Skinner (University of Tennessee), and Renee Hawkins (University of Cincinnati)

**113. The Effects of Repeated Guided Readings and the Goodbye Word List on the Accuracy and Fluency of Reading in a Student Diagnosed with a Learning Disability.** (Experimental Analysis) KRISTIN BAKER, Melissa Binford, and Betty Fry Williams (Whitworth College)

**114. Using Repeated Readings to Build Oral Reading Fluency and Retelling Comprehension of Fourth-Grade Students Considered Academically At-Risk.** (TBA; Applied Behavior Analysis) ROBERT W. BERINGER and William J. Sweeney (University of South Dakota) and Paul Malanga (Arlington Developmental Center)

**115. Effects of Repeated Reading on Fluency and Comprehension of Urban Students at Risk for Reading Failure.** (Service Delivery) Sarah Knebel (South-Western City Schools) and LEFKI KOUREA and Gwendolyn Cartledge (The Ohio State University)

**116. Monitoring the Implementation of Evidence-Based Math Interventions.** (EAB; Applied Behavior Analysis) JANE MANGUM, Larry Stout, and Natalie Boudreaux (Nicholls State University)

**117. Math-to-Mastery: An Examination of a Mathematics Intervention Package to Increase Math Fluency.** (Service Delivery) JENNIFER KAZMERSKI, Masanori Ota, Rachelle Schuck, and Kristi Campbell (Mississippi State University), and Richard Anthony Doggett (Munroe-Meyer Institute), and Carlen Henington (Mississippi State University)

**118. Math Mastery and Preference in Students with Disabilities: A Preliminary Investigation.** (DDA; Applied Behavior Analysis) DEVENDER BANDA (Texas Tech University) and David L. Lee (Pennsylvania State University)

**119. Comparing the Effects of Presentation Format with and without Choice Conditions on Academic Performance.** (EAB; Applied Behavior Analysis) YOUJIA HUA, Mandy J. Kubo, and David L. Lee (Pennsylvania State University)

**120. The Effects of Task Demands and Additive Interspersal Ratios on Fifth-Grade Student Mathematics Accuracy.** (Experimental Analysis) James Hawkins and Christopher Skinner (University of Tennessee) and RENEE HAWKINS (University of Cincinnati)

**121. A Math Fact Fluency Intervention with Scaffolding for Generalization.** (DDA; Service Delivery) SHARLA N. FASKO and Ryan Leach (University of Toledo)

- 122. The Value of Building Fluency on Individually-Determined Error Sets in the Teaching of Basic Math Facts.** (Applied Behavior Analysis) ANGELA GALVIN, Michelle Harrington, Ed Langford, and Matthew L. Israel (Judge Rotenberg Educational Center)
- 123. A Home-Based Self-Monitoring Intervention to Increase Math Fact Fluency for a Student with Attention-Deficit/Hyperactivity Disorder.** (Applied Behavior Analysis) PHILIP L. CONCORDS (Project REACH, Lehigh University) and Lee Kern (Lehigh University)
- 124. Effects of an Improved Computer-Assisted Peer-Tutoring Program on Acquisition of Time-Telling Skills of Elementary Students.** (Experimental Analysis) YAO MA, Christopher D. Yawn, Ralph Gardner, III, and Timothy E. Heron (The Ohio State University)
- 125. The Effects of Peer Tutoring on the Tutor and Tutee's Problem Solving Repertoires: A Systematic Replication.** (Applied Behavior Analysis) Joann Pereira Delgado and Lynn Yuan (Teachers College, Columbia University), R. Douglas Greer (Columbia University Graduate School and Teachers College), and ELISABETH L. KRACHER (Teachers College, Columbia University)
- 126. Effects of Classwide Peer Tutoring: A Strategy to Increase Multiple Choice Responding to Vocabulary and Reduce Disapprovals.** (Service Delivery) R. Douglas Greer (Columbia University Graduate School and Teachers College) and YASMIN HELOU (Teachers College, Columbia University)
- 127. Effects of Jigsaw: A Behavioral Approach to a Cooperative Learning Strategy.** (Applied Behavior Analysis) TIM M. BARRETT (The Ohio State University)
- 128. A Cost Benefit Analysis: Traditional Assessment versus Curriculum-Based Evaluation.** (Applied Behavior Analysis) SONIA M. LEWIS (Lewis Learning Center)
- 129. Kellar Instructional Handheld Data (KIHD) System.** (AUT; Service Delivery) HEIDI J. GRAFF, Anna S. Evmenova, and Brianna N. Stegall (George Mason University)
- 130. Empirically Validating Frequency Aims for Children with Autism.** (AUT; Applied Behavior Analysis) SARA J PAHL, Michael Fabrizio, and Alison L. Moors (Fabrizio/Moors Consulting)
- 131. Differentially Improving Best Performance through Goal Setting.** (Applied Behavior Analysis) SHANE ISLEY and Jesus Rosales-Ruiz (University of North Texas) and Michael Fabrizio (Fabrizio/Moors Consulting)

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**# 339 International Poster Session**

12:00 PM - 1:30 PM  
Grand Hall  
TPC

- 132. Increasing Self-Control in Pathological or Problem Gamblers Using a Matching to Sample Procedure.** (Applied Behavior Analysis) BETHANY A. HOLTON and Mark R. Dixon (Southern Illinois University)
- 133. Publication Patterns of Women in Behavioral Psychology.** (Theory) LINDSAY ANN MARIE WOODS FROHLICH (University of Manitoba) and Stephen W. Holborn (University of Manitoba, Department of Psychology)
- 134. Applications of the Computational Model of the Selection by Consequences.** (EAB; Theory) SAULE KULUBEKOVA and Jack J. McDowell (Emory University)
- 135. Behavioral History: Terms Associated with the Word "History" in Publications of JEAB and JABA.** (EAB; Theory) CARLOS CANÇADO, Paulo Guerra Soares, Sergio Cirino, and André Luiz Dias Freitas (Universidade Federal de Minas Gerais)
- 136. Behavioral History: Some Definitions in Behavior-Analytic Literature.** (EAB; Theory) PAULO GUERRA SOARES, Carlos Cançado, Sergio Cirino, and André Dias (Universidade Federal de Minas Gerais)

**137. Views on the Efficacy and Ethics of Punishment: Results from a National Survey of ABA Members.** (CSE; Applied Behavior Analysis) FLORENCE D. DIGENNARO and Benjamin J. Lovett (Syracuse University)

**138. Calculating Reliability versus Agreement of Real-Time Event Coding.** (EDC; Theory) ELLIE C. HARTMAN, Erin M. Holton, Chin Chih Chen, and Hijung Chung (University of Minnesota)

**140. Notation in Behavior Analysis: Some Tentative Proposals.** (Theory) JON LOKKE (Ostfold University College), Erik Arntzen (Akershus University College), and Gunn Lokke (Ostfold University College)

**141. Implications of the Biological Rhythms on Animal Time Behavior: A Conceptual and Empirical Review.** (EAB; Theory) DAVID LUNA and Oscar García Leal (Centro de Estudios e Investigaciones en Comportamiento, University of Guadalajara)

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**# 340 International Paper Session**

1:30 PM - 2:20 PM

Roswell

TPC; Theory

**Interpreting "Cognitive Processes" Behaviorally**

Chair: Francois Tonneau (Universidad de Guadalajara)

**Ideomotor Theory for Behaviorists.** FRANCOIS TONNEAU (Universidad de Guadalajara)

**New Behavioral Definitions of "Memory" and "Thinking."** MASAYA SATO (Teikyo University)

**The Problems of Uncertainty, Structuralism, and Parsimony in Cognitive Neuroscience: The Need for a New Behavioral Neuroscience.** STEVEN F. FAUX (Drake University) and Hal Miller (Brigham Young University)

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**# 341 Symposium**

1:30 PM - 2:50 PM

Auburn

EDC; Applied Behavior Analysis

**Acquisition of New Capabilities from Contextual and Indirect Contact with Contingencies**

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

**Observational Learning of Conditioned Reinforcement.** R. Douglas Greer (Columbia University Graduate School and Teachers College), JESSICA SINGER-DUDEK (St. John's University & CABAS), and Lynn Yuan (Fred S. Keller School)

**Effects of the Observational System of Instruction on the Acquisition of Observational Learning and the Naming Repertoire.** R. Douglas Greer (Columbia University Graduate School and Teachers College), and Karla Weigand, ELISABETH KRACHER, Tracy Reilly-Lawson, and Darcy Walsh (Teachers College, Columbia University)

**Conditioning Adult Voices to Induce Listener Capabilities.** R. Douglas Greer (Columbia University Graduate School and Teachers College), Dolleen-Day Keohane (Teachers College, Columbia University & CABAS), JO ANN PEREIRA DELGADO (Fred S. Keller School), and Jessica Singer-Dudek (St. John's University & CABAS)

**Kids Say the Darnedest Things.** R. Douglas Greer (Columbia University Graduate School and Teachers College) and LYNN YUAN and Jo Ann Pereira Delgado (Fred S. Keller School)

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**# 342 Symposium**

1:30 PM - 2:50 PM

Regency VII

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Janice Doney, M.A., BCBA

**An Evaluation of Clinical Procedures in Early Intensive Behavioral Intervention Programs for Children with Autism**

Chair: Janice Doney (University of Nevada, Reno)

Discussant: JiYeon H. Yoo (Center for Autism and Related Disorders)

**Analysis of the Effects of Decreases in Treatment Hours during Early Intervention for Children with Autism.** SIENNA GREENER-WOOTEN, Rachel S. F. Tarbox, Jonathan J. Tarbox, JiYeon H. Yoo, and Doreen Granpeesheh (Center for Autism and Related Disorders, Inc.)

**Effects of Vocal and Non-Vocal Feedback on Discrete Trial Instruction with Young Children with Autism.** AMY KENZER, Ginger Wilson, and Patrick M. Ghezzi (University of Nevada, Reno)

**A Comparison of Discrete Trial Instruction and Fluency Instruction on Retention of Academic Tasks with Young Children with Autism.** AMY KENZER and Patrick M. Ghezzi (University of Nevada, Reno)

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**# 343 International Symposium**

1:30 PM - 2:50 PM

Montreal

EAB; Experimental Analysis

**Behavior Analysis and Biomedical Science**

Chair: M. Christopher Newland (Auburn University)

**Effects of Prenatal Food Restriction on Reinforcer Efficacy and the Cannabinoid System.** ERIN B. RASMUSSEN, Daniel Selvage, Alexa Wakley, and Shilo Smith (Idaho State University)

**Early-Life Nutrition and Behavior.** CHRISTIAN ULRICH KRAGELOH, Michael C. Davison, and Jason Landon (University of Auckland), Nichola Thompson, Mhoyra Fraser, and Bernhard Breier (The Liggins Institute), and Jennifer L. Miles (University of Auckland)

**Clocks and Dopamine: Drug Effects on Behavior under Clocked and Unclocked FI Schedules.** MIRANDA NICOLE REED and M. Christopher Newland (Auburn University)

**Neuroscience Meets Sniffy: Lever-Press Shaping Requires D1 and NMDA Receptor Activation in a Distributed Corticostriatal Network.** MATTHEW E. ANDRZEJEWSKI (University of Wisconsin, Madison)

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**# 344 International Symposium**

1:30 PM - 2:50 PM

Cairo

OBM; Theory

**Behavioral Approaches to Changing Organizational Culture**

Chair: Scott Herbst (University of Nevada, Reno)

**A Behavioral Approach to Value Alignment in Organizations.** SCOTT A. HERBST and Ramona Houmanfar (University of Nevada, Reno)

**The Impact of Pay-for-Performance on Organizational Culture: A Review of the Literature and a Proposed Theoretical Account.** KRISTEN A. MAGLIERI and Ramona Houmanfar (University of Nevada, Reno) and Denis P. O'Hora (University of Ulster)

**Metacontingencies and Macrocontingencies Revisited: Theoretical Analysis.** DIANA M. DELGADO and Ramona Houmanfar (University of Nevada, Reno)

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### # 345 Symposium

1:30 PM - 2:50 PM

Greenbriar

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kristin Mayfield, Ph.D., BCBA

#### **Behavioral Parent Training in Child Welfare**

Chair: Kristin Mayfield (University of Florida)

Discussant: John R. Lutzker (Centers for Disease Control and Prevention)

**The Behavior Analysis Services Program and Caregiver Training: Evaluations of Program Effectiveness.** CAROLE VAN CAMP (University of Florida), Janet L. Montgomery (University of Florida, Behavior Analysis Services Program), and Han-Leong Goh and Timothy R. Vollmer (University of Florida)

**Reducing Child Maltreatment in Texas: The Texas Child Welfare Project.** AARON A. JONES (behaviorMachine.com) and Richard G. Smith, Kerri P. Berard, Kathleen S. Laino, Michelle S. Greenspan, Anna Whaley Carr, Roxanne L. Wolf, and Carla M. Smith (University of North Texas)

**Parent Training for Parents at Risk for Child Maltreatment: Prevention through Intervention.** JENNIFER L. CROCKETT, Meagan Gregory, and Michael F. Cataldo (Kennedy Krieger Institute)

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### # 346 Symposium

1:30 PM - 2:50 PM

Vancouver

OBM; Applied Behavior Analysis

#### **Behavioral Self-Monitoring Applied to Occupational Safety and Health**

Chair: Ryan Olson (Oregon Health and Science University)

**Behavioral Self-Monitoring in the Workplace: A Literature Review.** RYAN OLSON (Oregon Health and Science University) and Jamey Winchester (Claremont Graduate University)

**The Effects of Self-Monitoring on Safe Postural Performance.** NICOLE E. GRAVINA and Lori Schroedter (Western Michigan University), Shannon M. Loewy (Florida State University), and John Austin (Western Michigan University)

**Investigating the Effects of Real-Time Visual Feedback on Computer Workstation Posture.** SIGGI SIGURDSSON and John Austin (Western Michigan University)

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### # 347 International Paper Session

1:30 PM - 2:50 PM

Hong Kong

EAB; Experimental Analysis

#### **Choice II**

Chair: Felipe Cabrera (University of Guadalajara)

**Choice and the Initial Delay to Reinforcement.** JAY MOORE (University of Wisconsin, Milwaukee)

**Concurrent Choice: Two Pairs of Stay and Switch Schedules and a COD.** JAMES S. MACDONALL (Fordham University)

**Choice with Multiple Alternatives: Changes in Global Prey Density.** FELIPE CABRERA (University of Guadalajara), Roberto P. Maciel (Instituto Tecnológico y de Estudios Superiores de), and Carlos F. Aparicio (University of Guadalajara)

## # 348 Invited Symposium

1:30 PM - 2:50 PM

Centennial Ballroom II

BPH; Experimental Analysis

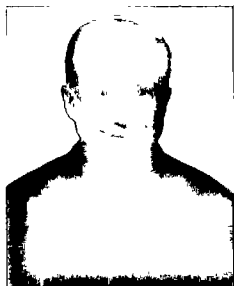
### **Contingency Management for the Treatment of Substance Use Disorders: Contemporary Issues**

Chair: John Roll (Washington State University, Friends Research Institute)

Discussant: Charles R. Schuster (Wayne State University)

**Abstract:** Contingency management (CM) refers to the systematic application of basic principles delineated by workers in the field of the Experimental Analysis of Behavior to assist individuals in changing their behavior. Primary emphasis is placed on the use of reinforcement and punishment to alter an individual's day-to-day behavior. CM has proven remarkably effective at facilitating both the adoption of new behaviors (e.g., exercise) and the termination of old behaviors (e.g., drug use). A number of CM procedures have been refined for the treatment of a variety of substance use disorders and related problems. These procedures have generally been successful in reducing drug use. This symposium will present data from three of the leaders in this field and include a discussion by a pioneer of the field.

### **Using Voucher-Based Contingency Management in Outpatient Treatment of Substance Use Disorders.** STEPHEN T. HIGGINS (University of Vermont)

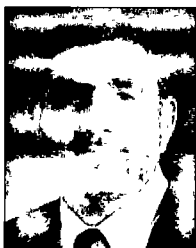


**Dr. Stephen T. Higgins** is a Professor of Psychiatry and Psychology, Vice Chair for Research and Director of Substance Abuse Research and Treatment Services in the Department of Psychiatry, at the University of Vermont. Dr. Higgins earned his Ph.D. from the University of Kansas in 1983, and thereafter completed a post-doctoral fellowship in clinical pharmacology at the Johns Hopkins University School of Medicine and a staff fellowship at the Addiction Research Center of the National Institute on Drug Abuse (NIDA) before joining the faculty of the University of Vermont in 1986. Dr. Higgins is a prior member of the Board of Directors of the College on Problems on Drug Dependence, Past-President of the Division of Psychopharmacology and Substance Abuse (Division 28), and a Fellow in four Divisions of the American

Psychological Association. His research is a blend of clinical laboratory and treatment-outcome research directed towards furthering scientific understanding of the behavioral and pharmacological processes involved in substance use disorders. Dr. Higgins currently is Principal Investigator on three NIH/NIDA research grants on various aspects of drug abuse and an institutional training grant for pre- and post-doctoral training in drug abuse research. He has more than 200 publications to his credit and has received several awards for research excellence, including the College on Problems of Drug Dependence's Joseph Cochin Early Career Investigator Award, the Hazelden Foundation's Dan Anderson Research Award, the American Psychological Association's, Division 25, Don Hake Basic/Applied Research Award, an NIH MERIT Award, and the University of Vermont's University Scholar Award. He is an active teacher and mentor in substance abuse research and is an editorial consultant to a number of scientific journals in the areas of substance abuse, psychopharmacology, and behavior analysis.

**Abstract:** Substance abuse is a problem that confronts society at many levels. Providing effective treatments that assist afflicted individuals in terminating their drug using behavior has been a goal of our group. We have developed and refined contingency management interventions in which participants earn vouchers with a monetary value for providing biological evidence of abstinence. These procedures have been generally successful and have been applied to the treatment of many different types of substance use disorders. This presentation will review our work on this topic to date.

**Employment-Based Abstinence Reinforcement in the Treatment of Cocaine Addiction.** KENNETH SILVERMAN (Johns Hopkins University)



**Dr. Kenneth Silverman** is Professor of Psychiatry and Behavioral Sciences in the Johns Hopkins University School of Medicine. His research focuses on developing operant treatments to address the interrelated problems of poverty and drug addiction. His research has focused primarily on the development and evaluation of abstinence reinforcement interventions for heroin and cocaine addiction in treatment-resistant, chronically unemployed adults, and the integration of those abstinence reinforcement contingencies into employment settings. Over the past several years, he has been developing an employment-based treatment called the therapeutic workplace that uses salary for work to reinforce drug abstinence.

**Abstract:** Cocaine addiction is often difficult to treat. Those treatments that do have efficacy can be difficult to sustain in community-based treatment centers. Our group has been working to develop an employment-based procedure for treating cocaine addiction. In this procedure individuals gain access to a workplace based on drug abstinence. We administer the work place and provide vocational training. To date, results have been generally successful.

**Prize-Based Contingency Management: A Lower Cost CM Intervention.** NANCY PETRY (University of Connecticut)



**Dr. Nancy Petry** earned a Ph.D. in psychology from Harvard University in 1994. In 1996, she joined the faculty of the University of Connecticut Health Center, where she is Professor of Psychiatry. She conducts research on the treatment of addictive disorders, ranging from substance use disorders to pathological gambling, and has published over 100 peer-reviewed articles. Her work is funded by the National Institute on Drug Abuse, the National Institute of Mental Health, and the National Institute on Alcohol Abuse and Alcoholism. Dr. Petry serves as a consultant and advisor for the National Institute of Health and she is on the editorial boards of six academic journals. She received the American Psychological Association Distinguished

Scientific Award for Early Career Contributions to Psychology in 2003.

**Abstract:** Contingency management interventions have been successful in initiating abstinence from a variety of drugs of abuse. Some have suggested; however, that these procedures have not been widely adopted by community treatment providers because they are potentially expensive. In response to this we have developed a procedure that programs lower-rates of overall reinforcement by allowing participants to draw slips of paper from a receptacle, each of which can be exchanged for a prize. The magnitude of the prizes varies from very low to high and the probability of winning decreases as the magnitude of the prize increases. Results to date have been generally positive.

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**# 349 Symposium**

1:30 PM - 2:50 PM

Chicago A-F

AUT; Applied Behavior Analysis

**Emerging Research in the Area of Developmental Disabilities and Autism**

Chair: Sara Olsen (Florida State University)

Discussant: Mae R. Barker (Center for Autism and Related Disabilities, University of Florida, Jacksonville)

**The Effects of Schedule Thinning on the Maintenance of Prerequisite Attending Skills in a Child with Autism.** JENNIFER CAMPBELL and Jessica C. Tomasi (Florida State University)

**Behavioral Interventions for the Engagement of Inappropriate Sexual Behaviors by Children with Developmental Disabilities or Autism: A Review of the Literature.** JESSICA C. TOMASI, Marco D. Tomasi, and Jon S. Bailey (Florida State University)

**Stimulus Discrimination Training: A Tale of Two Students.** DAWN A. BAILEY, William Voss, and Marsha Druggan (Florida State University/Behavior Management Consultants, Inc.) and Judi O'Neil (Behavior Management Consultants, Inc.)

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**# 350 Symposium**

1:30 PM - 2:50 PM

Courtland

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Janet Ellis, Ph.D., BCBA

**From Chaos to Competence: Implementing ABA Instructional Technology and Procedures in Pre-School through High School Classrooms**

Chair: Janet Ellis (University of North Texas)

**Introducing Environmental Restructuring, Academic Tasks, Staff Training, and Individualized Teaching Materials into a PPCD Classroom.** JANET ELLIS (University of North Texas) and Brook Wheelley (Spectrum Center)

**Yes We Can! Teaching Reading to Pre-Schoolers with DD Using Fluency-Based Instructional Technology.** SARAH LAW (University of North Texas)

**Developing Reading Repertoires for Teenaged-High School Nonreaders: Success Story with a Bittersweet Ending.** LISA FALKE (University of North Texas)

**Teaching Critical Survival Skills (Self-Feeding, Drinking, Walking) for Long-Term Retention.** JASON COHEN (University of North Texas)

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**# 351 Symposium**

1:30 PM - 2:50 PM

Spring

OTH; Experimental Analysis

**From Gorillas to Killer Whales: Behavioral Research and Welfare Advancements in Zoos and Aquariums**

Chair: Otto C. Fad (Busch Gardens)

Discussant: C. Thad Lacinak (Busch Entertainment Corporation)

**The Effects of Foraging Devices as Enrichment in Captive Walruses (*Odobenus Rosemarus*).** EDUARDO J. FERNANDEZ and William D. Timberlake (Indiana University)

**Enhancing the Psychological Well-Being of Captive Primates Using Behavioral Tasks.** SUZANNE MACDONALD and Heidi Marsh (York University and The Toronto Zoo)

**Life History Information Obtained from Captive Killer Whales (*Orcinus Orca*).** STEVEN CLARK (SeaWorld, Inc.)

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**# 352 Symposium**

1:30 PM - 2:50 PM

Kennesaw

CBM; Applied Behavior Analysis

**Functional Analytic Psychotherapy: Overview, Methodology for Measuring Psychotherapeutic Process and Outcome, and Empirical Examples**

Chair: Jonathan Kanter (University of Wisconsin, Milwaukee)

Discussant: Robert J. Kohlenberg (University of Washington)

**Functional Analytic Psychotherapy: Background, Theory, and Empirical Support.** SARA J. LANDES, Keri Popp, Ryan Neibauer, Jennifer Leonard, and Jonathan W. Kanter (University of Wisconsin, Milwaukee)

**A Methodology for Measuring Psychotherapeutic Process and Outcome in Functional Analytic Psychotherapy.** DAVID E. BARUCH, Andrew Busch, Laura Turner, and Jonathan W. Kanter (University of Wisconsin, Milwaukee)

**Measuring Process and Outcome in Functional Analytic Psychotherapy.** ANDREW BUSCH, Laura C. Rusch, David E. Baruch, Sara J. Landes, Alex Czarnecki, and Jonathan W. Kanter (University of Wisconsin, Milwaukee)

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**# 353 Symposium**

1:30 PM - 2:50 PM

Baker

CBM; Applied Behavior Analysis

**Functional Behavioral Applications in Acquired Brain Injury: Assessment and Intervention**

Chair: Yors Garcia (Southern Illinois University)

Discussant: Michael P. Mozzoni (Timber Ridge Group, Inc.)

**Racial Discrimination and Equivalence Relations: A Relational Account of Racial Bias in ABI.** JOHN M. GUERCIO (Center for Comprehensive Services), Angela R. Branon (Southern Illinois University, Carbondale), and Holly L. Bihler, Taylor Johnson, and Mark R. Dixon (Southern Illinois University)

**The Role of Derived Verbal Functions in the Development of Self-Control for Persons with Acquired Brain Injury.** JONAH D. MARTIN and Mark R. Dixon (Southern Illinois University)

**Functional Analysis of Bizarre Vocalizations in ABI: Environmental Control of Verbal Behavior.** Bethany A. Holton and Holly L. Bihler (Southern Illinois University) and JOHN M. GUERCIO (Center for Comprehensive Services)

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**# 354 Symposium**

1:30 PM - 2:50 PM

International Ballroom North

DDA; Applied Behavior Analysis

**Further Developments in FCT: Assessment of Communication Modalities and Stimulus Prompts**

Chair: Anjali Barretto (Gonzaga University)

Discussant: Robert H. Horner (University of Oregon)

**An Evaluation of Appropriate Communication.** TERRY FALCOMATA, John A. Northup, Linda J. Cooper-Brown, Joel E. Ringdahl, and Jason M. Stricker (University of Iowa)

**Evaluation of Target Behaviors across Two Alternating Visual Cue Conditions during a Mand Analysis.** JOHN F. LEE, Jay W. Harding, David P. Wacker, Wendy K. Berg, and Kelly M. Schieltz (University of Iowa)

**The Effects of Stimulus Prompts on the Selection of Mands Used During Functional Communication Training.** LISA C. WINBORN-KEMMERER, Nicole Poor, Donna Fletcher, Ron Fennell, and Megan Stephen (Portland State University)

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**# 355 Symposium**

1:30 PM - 2:50 PM

Regency V

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michael F. Dorsey, Ph.D., BCBA

**Implementing an Evidence-Based Educational Program for Children with Autism: What are the Characteristics of a Good ABA Classroom?**

Chair: Michael Dorsey (Vinfen/Simmons College)

Discussant: Patricia A. Gonzalez (U.S. Department of Education)

**Evidence-Based Practice in Autism: Why We Need it and What it Is.** JOSEPH RICCIARDI (The National Autism Center)

**Evidenced-Based Practices in ABA: Application to Early Intervention and Preschool Programs.** RAYMOND G. ROMANCZYK (Institute for Child Development) and Jennifer M. Gillis (State University of New York at Binghamton)

**The Use of Applied Behavior Analysis in the Education of Children with Autism: What is a "Good ABA Classroom?"** MICHAEL F. DORSEY (Simmons College) and Katherine A. Johnson (Simmons College and Advances Learning Center)

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**# 356 Symposium**

1:30 PM - 2:50 PM

Manila

EAB; Applied Behavior Analysis

**Inside the NIH Peer Review System**

Chair and Discussant: Kathryn Saunders (University of Kansas)

**The NIH Peer Review System.** THOMAS A. TATHAM (Uniformed Services University of the Health Sciences, Department of Psychiatry)

**Notes to Behavior Analysts from the CPDD Study Section.** RICHARD W. SERNA (University of Massachusetts Medical School, Shriver Center)

**An Inside Look at an NIH Review Panel at Work: A Simulated Proposal Review Meeting.** THOMAS A. TATHAM (Uniformed Services University of the Health Sciences, Department of Psychiatry), Carol Pilgrim (University of North Carolina, Wilmington), Richard W. Serna (University of Massachusetts Medical School, Shriver Center), and Kathryn Saunders (University of Kansas)

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**# 357 Symposium**

1:30 PM - 2:50 PM

Lenox

CSE; Applied Behavior Analysis

**Intervening to Reduce High-Risk Drinking among Students across Environmental Settings**

Chair: Chris Dula (East Tennessee State University)

**Blood Alcohol Levels of Tailgaters at NCAA Collegiate Football Games.** STEVEN W. CLARKE, Christi Blake, Christopher O. Downing, Jr., Matthew G. Cox, and Robin C. Lawson (Virginia Polytechnic Institute and State University)

**Analysis of Blood Alcohol Levels among 21st Birthday Celebrants on a College Campus.** ELISE A. DRAKE, Steven W. Clarke, Thomas R. Cunningham, Leah V. Farrell, Sara E. Valentino, and Si Jun Kim (Virginia Polytechnic Institute and State University)

**Investigating the Impact of Two National Interventions for Reducing Alcohol Consumption by High School Students on Prom Night.** RYAN C. SMITH, Kent E. Glindeemann, and E. Scott Geller (Virginia Polytechnic Institute and State University)

**Assessing the Effects of Multiple Exposures to an Intervention Aimed at Reducing Fraternity Party Alcohol Use.** KENT E. GLINDEMANN, Kristin A. Williamson, Matthew C. Camden, Christina L. Goodwin, and David W. Feigal, III (Virginia Polytechnic Institute and State University)

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**# 358 Paper Session**

1:30 PM - 2:20 PM

Dunwoody

TPC; Theory

**On Skinner**

Chair: Tracie Mann (University of Kansas)

**Skinner's Citation Practices: Allegations, Facts, and Interpretations.** TRACIE B. MANN and Edward K. Morris (University of Kansas)

**B.F. Skinner/Thomas North Whitehead: An Encounter Remembered; Similarities in Their Research Strategies.** CALVIN K. CLAUS (National-Louis University, Professor Emeritus)

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**# 359 Panel Discussion**

1:30 PM - 2:50 PM

Centennial Ballroom III

AUT/DDA; Applied Behavior Analysis

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

**Positive Behavioral Support and Applied Behavior Analysis: Is There a Necessary Distinction?**

Chair: David Celiberti (Private Practice)

JAMES E. CARR (Western Michigan University)

GLEN DUNLAP (University of South Florida)

GINA GREEN (San Diego State University)

LEN LEVIN (Coyne & Associates, Inc.)

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**# 360 Symposium**

1:30 PM - 2:50 PM

University

EDC; Applied Behavior Analysis

**Project REACH: Interventions for Severe Emotional and Behavioral Challenges**

Chair: Lee Kern (Lehigh University)

Discussant: Maureen A. Conroy (University of Florida)

**Project REACH: An Overview of Literature, Methods, and Research Strategies.** Frank M. Gresham (Louisiana State University) and Lee Kern (Lehigh University)

**Project REACH: Recruitment and Selection of Participants: Pitfalls, Punishers, and Ratio Strain.** Ramon Barreras and CLAYTON COOK (University of California-Riverside)

**Intervention Effects for Students with Severe Emotional and Behavioral Challenges.** CLAYTON COOK (University of California-Riverside)

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**# 361 Symposium**

1:30 PM - 2:50 PM

Regency VI

DDA; Applied Behavior Analysis

**Recent Developments in the Assessment and Treatment of Severe Challenging Behavior**

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

**Combining the Results of a Preference Assessment and Functional Analysis to Design Interventions.** KELLY M. VINQUIST, Wendy K. Berg, Jason M. Stricker, David P. Wacker, and Joel E. Ringdahl (University of Iowa)

**The Effects of Continuous and Intermittent Reinforcement Schedules on the Persistence of Self Injury and Mands.** ELLIE C. HARTMAN, Jennifer J. McComas, Chin-Chih Chen, and Frank J. Symons (University of Minnesota)

**Brief Choice Making Analyses in an Outpatient Clinic Setting.** JESSICA FRIEDER, Stephanie M. Peterson, Jachelle Lowe, Denise Van Stone, and Lloyd D. Peterson (Idaho State University)

**An Examination of the Influence of the Motivating Operation on the Evocative Effectiveness of the Discriminative Stimulus.** CHATURI EDRISINHA and Mark F. O'Reilly (University of Texas at Austin)

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### # 362 Symposium

1:30 PM - 2:50 PM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Henry Roane, Ph.D.

#### **Recent Research on Establishing Operation Manipulations**

Chair: Henry S. Roane (The Marcus Institute/Emory University School of Medicine)

Discussant: F. Charles Mace (University of Southern Maine)

**Basic and Applied Analyses of Reflexive Conditioned Establishing Operations.** MICHAEL E. KELLEY (The Marcus Institute and Emory University), Joanna Lomas, Robert (Ryan) Pabico, Michael Schafer, and Karen Myers (The Marcus Institute), and Henry S. Roane (The Marcus Institute, Emory University School of Medicine.)

**Manipulating Reflexive Conditioned Establishing Operations with Young Children with PDD.** M. ALICE SHILLINGSBURG (The Marcus Institute) and Steven Shapiro (Auburn University)

**Peer Observations as an Establishing Operation for Preschool Play Materials.** JENNIFER L. BRUZEK and Rachel H. Thompson (University of Kansas)

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### # 363 Symposium

1:30 PM - 2:50 PM

Singapore

DEV; Theory

#### **Roots of the Behavioral Approach to Developmental Studies**

Chair and Discussant: Jacob L. Gewirtz (Florida International University)

**Developmental Research and Early Hopes for the Good Society.** PETER HARZEM (Auburn University)

**Watson on Emotions and Emotional Development.** HAYNE REESE (West Virginia University, Emeritus)

**The Transmogrification of John B. Watson.** LEWIS LIPSITT (Brown University)

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### # 364 Symposium

1:30 PM - 2:50 PM

Inman

EDC; Applied Behavior Analysis

#### **Teaching Young Children to Read: Formative and Summative Evaluation of Headsprout Early Reading in School Settings**

Chair: Melinda Sota (Florida State University)

Discussant: Greg Stikeleather (Headsprout)

**Research-Based Instruction: Formative and Summative Data Collected from Students Using Headsprout Early Reading.** MELINDA SOTA (Florida State University) and Janet S. Twyman, T. V. Joe Layng, and Greg Stikeleather (Headsprout)

**The Effects of an Internet-Based Program on the Early Reading and Oral Language Skills of At-Risk Preschool Students and Their Teachers' Perceptions of the Program.** MARY HUFFSTETTER (University of South Florida)

**Meeting the Federal Mandates: Feasibility and Effectiveness of Parent Implemented Computer-Based Reading Programs.** SEKHAR S. PINDIPROLU (University of Toledo), David Forbush (Utah State University), and Lori Marks (East Tennessee State University).

## # 365 Invited Panel Discussion

1:30 PM - 2:50 PM

Centennial Ballroom I

VRB/EAB; Experimental Analysis

### The Analysis of Complex Human Behavior

Chair: William Potter (California State University, Stanislaus)

JACK MICHAEL (Western Michigan University)

DAVID C. PALMER (Smith College)

MARK L. SUNDBERG (Sundberg and Associates)

JANET S. TWYMAN (Headsprout)

**Abstract:** The panelists will discuss approaches to analyzing complex human behavior, providing examples as well as directions for future research in this area.



**Dr. Jack Michael** was born in 1926 in Los Angeles, and entered UCLA in 1943 as a chemistry major. He served two years in the army, and returned to UCLA in 1946, this time as a psychology major. He obtained a B.A., M.A., and Ph.D. at UCLA, finishing in 1955. As a graduate student his main interests were statistical methodology, physiological psychology, and learning theory. During his first teaching job (Kansas University) he was much influenced by B. F. Skinner's *Science and Human Behavior*, and since then has been primarily involved in teaching behavioral psychology; at Kansas U., University of Houston, Arizona State University, and since 1967 at Western Michigan University. In 1957 as a result of influence by the rehabilitation

psychologist, Lee Meyerson, he began to apply Skinner's behavior analysis to applications 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. Most recently he has been concerned with the technical terminology of behavior analysis, basic theory regarding motivation, and verbal behavior. He contributed to the founding of the Association for Behavior Analysis in 1974 and served as its president in 1979. He was Western Michigan University's Distinguished Faculty Scholar for 1989. He received the 2002 Award for Distinguished Service to Behavior Analysis from the Association for Behavior Analysis; and the 2002 Don Hake Award from Division 25 of the American Psychological Association.



**Dr. David C. Palmer** discovered Skinner by reading *Walden Two* while on a caving trip to North Carolina, because he thought it must have had something to do with his hero, Thoreau. He spent the next decade on a soap box preaching about *Walden Two* and reading the rest of the Skinner canon. Eventually he realized that he was no Frazier, and he applied to graduate school in behavior analysis under John Donahoe. He was happy in grad school and would be there still if the University of Massachusetts hadn't threatened to change the locks. He has spent the last 17 years as the token behaviorist at Smith College. During that time he co-authored, with Donahoe, *Learning and Complex Behavior*. He continues to puzzle over the interpretation of memory, problem-solving, and, particularly, verbal

behavior. He once referred to himself, in a jocular vein, as a goose-stepping Skinnerian, but he found that the label fit, and he now wears it without apology.



**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 400 conference presentations and workshops, and taught 80 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.



**Dr. Janet S. Twyman** 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. 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. Twyman was formerly the Executive Director of the Fred S. Keller

School, a model early childhood center, and an adjunct associate professor at Teachers College, Columbia University. She is a long-time advocate and investigator of research-based instruction and systems design. While at the Keller School and Columbia University, 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 a member of the Executive Council of the Association for Behavior Analysis. In addition, she oversees the association's graduate program accreditation processes. Twyman earned her Ph.D. from Teachers College, Columbia University. She holds certification as an elementary and special education teacher and as a principal/school administrator.

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#### **# 366 International Symposium**

1:30 PM - 2:50 PM

International Ballroom South

EAB; Experimental Analysis

#### **The Implicit Relational Assessment Procedure (IRAP) I: A Behavior-Analytic Methodology for Assessing Implicit Beliefs and Attitudes**

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

**The Implicit Relational Assessment Procedure (IRAP) I: Background and Rationale.** DERMOT BARNES-HOLMES and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

**The Implicit Relational Assessment Procedure (IRAP) II: Revealing Hidden National Stereotypes.** PATRICIA POWER, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

**The Implicit Relational Assessment Procedure (IRAP) III: How Relational is the IRAP?** CLAIRE CULLEN, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

**The Implicit Relational Assessment Procedure (IRAP) IV: Can You Fake the IRAP?** IAN McKENNA, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

Monday, May 29

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**# 367 International Paper Session**

2:00 PM - 2:50 PM

Fairlie

INT/AUT

**Spanish Track Presentation: Toma de Perspectiva y Teoría de la Mente: Un Análisis Alternativo y Evidencias Empíricas desde un Marco Contextual**

Chair and Spanish Interpreter: María Jesús Martín García (University of Almería)

MARIA JESÚS MARTÍN GARCÍA and Inmaculada Gómez Becerra (University of Almería), Mapy Chavez-Brown (Wagner College), and R. Douglas Greer (Columbia University Graduate School and Teachers College)

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**# 368 Symposium**

3:00 PM - 4:20 PM

Chicago A-F

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Laura Lee McIntyre, Ph.D., BCBA

**An Analysis of Stimulus-Stimulus Pairing Procedures for Increasing Language in Children with Autism**

Chair: Laura Lee McIntyre (Syracuse University)

Discussant: Meredith S. Needelman (Association for Metroarea Autistic Children, Inc.)

**Stimulus-Stimulus Pairing Used with Augmentative Communication for Students with Autism.** BOBBY NEWMAN (Room to Grow), Rocio Chavez (Association for Metroarea Autistic Children, Inc.), Laura Lee McIntyre (Syracuse University), and Debora Harris and Nicole Dibra (ELIJA Foundation)

**Stimulus-Stimulus Pairing Used to Teach Manding in Students with Autism.** ROCIO CHAVEZ (Association for Metroarea Autistic Children, Inc.), Tammy Hammond (EPIC Resources, Inc.), Laura Lee McIntyre (Syracuse University), and Bobby Newman (Room to Grow)

**Stimulus-Stimulus Pairing versus Direct Reinforcement for Increasing Language in Students with Autism.** LAURA LEE MCINTYRE (Syracuse University), Bobby Newman (Room to Grow), and Rocio Chavez (Association for Metroarea Autistic Children, Inc.)

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**# 369 Symposium**

3:00 PM - 4:20 PM

Manila

EAB; Experimental Analysis

**An Empirical Tribute to the Life and Work of Raymond C. Battalio**

Chair: Leonard Green (Washington University)

**Continuing Behavioral-Economic Contributions: Team vs. Individual Play in Games.** David Cooper (Case-Western Reserve University) and JOHN KAGEL (The Ohio State University)

**A Behavioral-Economic Model of Social Support.** EDWIN FISHER (University of North Carolina at Chapel Hill)

**A New Demand Law and the Essential Value of Reinforcers.** STEVEN R. HURSH (John Hopkins University School of Medicine/Science Applications International Corporation (SAIC))

**Behavioral Economics of Relative Reinforcer Efficacy.** GREGORY J. MADDEN (University of Kansas), John Smethells and Eric E. Ewan (University of Wisconsin, Eau Claire), and Steven R. Hursh (John Hopkins University School of Medicine/Science Applications International Corporation (SAIC))

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**# 370 International Symposium**

3:00 PM - 4:20 PM

Kennesaw

CBM; Service Delivery

**Applications of Acceptance & Commitment Therapy with Children and Adolescents**

Chair: John Blackledge (University of Wollongong)

Discussant: Laurie A. Greco (Vanderbilt Children's Hospital)

**Acceptance & Commitment Training with a Normal Sample of Eighth Grade Students.** JOHN BLACKLEDGE, Joseph Ciarocchi, and Linda Billich (University of Wollongong)

**ACT for Adolescents with Chronic Health Conditions: Feasibility and Pilot Data from an Uncontrolled Clinical Trial.** Laurie Greco (Vanderbilt Children's Hospital) and SARAH DEW, Kerstin Bloomquist, Jocelyn Smith Carter, Shelly Ball, Lynette Dufton, and Sarah Williams (Vanderbilt University)

**Improving Chess-Players' Performance with Acceptance and Commitment Therapy (ACT).** FRANCISCO JOSÉ RUIZ-JIMÉNEZ and Carmen Luciano-Soriano (Universidad de Almería, Spain)

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**# 371 Symposium**

3:00 PM - 4:20 PM

University

EDC; Applied Behavior Analysis

**Battling Procrastination: Self-Managing Studying and Writing for Competency Exams and Dissertation Defenses**

Chair: Summer Ferreri (Michigan State University)

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

**Losing the Criteria Battle but Winning the Graphing War.** SUMMER FERRERI (Michigan State University) and Theresa Hessler (The Ohio State University, Newark)

**Balancing Scholarly Commitments and Still Taking that Much Needed Vacation!** NATALIE J. ALLEN (Weber State University) and Michele M. Nobel (Antioch University - McGregor)

**What I Did Last Summer: Self-Management Plans for Writing Candidacy and Dissertation Manuscripts.** MARY D. SALMON (The Ohio State University)

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**# 372 Paper Session**

3:00 PM - 4:20 PM

Lenox

CSE

**Behavior Analysis: A Worldly View**

Chair: Kurt Salzinger (Hofstra University)

**Social Discrimination, Behavioral Processes, and Social Policy.** (Theory) ROBIN RUMPH, Chris Ninness, Glen McCullers, and James Holland (Stephen F. Austin State University)

**School Uniforms in Taiwan: A Behavioral Influence Outside of the Classroom.** (Applied Behavior Analysis) LI-CHING HUNG and Cary S. Smith (Mississippi State University)

**Behavior Analysis and the U.S. Peace Corps.** (Theory) ERICK M. DUBUQUE and Ramona Houmanfar (University of Nevada, Reno)

**Behavior-Analytic Description of Political Behavior.** KURT SALZINGER (Hofstra University)

Monday, May 29

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**# 373 Symposium**

3:00 PM - 4:20 PM

Singapore

DEV; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Patrice Marie Miller, Ed.D.

**Behavioral Developmental Approaches to Interventions with People and Organizations**

Chair: Patrice Marie Miller (Salem State College)

**Organizing Components into Combinations: How Transition Works.** MICHAEL LAMPORT COMMONS (Harvard Medical School)

**Teaching Stages and Interventions to Change Teacher Stage.** PATRICE MARIE MILLER (Salem State College)

**Deficits in "Attachment Stages" in Adults and Suggested Interventions for Each Stage.** SUSANNE T. LEE (Dare Institute)

**Bringing about Changes in Workplace Behavior.** MICHAEL LAMPORT COMMONS (Harvard Medical School)

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**# 374 Symposium**

3:00 PM - 4:20 PM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Iser DeLeon, Ph.D., BCBA

**Behavioral Economic Applications in Individuals with Developmental Disabilities**

Chair: Iser Guillermo DeLeon (Johns Hopkins University)

Discussant: Steven R. Hursh (Johns Hopkins University School of Medicine/Science Applications International Corporation (SAIC))

**Demand and Response Output Functions for High and Low Preference Stimuli.** WILLIAM H. AHEARN, Kathleen M. Clark, and Kacie Burregi (The New England Center For Children) and William V. Dube (University of Massachusetts Medical School/Shriver Center)

**The Utility of Progressive Ratio Schedules to Determine Reinforcer Value: An Economic Analysis.** HENRY S. ROANE (The Marcus Institute/Emory University School of Medicine), Ashley C. Glover (The Marcus Institute), Michael E. Kelley (The Marcus Institute and Emory University), and Robert (Ryan) Pabico and Joanna Lomas (The Marcus Institute)

**Applying the Concept of Unit Price to Severe Problem Behavior: A Descriptive Analysis.** JOHN C. BORRERO, Monica T. Francisco, Alayna Theresa Haberman, Noël Ross, Sandy K. Sran, and Jamie Bartels (University of the Pacific)

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**# 375 Invited Symposium**

3:00 PM - 4:20 PM

Centennial Ballroom I

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Dwight Harshbarger, Ph.D.

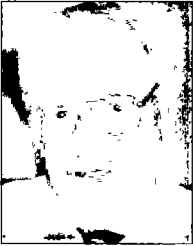
**Cambridge Center Symposium: The Accreditation of Behavioral Applications: Promoting Evidence-Based Practices**

Chair and Discussant: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

**Abstract:** Behavior analysis is engaged in a competition to determine whether services aimed at making positive changes in behavior and in the impact or results of behavior will be based on demonstrably effective methods or left to tradition, professional custom, and union or guild protection. If the arbiters of success are uninformed client choices, testimonials, and unsubstantiated claims, that competition may not be winnable. If client choices can be based on evidence of effectiveness, services grounded in applied behavior analysis have a higher probability of being chosen. In addition, evidence-based decisions may provide a method to help us sort more effective

from less effective behavior-analytic methods. The Cambridge Center for Behavioral Studies has recent initiatives that award accreditation to behavioral programs of service based on evidence of effectiveness. Accreditation of principles of behavior-based safety programs has now been awarded to multiple organizations. Standards and methods for accrediting applied behavior analytic clinical services have been developed and the launch of this initiative is underway. The presenters in this symposium will discuss evidence-based accreditation, including alternatives in standards and methods. Initial problems and successes with accreditation efforts will be presented and analyzed.

**Standards for Accreditation.** HENRY S. PENNYPACKER (University of Florida, Science Applications International Corporation (SAIC))



**Dr. Henry Pennypacker, Jr.** has been a guiding force in Behavior Analysis since the 1960s. His seminal book *Strategies and Tactics in Behavioral Research* with Johnston has been used as an essential textbook and reference by many in the field. His most recent book with Gutierrez and Lindley titled *Handbook of the Standard Celeration Chart* was recently published by the Cambridge Center for Behavioral Studies. His six books along with 21 book chapters and over 60 scholarly publications has established Dr. Pennypacker as one of ABA's most prolific authors. He was president of ABA from 1986-1987. Since the 1970s Dr. Pennypacker devoted his considerable talents toward applying ABA to the early detection of breast cancer. His work in this area has earned him patents in

the U.S., Germany, Britain, and Canada as well as a grant from the National Cancer Institute. He is currently a Professor Emeritus at the University of Florida, President of Precision Teaching of Florida, Inc., and CEO of Mammatech Corporation.

**Abstract:** The public relies on a variety of accreditation or certification sources for information to inform their purchasing decisions. Such organizations as Good Housekeeping, Consumer Reports, and Underwriters Laboratory have earned the trust of the public over a long period by producing data that are both understandable and reliable. The Cambridge Center would like to join this select group by accrediting programs that engender desirable behavior change in identifiable populations of consumers. To succeed in this endeavor, the Center must adopt a set of standards against which candidate programs may be evaluated. Dr. Pennypacker has suggested elsewhere that the standards used by the Food and Drug Administration, safe and effective, serve as temporary placeholders until more suitable ones can be crafted. We may have problems in reaching agreement on how to evaluate effectiveness. Dr. Pennypacker will argue that we should adhere firmly to the traditions of direct, objective behavioral measurement and eschew such devices as testimonials, consumer satisfaction surveys, and the like. He will illustrate this strategy with a short discussion of how we have developed criteria for certifying clinical breast examiners that rely on accepted concepts of sensitivity and specificity.

**Accrediting Principles of Behavior-Based Safety Programs.** BILL L. HOPKINS (Emeritus Auburn)



**Dr. Bill L. Hopkins** is Professor Emeritus in the Department of Psychology of Auburn University. He has done applied behavior analytic research with developmentally disabled children, with chronically mentally ill adults, with normal school children, and, since nineteen-seventy, with adults in work organizations. He has published many research and technical papers as well as papers on research methodology and four edited books about behavioral applications to education. Hopkins has served on the editorial boards of *Journal of Applied Behavior Analysis*, *Journal of Organizational Behavior Management*, and *The Behavior Analyst*. He has also sat as a member of study sections for several government agencies reviewing

proposals for research and training and chaired the study section of the National Institute for Occupational Safety and Health. He was the Director of the John T. Stewart Children's Center at the University of Kansas and Head of the Department of Psychology at Auburn University. He chaired the ABA committee that drafted standards and guidelines for the certification of graduate programs of instruction in behavior analysis. He chaired the Cambridge Center committee that drafted

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standards and guidelines for the accreditation of principles-of-behavior-based safety programs and has chaired the review and site-visit teams for all of the successfully accredited programs.

**Abstract:** CCBS began accrediting safety initiatives built on the principles of behavior in 2004 to recognize and publicize exemplary programs. The need for this accreditation will be argued. The primary standard for accreditation of a safety program is evidence of effectiveness. Accreditation also requires strong arguments that the chosen safety data are important to conditions at the site, evidence that the safety data are accurate, methods that are based on the principles of behavior, and a written description of the program that is sufficiently detailed to allow for replications. Reasons for advancing the nomenclature "principles-of-behavior-based" rather than "behavior-based" or "applied-behavior-analysis-based" will be explained. The accreditation methods will be presented and explained. To date four programs have been accredited. Common and unique characteristics that go beyond the standard behavior-based safety program and primary data of accredited programs will be presented. Arguments will be advanced that applied behavior analysis can succeed as a widely used source of services only if it promotes evidence of effectiveness as the primary means of deciding program value.

**Accreditation of Organizations Providing Applied Behavior Analysis Services. MICHAEL WEINBERG** (Southbury Training School)



**Dr. Michael Weinberg** is the director of psychological services at Southbury Training School in Connecticut, and is the owner and CEO of Orlando Behavior Health in Florida. He received his Ph.D. in 1985 in the experimental analysis of behavior program at Temple University in Philadelphia, and was previously at the E.K. Shriver Center and Northeastern University where he received his B.A. in psychology in 1977, with an emphasis in Applied Behavior Analysis. Dr. Weinberg is a licensed psychologist in three states, and is a Board Certified Behavior Analyst with 30 years of experience in the field, providing treatment to children and adults with developmental disabilities, autism, and various behavioral and

learning disorders. Dr. Weinberg has been on the part-time faculty of Temple University, Psychology Department, and also adjunct at Rutgers University, where he taught courses in basic principles of behavior. Since becoming a charter certificant with the BACB, he has been teaching pre-approved courses for certification in Florida for the past five years, and is ACE coordinator for his company which is a BACB approved Type 2 CE provider. Dr. Weinberg is also the editor of the Behavior Analyst Today, an online journal which publishes articles in the philosophical, experimental, and applied aspects of behavior analysis. Dr. Weinberg has also published articles and book chapters in behavior analysis, has developed a behavioral approach to treating reactive attachment disorder, and conducts workshops and seminars on OBM. He has been collaborating with the Cambridge Center since early 2005 to develop accreditation standards and review processes for programs and agencies providing ABA services. Dr. Weinberg is also a Trustee of the Cambridge Center for Behavioral Studies.

**Abstract:** The purpose of the CCBS Behavior Analysis clinical services accreditation is to establish a set of standards for programs and services that utilize Applied Behavior Analysis (ABA) as a core or essential treatment approach. The standards and accreditation process are intended to provide a higher quality of service, and assurances to consumers of the services, and the public, that sound intervention methods are being used. Given the many significant developments in the field over the past two decades, and the questionable methods used in the name of applied behavior analysis, there has been confusion among the public and purchasers of these services. These events have also led to varying degrees of harm to service recipients which will be briefly reviewed. These concerns were among the reasons for creating a certification process (BACB). The BACB devised a means of identifying those using sound practices in the field, and has also promoted the notion that ABA is also a treatment approach. We believe that the time has arrived for the accreditation organizations that provide ABA services. The reasons and implications for the field and society will be further discussed during the presentation.

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**# 376 International Paper Session**

3:00 PM - 4:20 PM

Hong Kong

EAB; Experimental Analysis

**Choice III**

Chair: Brent L. Alsop (University of Otago)

**Fix and Sample with Rats.** CARLOS F. APARICIO (University of Guadalajara) and William M. Baum (University of California, Davis)

**Describing Choice among Three Alternatives.** JAMES S. MacDONALL (Fordham University)

**Delayed Matching-to-Sample: Conjoint Reinforcer Control by Key Location and Color.**  
BRENT L. ALSOP (University of Otago) and Brent Maxwell Jones (University of Auckland)

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**# 377 Symposium**

3:00 PM - 4:20 PM

Centennial Ballroom III

AUT; Service Delivery

BACB CE Offered. CE Instructor: Kelle Wood, M.Ed., BCBA

**Comparing Methods to Improve the Tact Repertoire in Children with Autism**

Chair and Discussant: Kelle M. Wood (Central Texas Autism Center, Inc.)

**Effects of Mimetic-Tact versus Intraverbal-Tact Training on the Acquisition of Tacts in a Child with Autism.** TAMARA S. KASPER (Tammi Kasper, M.S., CCC-SLP, BCABA) and Jennifer R. Godwin (Early Autism Project, Inc.)

**Comparison of Two Procedures for Teaching the Tact Repertoire in Children with Autism.**  
ANGIE B. KEITH (Early Autism Project, Inc.)

**Effect of Tutor Modeled Successive Approximations versus Tutor Modeled Adult Forms to Improve Topography of Tacts.** ANN ELDRIDGE (Early Autism Project, Inc.)

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**# 378 International Symposium**

3:00 PM - 4:20 PM

Vinings

VRB; Experimental Analysis

**Contemporary Issues in Stimulus Equivalence: Nodal Distance, Phonological Interference, and Non-Arbitrary Response Options**

Chair: Louise McHugh (University of Wales Swansea)

**Examination of Nodal-Distance Effects in Equivalence Class Formation.** ROBERT WHELAN (University College, Dublin) and Louise A. McHugh, Carla Thomas, and Ting Wang (University of Wales Swansea)

**Effects of Nodal Distance and Speed Contingencies on Equivalence Class Formation.**  
LOUISE A. MCHUGH and Charlotte Dack (University of Wales, Swansea) and Robert Whelan (University College, Dublin)

**Further Research on Orthographic and Phonological Interference during Stimulus Equivalence Test Trials.** DENIS P. O'HORA (University of Ulster), Ian Thomas Tyndall (The American College Dublin/National University of Ireland, Galway), and Roisin Thompson (University of Ulster)

**Stimulus Equivalence, Transitivity, and Non-Arbitrary Relations.** LORNA POWER and Ian T. Stewart (National University of Ireland, Galway)



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### # 379 Symposium

3:00 PM - 4:20 PM

Regency VI

DDA; Applied Behavior Analysis

#### **Current Research on the Assessment of Basic Learning Abilities (ABLA)**

Chair: W. Larry Williams (University of Nevada, Reno)

Discussant: Doreen Granpeesheh (Center for Autism and Related Disorders)

**Establishing Basic Tactile Conditional Discriminations in Persons Above and Below ABLA level 6: The Role of Visual Information.** JEREMY BIESBROUCK and W. Larry Williams (University of Nevada, Reno)

**Discrimination Abilities and Within Modal Stimulus Equivalence.** MARIANNE L. JACKSON and W. Larry Williams (University of Nevada, Reno)

**Extending the Assessment of Basic Learning Abilities beyond Level 6.** DONALD R. KARR and W. Larry Williams (University of Nevada, Reno)

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### # 380 Symposium

3:00 PM - 4:20 PM

Courtland

EDC; Service Delivery

BACB CE Offered. CE Instructor: Ronnie Detrich, M.S., BCBA

#### **Evidence-Based Practice and Special Education: An Analysis of Cultural Contingencies**

Chair: Jack States (Wing Institute)

Discussant: Tim Slocum (Utah State University)

**An Expanded Model of Evidence-Based Practice in Special Education.** RONNIE DETRICH, Randy Keyworth, and Jack States (Wing Institute)

**The Evidence Based Practice Bandwagon: Should Behavior Analysts Jump On? Can We?** MARK D. SHRIVER (Munroe-Meyer Institute)

**Getting There from Here: Creating an Evidence-Based Culture within Special Education.** JACK STATES, Randy Keyworth, and Ronnie Detrich (Wing Institute)

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### # 381 Symposium

3:00 PM - 4:20 PM

Regency VII

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: John V. Stokes, M.S.Ed., BCBA

#### **Functional Analysis and Assessment in the Applied Environment**

Chair: Susan Ainsleigh (Simmons College)

Discussant: Michael F. Dorsey (Vinfen/Simmons College)

**The Use of Performance Feedback and Video Modeling in Training Staff and Parents to Implement Functional Analysis Conditions.** JOHN V. STOKES (Charles River ARC) and Michael M. Dorsey (Vinfen/Simmons College)

**Functional Assessment in the Public School Classroom: Methods for Selecting Effective Treatment for Compliance to Academic Instruction.** KRISTOFER VAN HERP (Stoneham Public Schools, Massachusetts) and Susan Ainsleigh (Simmons College)

**Functional Assessment and Analysis of Bolting Behavior in a Preschool Setting: Analyzing Topography of Attention Maintaining Problem Behavior.** ELISE COOKE and Susan Ainsleigh (Simmons College)

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### # 382 Symposium

3:00 PM - 4:20 PM

International Ballroom North

DDA; Applied Behavior Analysis

#### **Further Analysis of Assessment and Treatment: Progressing from Early Identification and Treatment through Functional Analysis**

Chair: Michael E. Kelley (The Marcus Institute and Emory University School of Medicine)

**Early Intervention for Automatically Maintained Proto-Injurious Behavior Exhibited by Young Children with Disabilities.** DAVID M. RICHMAN, Heather M. Teichman, and Joy Kolb (University of Maryland, Baltimore County)

**Programming Learning Opportunities to Develop Preschool Life Skills.** GREGORY P. HANLEY, Nicole Heal, Jeff Tiger, and Einar T. Ingvarsson (University of Kansas)

**Further Review of Brief Functional Analyses Conducted in an Outpatient Clinic.** KATHERINE V. POWERS (The Marcus Institute) and Henry S. Roane and Michael E. Kelley (The Marcus Institute and Emory University School of Medicine)

**Correspondence between Brief and Extended Functional Analyses Conducted across Clinical Settings.** TODD KOPELMAN, Joel E. Ringdahl, Jayme Mews, Tory J. Christensen, and Terry Falcomata, Jeffrey R. Luke (University of Iowa)

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### # 383 Panel Discussion

3:00 PM - 4:20 PM

Regency V

AUT/EDC; Service Delivery

BACB CE Offered. CE Instructor: Elisabetta Pestriceila, M.A., M.S., BCBA

#### **How to Build a Quality Autism Program in Your School District**

Chair: Donna Anzalone (The Autism Help Center)

DONNA K. ANZALONE (The Autism Help Center)

BRIAN GOLDBERG (The Autism Help Center)

ELISABETTA PESTRICHELLA (Long Island University)

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### # 384 Symposium

3:00 PM - 4:20 PM

Montreal

EAB; Experimental Analysis

#### **Interdisciplinary Research: Biomedical and Behavioral Experimentation**

Chair: Diana Delgado (University of Nevada, Reno)

Discussant: JiYeon H. Yoo (Center for Autism and Related Disorders)

**Pavlovian Conditioning Endotoxin Tolerance in Mice.** YUKIKO WASHIO, Linda J. Hayes, and Kenneth W. Hunter (University of Nevada, Reno)

**The Utility of Murine Models in the Understanding of Autism.** DIANA M. DELGADO, Linda J. Hayes, and Kenneth W. Hunter (University of Nevada, Reno)



3:00 PM - 4:20 PM

Centennial Ballroom II

DEV; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Rebecca P. F. MacDonald, Ph.D., BCBA

### **Intersections between Joint Attention and Social Referencing in Children with Autism and Typically Developing Children**

Chair: Rebecca P. F. MacDonald (New England Center for Children)

Discussant: Jacob L. Gewirtz (Florida International University)

**Abstract:** Joint attention and social referencing have received increased attention in developmental psychology and behavior analysis because of their relation to the development of autism. Joint attention involves the coordinated attention between a social partner and an object in the environment and has been identified as one of the earliest emerging social behaviors in typically developing children. Social referencing involves the child searching or looking for cues in the facial expressions of the caregiver to determine how to act in the context of ambiguity. Deficits in joint attention and social referencing are apparent in very young children with autism. The development of operant models for the analysis of joint attention and social referencing are seen as important to the treatment of these deficits. The purpose of this symposium is to describe several research projects in which the authors are using an operant analysis of joint attention and social referencing to develop protocols for evaluating and treating children with autism. Data that support the etiology of social referencing with 18 very young infants will be reported. The implications of these analyses will be discussed as they relate to a behavioral analysis of this very important developmental phenomenon.

**Analysis and Treatment of Joint Attention in Young Children with Autism.** REBECCA P. F. MacDONALD (New England Center for Children), William V. Dube (University of Massachusetts Medical School, Shriver Center), Jennifer L. Klein, Sally N. Roberts, and Krista Smaby (New England Center for Children), and Emily Wheeler (University of Massachusetts Medical School, Shriver Center)



**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. Dr. MacDonald was a past Program Chair for the American Psychological Association for Division 25. 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:** This paper will describe a contingency analysis of joint attention in which the characteristic gaze shifts, gestures, vocalizations, are shaped and maintained by conditioned socially mediated reinforcers. According to this analysis, joint attention deficits in children with autism spectrum disorders may be related to failures of socially mediated consequences to function as conditioned reinforcers. Profiles of child performance will be shown using data from a concurrent choice procedure used to determine the value of social reinforcers, as well as, assessment data on joint attention initiations and responsiveness to joint attention bids. The assessments were administered to both children diagnosed with autism spectrum disorders and typically developing children, aged 2 to 4 years. Interobserver agreement was high for all behavioral measures. Case examples of intervention procedures to establish joint attention initiations will be presented. Results will be

discussed in the context of the posited behavioral contingency analysis of joint attention.

**Infants Learning to Reference Maternal Facial Expressions of Emotions.** MARTHA PELAEZ (Florida International University)



**Dr. Martha Pelaez** is a Professor of Psychology. In 1992, she received her Ph.D. in Developmental Psychology, winning the International Dissertation Award from the International Society for Infant Studies (ISIS) on "Infant Learning to Reference Maternal Emotional Expressions." In 1994, she completed a postdoctoral Fellowship at the University of Miami, School of Medicine. She has studied mother-infant interactions, maternal depression and its effects on infant behavior, and early social-learning processes like attachment, fears, and social referencing. Her theoretical contributions include the creation of taxonomy of rules and a behavior-analytic approach to moral development. Dr. Pelaez has published more than 40 articles in

refereed journals (including the *American Psychologist* and the *Journal of Child Development*); co-authored 11 chapters, published 1 textbook (with G. Novak) on child development, and edited several monographs. Martha Pelaez was the past Program Chair for the American Psychological Association for Division 25 and past Program Co-Chair for the Association for Behavior Analysis. She is the founder of the Behavior Development Bulletin and has served as its editor since 1990. She was awarded Fellowship status by the American Psychological Association. Currently, she serves in nine editorial boards of refereed journals, including *The Behavior Analyst* and is a member of the Florida Board of Governors—the board that rules the State University System.

**Abstract:** The assumption that infant social referencing behaviors can result from contingency-based learning processes was tested. In a context of ambiguity or uncertainty, maternal emotional expressions can be learned by the infant as cues for positive and aversive events. Eighteen 4- to 5-month-old infants and their mothers participated in a repeated-measures reversal design. Infants were trained differentially to reach for an ambiguous object following joyful maternal expressions and not to reach following fearful maternal expressions. During baseline, none of the infants responded differentially to the joyful and fearful maternal expressions. After training sessions, however, infants learned to reach differentially following presentations of joyful and fearful cues. During a subsequent extinction (reversal) phase, the pleasant and aversive contingencies on reaching for the ambiguous object were discontinued producing extinction of the differential reaching response. During the last phase, infants were retrained differentially to respond again to the two maternal expressions. This study provides the basis for the alternative hypothesis that infant social referencing may result from contingency-based learning.

**The Role of Joint Attention in Verbal Operants.** PER HOLTH (The Behavioral Center, Oslo)



**Dr. Per Holth** is currently a researcher at the Norwegian Center for the Studies of Conduct Problems and Innovative Practice and associate professor at Akershus University College. He is interested in behavior analysis in general; basic research as well as conceptual issues and various areas of application. His interest in an operant analysis of joint attention arose while he was the program director at the Center for Early Intervention in Oslo, working with children diagnosed with autism (2000-2003). His interest in verbal behavior extends back to his early study days, when he came across a copy of Skinner's (1957) book (some people are lucky), and he teaches courses on verbal behavior at the Masters Program in Learning

and Relational Competence at Akershus University College, Norway.

**Abstract:** Research on joint attention, the synchronizing of the attention of two or more persons, has progressed mainly outside of behavior analysis. Research within the cognitive-developmental tradition has shown that deficient joint attention skills are strongly correlated with later developing 'language abilities' and that children diagnosed with autism may display a syndrome-specific joint attention deficit. The present paper focuses on the role of joint attention phenomena in verbal operants, such as tacts, mands, verbal behavior controlled by verbal stimuli, and autoclitics. An operant analysis of joint attention skills and how they are interwoven with verbal operants may point directly to suggestions for effective intervention strategies.

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### # 386 Symposium

3:00 PM - 4:20 PM

Spring

OTH; Applied Behavior Analysis

#### **Negative Reinforcement: Some Lessons from Animal Training**

Chair: Michelle Lamancusa (University of North Texas)

Discussant: T. V. Joe Layng (Headsprout)

**Some Detrimental Effects of Combining Positive and Negative Reinforcement During Training.** NICOLE BYRD and Jesus Rosales-Ruiz (University of North Texas)

**Transition from Negative to Positive Reinforcement during Shaping Cow's Approach to Humans.** MELISSA MOREHEAD and Jesus Rosales-Ruiz (University of North Texas)

**Aggression in Dogs: A Differential Negative Reinforcement Protocol.** KELLIE S. SNIDER and Jesus Rosales-Ruiz (University of North Texas)

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### # 387 Symposium

3:00 PM - 4:20 PM

Dunwoody

TPC; Applied Behavior Analysis

#### **Popular Delusions, Compelling Illusions, and Specious Conclusions: Skeptics Examine Belief in Questionable Treatments Inside and Outside of Behavior Analysis**

Chair: Cloyd Hyten (University of North Texas)

**Strangers in a Strange Land: A First-Hand Behavior Analytic Account of Facilitated Communication Training.** JAMES T. TODD (Eastern Michigan University)

**Old Wine in New Bottles: Science, Quackery, and Autism.** MATTHEW P. NORMAND (Florida Institute of Technology)

**Skepticism Begins at Home.** GINA GREEN (San Diego State University and University of North Texas)

**Weird Beliefs, Everyday Beliefs, and Scientific Beliefs: Why Does Anyone Believe Anything?** CLOYD HYTEN (University of North Texas)

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### # 388 International Symposium

3:00 PM - 4:20 PM

Auburn

EDC; Applied Behavior Analysis

#### **Relational Frame Theory and Education**

Chair: Claire Egan (National University of Ireland, Maynooth)

**A Derived Transfer of Relational Mands in Children with a Diagnosis of Autism.** CAROL MURPHY, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

**The Implicit Relational Assessment Procedure (IRAP): A Systematic Investigation of Four Different Relational Frames.** Catriona O'Toole and DERMOT BARNES-HOLMES (National University of Ireland, Maynooth)

**Evaluating 'Self-Esteem' Using the Implicit Relational Evaluation Procedure in Young Children with ADHD.** GER SCANLON, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

**Experimental Analyses of Rule-Following.** MARIE GORHAM, Yvonne Barnes-Holmes, Dermot Barnes-Holmes, and Dave McAuliffe (National University of Ireland, Maynooth)

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**# 389 International Symposium**

3:00 PM - 4:20 PM

International Ballroom South

EAB; Experimental Analysis

**The Implicit Relational Assessment Procedure (IRAP) II: A Behavior-Analytic Methodology for Assessing Implicit Beliefs and Attitudes**

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

**The Implicit Relational Assessment Procedure (IRAP) V: How Reliable is the IRAP?**

MICHELLE KELLY, Amanda Kelly, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth), Ian T. Stewart (National University of Ireland, Galway), and Claire Campbell (National University of Ireland, Maynooth)

**The Implicit Relational Assessment Procedure (IRAP) VI: Self, Others, and Crime? NIGEL**

VAHEY, Suzanne Comerford, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth), Ian T. Stewart (National University of Ireland, Galway), and Claire Campbell (National University of Ireland, Maynooth)

**The Implicit Relational Assessment Procedure (IRAP) VII: How Malleable is an IRAP**

**Performance?** CLAIRE CULLEN, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

**The Implicit Relational Assessment Procedure (IRAP) VIII: How Reliable is the IRAP with Socially Sensitive Stimuli? NIAMH O'DOWD and Ian T. Stewart (National University of**

Ireland, Galway) and Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

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**# 390 Symposium**

3:00 PM - 4:20 PM

Inman

EDC; Applied Behavior Analysis

**The Journey Begins: How Headsprout Early Reading is Working to Eliminating Illiteracy in Young Children**

Chair: April Heimlich (Headsprout)

Discussant: Deirdre Lee Fitzgerald (Eastern Connecticut State University)

**Assessment of Headsprout Reading Basics.** VENNESSA L. WALKER and Philip N. Chase (West Virginia University)

**Successes and Challenges Bringing the Teaching Machine to Urban Schools.** BRADLEY G. FRIESWYK (BGF Performance Systems)

**Four Years of Headsprout with 150 Kindergarten Kids: And We Still Love the Turtle Song!** JOHN E. HUMPHREY (Cedar Rapids Schools)

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**# 391 Symposium**

3:00 PM - 4:20 PM

Greenbriar

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Ivy M. Chong, Ph.D., BCBA

**Where Do We Fit In: Behavior Analysis in Psychiatric and Medical Settings**

Chair: Ivy M. Chong (William Beaumont Hospital)

Discussant: Martin J. McMorro (Center for Comprehensive Services, Inc.)

**The Role of Behavior Analysts in Psychiatric Settings.** KIMBERLY DWYER-MOORE, Jaime Flores, and Katherine M. Johnson-Patagoc (Our Lady of Peace)

**A Present Day Illustration of Behavior Analysis in a Psychiatric Setting.** JAIME FLORES, Kimberly Dwyer-Moore, and Beth A. Duncan (Our Lady of Peace)

Monday, May 29

**# 392 International Paper Session**

3:30 PM - 4:20 PM

The Learning Center

VRB

**Early Language Acquisition**

Chair: Philip Drash (Intellectual Development Center, Inc.)

**How to Teach At-Risk Infants and Toddlers to Talk: Implications for the Prevention of Autism.** (Applied Behavior Analysis) PHILIP W. DRASH (Autism Early Intervention Center)

**Recombinative Generalization and Learning of a Foreign Language by Young Children.** (Experimental Analysis) MONIKA M. SUCHOWIERSKA (Warsaw, Poland)

**# 393 Special Event**

4:30 PM - 5:20 PM

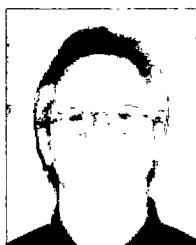
Centennial Ballroom I & II

BACB CE Offered. CE Instructor: Thomas S. Critchfield, Ph.D.

**Presidential Address: Aversively Motivated**

Chair: Frances K. McSweeney (Washington State University)

Thomas S. Critchfield (Illinois State University)



**Dr. Thomas S. Critchfield** graduated from West Virginia University, where he received his M.A. (1984, under the direction of Dr. Ernest Vargas) and his Ph.D. (1989, under the direction of Dr. Michael Perone). At Auburn University, he coordinated the doctoral program in Experimental Analysis of Behavior and served as Undergraduate Program Coordinator. He currently is Professor of Psychology at Illinois State University. Dr. Critchfield completed terms on the ABA Executive Council as Student Representative (1986-1989) and Experimental Representative (2002-2005), and has held positions with the Society for the Experimental Analysis of Behavior, with Division 25 of the American Psychological Association, and on the editorial

boards of a number of behavior analysis journals. His scholarly interests focus on basic operant processes, on verbal behavior, and on scientific translation within behavior analysis.

**Abstract:** Behavior analysis once supported a rich tradition of studying aversive control, that is, behavior change through punishment or negative reinforcement. A variety of factors have shifted our contemporary emphasis – almost exclusively – to the study of positive reinforcement. This status quo is most easily justified for service delivery (especially with vulnerable populations) in which we are concerned about excessive reliance on aversive control and the side effects that this can cause. Dr. Critchfield will argue, however, that the collective disregard for the study of aversive control has left behavior analysts in an untenable position, both scientifically and practically.

Where science is concerned, the past three decades have seen important advances in the understanding of positive reinforcement for which no parallel insights exist regarding aversive control. Moreover, scientists outside of our field have revealed robust aversive-specific phenomena that behavior analysts have largely ignored. Our silence about these effects allows them to be explained within, or even seen as evidence for, nonbehavioristic theoretical frameworks.

Where practice is concerned, a lack of new behavior analytic data on aversive control may suggest that we have nothing to say on the topic. As a consequence, perhaps, policy makers and others seeking consensus on issues like corporal punishment may not consult our field for guidance. Moreover, because aversive control is ubiquitous in the everyday world, it is difficult to see how a thorough analysis of socially important behavior can proceed without a proper understanding of aversive control. For instance, emerging notions about aversive control may generate counterintuitive treatment predictions that cannot be reached by thinking about positive reinforcement alone.

In summary, the world out there encompasses, and is fascinated by, aversive control, and we should be motivated to reanimate our tradition of studying it.

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**# 395 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

AUT

- 1. Translating Clinical Practice into Public Practice: Implementing ABA Strategies in a Public School Setting.** (EDC; Applied Behavior Analysis) JULIE KEENAN and Karla Doepeke (Illinois State University)
- 2. Teaching Pre-Writing Skills to a Child with Autism: Tripod Grips and Drawing Lines.** (DDA; Applied Behavior Analysis) LYSIANNE D. KOLT and Emily Rudrud Monn (St. Cloud State University) and Sarah E. Roberts (Behavioral Dimensions) and Kimberly A. Schulze (St. Cloud State University)
- 3. Using Precision Teaching to Teach Daily Living Skills to a 13-Year-Old with Autism and Mental Retardation.** (Applied Behavior Analysis) KRISTIN N. SCHIRMER, Kelly J. Ferris, and Alison L. Moors (Fabrizio/Moors Consulting)
- 4. The Effects of Tutor Goal Setting on Accuracy of Data Collection and Student Responding.** (Applied Behavior Analysis) JESSICA L. BROOME and Shahla S. Ala'i-Rosales (University of North Texas)
- 5. Academic Self-Management by a Young Learner with Autism.** (EDC; Applied Behavior Analysis) VALERIE R. ROGERS, Molly Halligan, and Patrick M. Ghezzi (University of Nevada, Reno)
- 6. Learning to Discriminate Between Easy and Hard Academic Tasks.** (Applied Behavior Analysis) MICHELE R. BISHOP, Jennifer A. Castellanos, Kimberly Sigler, and Patrick M. Ghezzi (University of Nevada, Reno)
- 7. Resistance to Distraction during the Performance of Academic Tasks.** (EAB; Applied Behavior Analysis) DIANA ERVIN (New England Center for Children), Carrie M. Neal (Northeastern University and New England Center for Children), William H. Ahearn (New England Center for Children), and William V. Dube (University of Massachusetts Medical School, Shriver Center)
- 8. The Investigation of Two Educational Approaches: Teaching in Isolation and Teaching with Multiple Exemplars.** (Applied Behavior Analysis) ALLYSON GAUTHIER and Jeffrey E. Proos (HMEA)
- 9. Effective Teaching Strategies: A Comparison of the Antecedent and Error Corrections Procedures.** (EDC; Applied Behavior Analysis) JASON DETZEL (Virginia Commonwealth University Autism Center), Anna M. Young (Faison School for Autism), Katherine Matthews (Virginia Commonwealth University), and John Tolson, Jennifer Lax, Christina Meluzio, Jennifer Wade, and Amanda Laz (Faison School for Autism)
- 10. An Attempt to Establish Auditory-Visual Conditional Discrimination in Children with Autism.** (DDA; Applied Behavior Analysis) ATLI F. MAGNUSSON (Regional Office for the Affairs of Handicapped in Reykjanes) and Nicole C. Groskreutz and Caio Miguel (New England Center for Children)
- 11. Transferring Stimulus Control from Arbitrary to Target Stimuli.** (DDA; Applied Behavior Analysis) KENNETH W. ATKINS (The Marcus Institute), Michael E. Kelley (The Marcus Institute and Emory University School of Medicine), Catherine Trapani (The Marcus Institute), Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), and Tiffany Kodak (Louisiana State University)
- 12. An Evaluation of a Backward Chaining Procedure during Instructional Trials.** (DDA; Applied Behavior Analysis) CHRIS A. TULLIS (The Marcus Institute), Michael E. Kelley (The Marcus Institute and Emory University School of Medicine) and Catherine Trapani and Amanda Zangrillo (The Marcus Institute), and Tiffany Kodak (Louisiana State University)

- 13. Assessing Generalization of Sight Word Recognition from Computer Stimuli to Textual Stimuli Using the Discrete Trial Trainer Computer Program.** (Applied Behavior Analysis) JAIME M. SCHILLING, Hannah E. Hoch, Bridget A. Taylor, Rachel Feinberg, and Melissa Kahn (Alpine Learning Group)
- 14. Independent Peer Review of Behavior Plans for Students with Autism in a Specialized Public School Program.** (EDC; Service Delivery) PETER J. DOEHRING (Delaware Autism Program)
- 15. Using Behavioral Procedures to Teach Vocal Verbal Behavior to Young Children with Autism.** (VRB; Applied Behavior Analysis) REGINA CARROLL, Sara M. Weinkauff, Britta L. Fiksdal, and Kevin P. Klatt (University of Wisconsin, Eau Claire)
- 16. Communication Intervention Using Augmentative and Alternative Communication for Young Children with Autism or Developmental Disabilities: A Literature Review.** (DDA; Applied Behavior Analysis) LYNN GRACE LOCSON, Hyung-Mee Kim, and Chloe Yeh (University of Texas at Austin)
- 17. Decreasing Non-Contextual Vocalizations in a Student with Autism through the Use of an All Day Schedule.** (Applied Behavior Analysis) ERIN SPARACIO and Mary Ellen McDonald (Eden II Programs/The Genesis School) and Linda Bartlett, Piera Taormina, and Hester Bekisz (Genesis School)
- 18. Effects of Synthetic Speech Output on Requesting in Children with Autism.** (VRB; Applied Behavior Analysis) RALF SCHLOSSER (Northeastern University), Jeffrey S. Sigafoos (University of Tasmania), James K. Luiselli (The May Institute), and Katie Angermeier, Ulana Harasymowycz, and Kate Schooley (Northeastern University)
- 19. Establishing Mands Using Automatic Reinforcement and Direct Echoic Training Procedures: Is there a Difference?** (Applied Behavior Analysis) ROSI DE DOMENICO and Jennifer L. Harris (FirstSteps for Kids, Inc.)
- 20. The Effects of Self-Monitoring of Teacher Behavior on Student Learning.** (EDC; Applied Behavior Analysis) Sarah Goldstein, Meghan McDermott, Christine Montalto, Matthew Halem, and SUDHA RAMASWAMY (Hawthorne Country Day School)
- 21. A Review of the Instructional Models Used to Teach Skills to Children with Autism.** (VRB; Applied Behavior Analysis) SARA CZEKALSKI, Nicole K. Berning, and Kevin P. Klatt (University of Wisconsin, Eau Claire)
- 22. Reading Fluency Development for Young Children with Autism Using Audio-CD-Based Rate Pacing and Social Stories.** (EDC; Service Delivery) JACK SCOTT and Maria Perez (Florida Atlantic University) and Sonia Kaye (Renaissance School)
- 23. Response Acquisition Following the Provision of Reinforcement for Physically Guided Responses.** (DDA; Applied Behavior Analysis) JILL WILLIAMS and Katherine V. Powers (The Marcus Institute), Michael E. Kelley (The Marcus Institute and Emory University School of Medicine), Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), Catherine Trapani (The Marcus Institute), and Tiffany Kodak (Louisiana State University)
- 24. Comparison of Two Methods to Teach Receptive Object Labeling to a Young Child with Autism.** (DDA; Applied Behavior Analysis) LISA BARSNESS (Minnesota Early Autism Project)
- 25. Project ASSESS: Supporting Students with Asperger's Syndrome and High Functioning Autism in School Settings.** (EDC; Service Delivery) Donald Oswald (Virginia Commonwealth University), Martha Coutinho (East Tennessee State University), and JESSE W. JOHNSON (Northern Illinois University)
- 26. A Comparison of Textual and Echoic Prompts on the Acquisition of Intraverbal Behavior for Two Children with Autism.** (VRB; Applied Behavior Analysis) LAURA MEUNIER and Joseph M. Vedora (BEACON Services)
- 27. Use of an Activity Schedule to Facilitate Transitions in a 4-Year-Old with Autism.** (Applied Behavior Analysis) BETH ANNE MILES (BEACON Services)

- 28. Use of Activity Schedules to Teach Acceptance of the Word “No.”** (Applied Behavior Analysis) BETH ANNE MILES (BEACON Services)
- 29. Teaching Pedestrian Safety Skills to Children with Autism.** (Applied Behavior Analysis) MAUREEN CHILDS, Kristen McClintock, Ehsan Bayat, and Gerald E. Harris (Texas Young Autism Project)
- 30. Quality and Quantity of Requests Made by Students Using a Pictorial System versus Nonpictorial System.** (EDC; Service Delivery) JANET A. BUTZ (CARE, LLC), Ceri Edwards and Cheryl Flores (Schertz-Cibolo-Universal City Independent School District), and Rolando Ocanas (Special Education Director for Schertz-Cibolo-Universal City Independent School District)
- 31. Effects of a Behavior Contract on a Child Diagnosed with Autism.** (DDA; Applied Behavior Analysis) HEATHER J. HUBER, Jennifer MacDonald, Donald A. Wachelka, and Scott W. Harrington (Quality Behavioral Outcomes)
- 32. Precision Teaching Perspective Taking Skills to Children with Autism through Process Narration.** (EDC; Applied Behavior Analysis) HOLLY ALMON-MORRIS, Adam Litchfield, and Babe Cristine Diakite Aminata (Fabrizio/Moors Consulting)
- 33. Evaluating the Development of the Verbal Operants Using the ADOS in Children with Autism Following One Year of Comprehensive Behavioral Intervention.** (VRB; Applied Behavior Analysis) MEGAN P. MARTINS, Karen Lenard, and Lara M. Delmolino (Rutgers University)
- 35. Increasing Behavioral Vocabulary in Teachers through the Use of a “Word of the Week” Program and Differential Reinforcement.** (Applied Behavior Analysis) ANTHONY MAURO, Frank R. Cicero, Christine M. Jascewsky, Harold Mahecha, and Kenneth Zimmerman (Eden II Programs)
- 36. A Sequenced Approach to Teaching Fluent Money Skills to Children with Autism.** (EDC; Applied Behavior Analysis) KEVIN S. CAULEY, Emily K. Dittner, and Elizabeth Benedetto-Nasho (Step By Step Academy)
- 37. Using Time-Based Measurement to Teach Time.** (EDC; Applied Behavior Analysis) Kevin S. Cauley, EMILY K. DITNER, and Elizabeth Benedetto-Nasho (Step By Step Academy)
- 38. The Comparison of Low and High Technology Augmentative Communication Systems to Determine Preference.** (EDC; Applied Behavior Analysis) DEBBY A. HUDSON and Ilene S. Schwartz (University of Washington)
- 39. Using an Intensive Staff Training Model for a Center-Based Autism Program.** (TBA; Service Delivery) Tamara J. Marder, Susan E. Holt, Carrie A. Clark, and JENNIE KAMPF (Ivymount School)
- 40. The Effects of a Generalization Test on Teaching Addition Math Facts.** (EAB; Applied Behavior Analysis) BECKY CUTLER (Child Life Education) and Michael F. Dorsey and Michael J. Cameron (Simmons College)
- 41. The Effect of Un-Intrusive Prompting on the Active Engagement of Children with Autism in General Education Classrooms.** (Applied Behavior Analysis) MIRANDA SIM, Joel P. Hundert, and Nicole Walton-Allen (Behaviour Institute)
- 42. Using Precision Teaching to Increase Intraverbals and Appropriate Verbal Responses in a Young Child with Autism.** (EDC; Service Delivery) HEIDI CALVERLEY (University of British Columbia/Fabrizio/Moors Consulting) and Kelly J. Ferris and Michael Fabrizio (Fabrizio/Moors Consulting)
- 42a. Publicly Funded Home-Based ABA Program for Preschool Children with Autism: Outcomes of Two of Three Years of Intervention.** (AUT; Applied Behavior Analysis) DANIELA FAZZIO and Angela Cornick (St. Amant)

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**# 396 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

DDA

**43. Use of Video Self-Modeling and Feedback to Teach Cooking Skills to Individuals with Traumatic Brain Injury.** (Applied Behavior Analysis) Michelle McGraw-Hunter (Rehabilitation Institute), Gerald D. Faw (Center for Comprehensive Services, Inc.), and PAULA K. DAVIS (Southern Illinois University)

**44. The Effects of Response Blocking on the Results of a Functional Analysis of Self-Injurious Behavior.** (Applied Behavior Analysis) SAMANTHA HARDESTY, Stephanie A. Contrucci Kuhn, and Anna E. Chirighin (Kennedy Krieger Institute)

**45. The Use of Functional Communication to Decrease Problem Behavior Maintained by Access to Attention during Transitions.** (Applied Behavior Analysis) MICHELLE A. FRANK, David E. Kuhn, Camille Mongeon, and Keith MacWhorter (Kennedy Krieger Institute)

**46. Does the Matching Law Describe the Relationship Between Parental Attention and Child Appropriate versus Inappropriate Behavior?** (Applied Behavior Analysis) KERRI L. WALTERS (University of Manitoba), Danielle L. LaFrance (Florida Institute of Technology), and Toby L. Martin and Dickie C. T. Yu (University of Manitoba & St. Amant)

**47. Potential Reinforcement Contingencies in a Classroom Setting: A Descriptive Analysis.** (Applied Behavior Analysis) Carrie S. W. Borrero (University of Florida and Spectrum Center, Inc.), John C. Borrero (University of the Pacific), and ANDREW R. WEIHER (Spectrum Center, Inc.)

**48. Comparing Staff Rated Precursor Behaviors of SIB to Actual Precursor Behaviors of SIB.** (Applied Behavior Analysis) ALICE SYMMES and Thomas Zane (Evergreen Center)

**49. Functional Analysis and Treatment of Problem Behavior Maintained by Access to Wandering.** (Applied Behavior Analysis) TORY J. CHRISTENSEN and Joel E. Ringdahl (University of Iowa)

**50. Using Experimental Analysis in Assessing Self-Stimulatory Behavior.** (Applied Behavior Analysis) ARNIE ZENCIUS (Devereux Cleo Wallace) and Jeanne M. Brower (Northern Illinois University/Cornerstone Services)

**51. Service, Learning, and Research at the Behavior Analysis Resource Center.** (Applied Behavior Analysis) ROXANNE L. WOLF, Richard G. Smith, Carla M. Smith, Katy Atcheson, Curtis J. Harris, and Heather A. Moore (University of North Texas), Bryan Lovelace (University of North Texas Behavior Analysis Graduate Program), and Michelle S. Greenspan (University of North Texas)

**52. Evaluation of "Rebound" Effect on Rate of Tics in Persons with Tourette's Syndrome.** (CBM; Applied Behavior Analysis) TARA-LYNN BURBEE and Thomas L. Zane (Evergreen Center)

**53. Using Matching-to-Sample and Video Modeling to Teach Manual Signs to Adults with Mental Retardation.** (VRB; Theory) Nassim Chamel Elias and A. CELSO GOYOS (Federal University of São Carlos) and Muriel D. Saunders and Richard R. Saunders (University of Kansas)

**54. Application of a Token Exchange System in the Treatment of Obsessive Touching Behavior.** (CBM; Applied Behavior Analysis) HEATHER DAWN SIMISTER-FIRTH (University of Manitoba) and James Edigar (St. Amant)

**55. Evaluation of a Video-Based Error Correction Procedure for Teaching Table Setting to Four Adults with Developmental Disabilities.** (EDC; Applied Behavior Analysis) John Goodson (The University of Texas at Austin), Jeffrey S. Sigafos (University of Tasmania), Mark F. O'Reilly (The University of Texas at Austin), and HELEN CANNELLA (The Ohio State University)

**56. Treatment of out of Seat Behavior with a Changing Criteria Experimental Design.** (EDC; Applied Behavior Analysis) ALLISON STUBITS (May Institute), Diana B. Baker (Northeastern), and Meredith L. Cochran (May Institute)

**57. Are Passive Engagement Responses Effective in Identifying Preferences and Reinforcers for Children with Intellectual Disabilities and Minimal Movement?** (EAB; Applied Behavior Analysis) MAY S. LEE and Sara M. Spevack (University of Manitoba), Dickie C. T. Yu (University of Manitoba & St. Amant), and Garry L. Martin (University of Manitoba)

**58. Mathematical Principles of Reinforcement and Human Schedule Performance: Preliminary Analyses with Children with Developmental Delays.** (EAB; Experimental Analysis) GREGORY A. LIEVING, Louis P. Hagopian, Lisa M. Toole, Heather K. Jennett, and Eric Boelter (Kennedy Krieger Institute)

**59. The Assessment and Evaluation of Response Reduction Procedures with and without Protective Equipment.** (AUT; Applied Behavior Analysis) KATRINA MARIE ZELENKA, David E. Kuhn, Marie Andachter, and Brian Crawford (Kennedy Krieger Institute)

**60. Training Staff to Conduct Preference Assessments and Provide Choice Making Opportunities for Children with Autism in Pre-School Settings.** (AUT; Applied Behavior Analysis) CLAIRE LACEY and Ken Kerr (Western Care Association)

**61. Training Parents to Conduct Preference Assessments in Home Settings and Parent Evaluation of Preference Assessment Formats.** (AUT; Applied Behavior Analysis) CLAIRE LACEY, Ken Kerr, and Grace O'Malley (Western Care Association)

**62. Teaching an Individual with Autism to Attend to "Yes" and "No" Responses as Discriminative Stimuli.** (AUT; Applied Behavior Analysis) DAVID P. JARMOLOWICZ and David E. Kuhn (Kennedy Krieger Institute)

**63. Interaction Effects between DRO and Protective Equipment on Self-Injury Maintained by Automatic Reinforcement.** (AUT; Applied Behavior Analysis) AMANDA ZANGRILLO (The Marcus Institute), Michael E. Kelley (The Marcus Institute and Emory University), and Kelly McKnight (The Marcus Institute)

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#### **# 397 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

EAB

**64. An Analysis of the Relationship between Auditory Stimulus Magnitude and Preference for Choice.** (Experimental Analysis) JOSEPH K. GOLSON and James T. Todd (Eastern Michigan University)

**65. Increasing Consumption of a Low-Valued Food via a Positive Induction Procedure.** (TPC; Experimental Analysis) JASON W. DOUGLAS, Laurie P. Parks, and Jeffrey N. Weatherly (University of North Dakota)

**66. Does the Provision of Signs Aid Learning in Cattle?** (Experimental Analysis) Tania Louise Blackmore and William Temple (University of Waikato), Jenny Jago (Dexcel New Zealand), and Catherine E. Sumpter, T. Mary Foster, and AMY TANNAHILL (University of Waikato)

**67. Antecedent Manipulation of Escape Maintained Behaviors within Academic Tasks.** (EDC; Experimental Analysis) JENNIFER KAZMERSKI (Mississippi State University) and Richard Anthony Doggett and Kristin N. Johnson-Gros (Munroe Meyer Institute)

**68. Omission Gradients in a Spatial-Memory Task.** (Experimental Analysis) FELIPE CABRERA and Francois Tonneau (Universidad de Guadalajara)

**69. An Experimental Analysis of Harris's Cultural Materialism: The Effects of Various Modes of Production on Metacontingencies.** (CSE; Experimental Analysis) TODD A. WARD and Chris Ninness (Stephen F. Austin State University)

**70. Response Acquisition with Delayed Reinforcement in Spontaneously Hypertensive Rats (SHR).** (Experimental Analysis) MIRARI ELCORO and Karen G. Anderson (West Virginia University)

- 71. Formation of Foreign Language Equivalence Classes Using a Respondent-Type Training Procedure.** (Applied Behavior Analysis) DEBORAH ROY (Queens College, City University of New York)
- 72. Shaping Procedures and the Training Context in Alcohol Consumption in Rats.** (Experimental Analysis) RODNEY L. KLEIN and Adam Boland (Concord University) and Shawn Carter (University of Northern Illinois)
- 73. Toddlers' Differential Responding to Paintings by Picasso and Monet.** (Experimental Analysis) JENNIFER L. SIMON, Rachel H. Thompson, and Joseph E. Spradlin (University of Kansas)
- 74. Effects of Ephedrine on Behavior Maintained by a Differential Reinforcement of High and Low Rate Schedules of Reinforcement.** (BPH; Experimental Analysis) CHRISTOPHER KREBS and Jennifer Phelps (Idaho State University)
- 75. Assessment of Behavioral Configurations in Natural Settings.** (Experimental Analysis) SILVIA MORALES CHAINÉ, Carlos Santoyo, and Ligia Colmenares (Universidad Nacional Autónoma de Mexico)
- 76. The Role of Instructions and Self-Generated Rules on College Students' Performance on a Probability Matching Task.** (VRB; Experimental Analysis) ANDREW D. HUCKS and Sherry L. Serdikoff (James Madison University)
- 77. Behavioral Economics of Sexual Decision Making: Probability Discounting of Erotic Stimuli.** (CBM; Experimental Analysis) STEVEN R. LAWYER, Scott Chastain, and Sherman Normandin (Idaho State University)
- 78. The Effects of Brief Delays and Non-Differential Visual Feedback Stimuli on the Performance of Verbal Conditioning.** (VRB; Experimental Analysis) KANAME MOCHIZUKI (Teikyo University, Japan) and Hitoshi Ohnishi (National Institute of Multimedia Education, Japan)
- 79. Some Effects of Task Availability during the Delay to Reinforcement on Choice in a Self-Control Paradigm Availability during the Delay to Reinforcement on Choice in a Self-Control Paradigm.** (Experimental Analysis) LEONARDO FIGUEIRO ANDRADE (University of Florida) and Rodrigo Gomide Baquero and Elenice Seixas Hanna (Universidade de Brasilia)
- 80. Using the Spontaneously Hypertensive Rat (SHR) as an Animal Model to Examine Delay-of-Reinforcement Gradients in Attention Deficit/Hyperactivity Disorder (AD/HD).** (Experimental Analysis) JANIE E. WEBB and Sherry L. Serdikoff (James Madison University)
- 81. Satisficing Game Theory: Preliminary Behavioral Studies.** (Theory) HAL MILLER and Wynn Stirling (Brigham Young University)
- 82. Behavioral Variability and Stereotypy in Children: The Effects of Sequence Training.** (DEV; Experimental Analysis) HECTOR MARTINEZ (Universidad de Guadalajara), Juan Moises De la Serna Tuya (University of Seville, Spain), and Sofia Guri Hernandez Torres (Universidad de Guadalajara)
- 83. Behavioral Sensitivity on Yoked VI and VR Schedules.** (Experimental Analysis) EDHEN LAURA LIMA and Michael Perone (West Virginia University)
- 84. The Effect of Instructed Suppression of Thoughts of One Member of an Established Stimulus Equivalence Class.** (VRB; Experimental Analysis) JIM I. GERHART, Matthew S. Willerick, Sigg Sigurdsson, and Scott T. Gaynor (Western Michigan University)
- 85. Preference and Demand for Litter Substrates in Hens.** (Experimental Analysis) Aimee R. Harris, Catherine E. Sumpter, William Temple, T. Mary Foster, Nicola Starkey, and RENEE RAILTON (University of Waikato)
- 86. Acute Nicotine Effects on Impulsive and Risky Choice in Rats: Evidence for the Need of an Amount Sensitivity Parameter.** (BPH; Experimental Analysis) MATT LOCEY and Jesse Dallery (University of Florida)

**87. Percentile Reinforcement of Long Interresponse Times in Humans: The Effects of Instructions on Sensitivity to Consequences Arrayed over Conflicting Time Scales.** (VRB; Experimental Analysis) JOSE L. MARTINEZ, Jennifer N. Finney, Joshua Beckmann, Blake A. Hutsell, and Eric A. Jacobs (Southern Illinois University-Carbondale)

**88. Effects of Suprachiasmatic Nuclei Lesions and Inter-Session Interval on Habituation and Spontaneous Recovery of the Headshake Response.** (Experimental Analysis) KELBY L. HOLTRETER and Eric S. Murphy (University of Alaska Anchorage) and John W. Wright (Washington State University)

**89. Observation of Online Texas Hold'Em Poker Entry in Various Cash Games and Tournament Structures.** (Experimental Analysis) MATTHEW D. STIEG, Mark R. Dixon, and James W. Jackson (Southern Illinois University, Carbondale)

**91. Experimental Analysis of Blocking of Acquisition of Textual Responding (Sight Reading) in Kindergarten Children.** (Experimental Analysis) PAMELA D. KELSO, Stephen W. Holborn, and Terri L. Otto (University of Manitoba)

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**# 398 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

EDC

**90. Functional Communication Training without Extinction.** (Applied Behavior Analysis) DAWN H. DAVIS and Laura D. Fredrick (Georgia State University)

**92. Effects of Training to Improve Positive Behavior Skills: A Pilot Study.** (TBA; Applied Behavior Analysis) RANGASAMY RAMASAMY (Florida Atlantic University)

**93. Implementing Schoolwide Positive Behavior Supports in Rural West Texas Communities.** (TBA; Service Delivery) DEANN LECHTENBERGER (Texas Tech University) and Frank Mullins (Emporia State University)

**94. A Case Study of Building Behavioral Support Systems for Students with Behavioral Challenges in Elementary Schools in Japan.** (Applied Behavior Analysis) KENICHI OHKUBO and Fumiyuki Noro (University of Tsukuba, Japan)

**95. Analysis of a Direct Observation System to Evaluate Students' Positive Behavior in School-Wide Positive Behavior Support.** (DDA; Applied Behavior Analysis) JAMES J. FOX, Leia D. Blevins, Kim Allison, Nakisha Hairston, Whitney Smith, Cheri Kyzer, and Jennifer Freemon (East Tennessee State University)

**96. Positive Behavior Support at the High School Level: Outcomes and Recommendations.** (TBA; Applied Behavior Analysis) Kathleen L. Lane, E. JEMMA ROBERTSON, Leslie Rogers, and Joseph Wehby (Vanderbilt University)

**97. Teacher Responsivity to Aggressive and Pro-Social Behavior of Male and Female High Aggressors in Preschool.** (Applied Behavior Analysis) Jennifer J. McComas (University of Minnesota), Melissa Tarasenko (North Dakota State University), and ERIN M. HOLTON, Ellie C. Hartman, and Frank J. Symons (University of Minnesota)

**98. Application of the Engineered Learning Program for Children with Emotional Support Needs.** (CBM; Service Delivery) Joseph D. Cautilli (Children's Crisis Treatment Center/Temple University), NADINE GEORGE-HARRINGTON (Children's Crisis Treatment Center), and Mark T. Wilkerson (St. Joseph's University)

**99. Improving Behaviors in Children with Attention Deficit and Hyperactivity in a Marginal Elementary School.** (TBA; Applied Behavior Analysis) MARCO W. SALAS MARTINEZ, Doris Miriam Ladron de Guevara Tejeda, Esperanza Ferrant Jimenez, and Andree Fleming-Holland (University of Veracruz)

- 100. Effects of a Clocklight Motivation Program on the Off-Task Behavior and Academic Performance of First Grade Students during Teacher-Monitored Boardwork.** (Applied Behavior Analysis) CHERIE A. FISHBAUGH, Corinne M. Murphy, and William L. Heward (The Ohio State University)
- 101. Clocklights: Affecting Group Behavior Using Immediate Feedback.** (Applied Behavior Analysis) Richard P. West, Tim G. Smith, RIKKI K. WHEATLEY, and Richard B. Sanders (Utah State University)
- 102. Testing the Effects of a Hero Group Contingency Procedure on Increasing Appropriate Behaviors in Three Children.** (AUT; Applied Behavior Analysis) Lynn Yuan and MICHELLE L. ZRINZO (Teachers College, Columbia University)
- 103. Using Functional Analysis to Determine Intervention for Students with Severe Disabilities in Schools: A Literature Review.** (CSE; Applied Behavior Analysis) HAYOUNG CHOI (University of Texas at Austin)
- 104. Descriptive Analysis and Treatment of Unsportsmanlike Conduct Displayed by Individuals with Severe Behavior Problems.** (CSE; Applied Behavior Analysis) PHIL WEINSTEIN, Bridget A. Shore, Carrie Reali, Mary V. Burke, and Shanita Allen (Florida Institute for Neurologic Rehabilitation)
- 105. Comprehensive Functional Behavior Assessment in Pre-School and Head Start Classrooms.** (DDA; Applied Behavior Analysis) BRAD DUFRENE (The University of Southern Mississippi), R. Anthony Doggett and Jennifer Kazmerski (Mississippi State University), Amber Hayes (Starkville City Schools), and Carey Davis (Mississippi State University)
- 106. Functional Analysis of Prosocial Behavior in Young Children with Autism Spectrum Disorders.** (Applied Behavior Analysis) ELIZABETH L.W. MCKENNEY, Maureen A. Conroy, and Jennifer A. Sellers (University of Florida)
- 107. Function-Based Interventions to Manage Problem Behavior Problems in Elementary Classrooms: A Systemic, Validated Approach.** (TBA; Applied Behavior Analysis) KATHLEEN L. LANE, Andrea Phillips, Jessica Weisenbach, Annette Little, and Megan Merwin (Vanderbilt University)
- 108. Descriptive versus Structured Descriptive Analysis in Assessing Behavior Problems in a Classroom.** (CSE; Applied Behavior Analysis) MARY V. BURKE, Bridget A. Shore, Carrie Reali, Phil Weinstein, and Shanita Allen (Florida Institute for Neurologic Rehabilitation)
- 109. Classroom-Based Functional Behavioral Assessments of Aggressive Behaviors in a Child with Attention-Deficit/Hyperactivity Disorder.** (OBM; Applied Behavior Analysis) MIYUKI NOGUCHI and Fumiyuki Noro (University of Tsukuba, Japan)
- 110. The Effects of Randomized versus Expected Reinforcers on Disruptive Classroom Behavior among Preschoolers.** (CBM; Service Delivery) JENNIFER M. HOAG and Richard M. O'Brien (Hofstra University)
- 111. Learning versus Performance Oriented Instruction and Persistence in Pre-School Children.** (DEV; Applied Behavior Analysis) BELINDA TRAUGHBER, Kim Ujich Ward, and Janna Ramsey (Middle Tennessee State University)
- 112. Instructional Antecedents and Their Effects on Preschooler's Compliance with Simple Instructions.** (Applied Behavior Analysis) KASEY STEPHENSON and Gregory P. Hanley (University of Kansas)
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- # 399 International Poster Session**  
 5:30 PM - 7:00 PM  
 Grand Hall  
 TBA
- 113. Misconceptions about Behavior Analysis.** (Applied Behavior Analysis) ERIK ARNTZEN (Akershus University College) and Jon Lokke and Gunn Lokke (Ostfold University College)

**114. Interteaching in Norwegian University College Settings: Application and Conceptual Considerations.** (Applied Behavior Analysis) GUNN LOKKE and Jon Løkke (Ostfold University College) and Erik Arntzen (Akershus University College)

**115. Novel Production of Beginning Consonant Sounds as a Function of Multiple Exemplar Instruction for a Subset of Consonant/Vowel Combination.** (Applied Behavior Analysis) Dolleen-Day Keohane (Teachers College, Columbia University & CABAS) and Lynn Yuan and MARY JE YANG (Teachers College, Columbia University)

**116. The Effects of Public Posting During PSI Sessions on Student Performance.** (VRB; Applied Behavior Analysis) Jo Ann Pereira Delgado and MINDY BUNYA ROTHSTEIN (Teachers College, Columbia University) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

**117. The Effects of Correction and Reinforcement Procedures on the Learning Process for a Tutor and an Observer during Peer Tutoring.** (Applied Behavior Analysis) Tracy Reilly and JIWON KANG (Teachers College, Columbia University) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

**118. The Effects of Review Session Format on Quiz Performance and Study Group Attendance in a College Course.** (EDC; Applied Behavior Analysis) TRACI CIHON, Judah Axe, Ruth M. DeBar, Amanda E. Guld, Madoka Itoi, Tracy L. Kettering, and Nancy A. Neef (The Ohio State University)

**119. Testing the Effects of Peer Tutoring on the Acquisition of New Operants by Tutors and Tutees.** (Applied Behavior Analysis) R. Douglas Greer (Columbia University Graduate School and Teachers College), Dolleen-Day Keohane (Teachers College, Columbia University & CABAS), and Jennifer Longano and LISA E. CUMMINGS (Teachers College, Columbia University)

**120. Study Mate Flash-Based Activities and Games in a Beginning Level ABA Course.** (EDC; Applied Behavior Analysis) PATSY M. DALY (Ohio Dominican University)

**121. Use of Flash Card Fluency Building to Increase Student Performance in a College Course of Applied Behavior Analysis.** (Applied Behavior Analysis) FAN-YU LIN (California State University, Stanislaus)

**122. A Preliminary Analysis of Computer-Based Training to Teach Classroom Behavior Management Strategies.** (Applied Behavior Analysis) ELIZABETH C. RUSINKO, Einar T. Ingvarsson, Stacy A. Layer, and Gregory P. Hanley (University of Kansas)

**123. Graduate Training in Applied Behavior Analysis at George Mason University.** (Applied Behavior Analysis) THEODORE A. HOCH, Johannes Rojahn, and Michael M. Behrmann (George Mason University)

**124. Acquisition of Clinical Decision-Making and Rated Difficulty of Clinical Cases during Functional Assessment Training.** (Applied Behavior Analysis) MARCIE DESROCHERS, Mariana Coutinho, Andrea Rodriguez, and Nicholas Mitchell (State University of New York-Brockport)

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**# 400 International Poster Session**

5:30 PM - 7:00 PM

Grand Hall

VRB

**126. An Examination of the Relationship between Multiple Exemplar Training and the Emergence of Untrained Forms of Verbal Behaviour.** (AUT; Applied Behavior Analysis) MARCIA WARD, Juliet M. Quinlan, and Jennifer M. McMullen (ABACAS Drogheda, Ireland), Shelley Brady and Fiona Burns (ABACAS Ireland), and R. Douglas Greer (Columbia University Graduate School and Teachers College)

**127. The Use of a Yoked Schedule of Reinforcement and Textual Prompt Fading to Increase the Number of Tacts Emitted Daily by a Student with Autism Diagnosis.** (AUT; Applied Behavior Analysis) JULIET M. QUINLAN and Marcia Ward (ABACAS Drogheda, Ireland), Jenny McMullen (ABACAS South Dublin, Ireland), Fiona Burns (ABACAS Drogheda, Ireland), and Olive Healy (ABACAS Ireland)

**128. Manipulating EO's during Functional Analysis to Assist in Maximizing Functional Communication Training.** (DDA; Applied Behavior Analysis) R. Jade Fraiser and C. A. THOMAS (The Creative Learning Center Mississippi Behavior Clinic)

**129. Matching-to-Sample under Different Functions of Second-Order Stimuli.** (EAB; Experimental Analysis) MARIO SERRANO and Emilio Ribes-Iñesta (Centro de Estudios e Investigaciones en Comportamiento, Universidad de Guadalajara), Gustavo Garcia (Universidad Franco Mexicana-Satelite), and Alfredo Lopez (Universidad Nacional Autonoma de Mexico - Iztacala)

**130. The Effects of Sensory Matching on a 6-Yr-Old Male Diagnosed with Traumatic Brain Injury.** (Applied Behavior Analysis) Dolleen-Day Keohane (Teachers College, Columbia University & CABAS), Jennifer Longano (Teachers College, Columbia University), Rebecca Roderick (Teachers College, Columbia University & CABAS), and PETRA WIEHE (Teachers College, Columbia University)

**131. The Effects of Peer Tutoring on the Acquisition of Tacts by the Tutor.** (EDC; Applied Behavior Analysis) Grant Gautreaux and ANISHA ANN MENDEZ (Teachers College, Columbia University)

**132. Comparing Stimulus-Stimulus Pairing, Echoic Training, and Control Procedures on the Vocal Behavior of Children with Autism.** (AUT; Applied Behavior Analysis) RICHARD A. STOCK and Kimberly A. Schulze (St. Cloud State University)

**133. The Effects of Conditional Discrimination and Tact-Textual Training on the Development of Equivalence Classes.** (AUT; Applied Behavior Analysis) ALEXANDRA MARY STONE, Calo Miguel, and D. Daniel Gould (New England Center for Children)

**134. The Impact of Simple Discrimination Training and Class-Specific Reinforcement on Conditional Discrimination and Equivalence Performances in Children.** (EAB; Experimental Analysis) MAUREEN THERESA ARO, Becca Veenstra, Anne Stull, and Carol Pilgrim (University of North Carolina, Wilmington)

**135. Rule Following as a Function of Rule Complexity in a Self-Control Paradigm.** (EAB; Experimental Analysis) LUISA FERNANDA CANON GUERRERO and Linda J. Hayes (University of Nevada, Reno)

**136. A Comparison of Naming and Fixed-Ratio Training on the Emergence and Maintenance of Stimulus Equivalence Classes.** (EAB; Experimental Analysis) YORS A. GARCIA and Ruth Anne Rehfeldt (Southern Illinois University)

**137. Outcome Reversals and Children's Conditional Discrimination, Equivalence, and Reinforcer Probe Performances.** (EAB; Experimental Analysis) NATALIE B. JACOME, Claire E. Metzler, Mark Galizio, and Carol Pilgrim (University of North Carolina, Wilmington)

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#### **# 401 Business Meeting**

7:00 PM - 7:50 PM

Inman

#### **ABA Student Committee**

Chair: Christy A. Alligood (West Virginia University)

This meeting is for student members of ABA. During the meeting, we will discuss opportunities for involvement in ABA activities, future Professional Development Series events, and other topics of interest to student members. All students are encouraged to attend.

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**# 402 Business Meeting**

7:00 PM - 7:50 PM

Lenox

**Annual Meeting of the Developmental Behavior Analysis Special Interest Group**

Chair: Jacob L. Gewirtz (Florida International University)

This is the annual meeting of the DEV SIG.

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**# 402a Business Meeting**

7:00 PM - 7:50 PM

Spring

**Applied Animal Behavior Special Interest Group**

Chair: Eduardo J. Fernandez (Indiana University)

The annual business meeting of the AAB SIG will meet to discuss current membership, the treasurer's report, and relevant issues and advances through behavior analysis in the field of applied animal behavior. The SIG will also present awards to the Marion Breland Bailey Student Research and Scholarship Award winners. Everyone is welcome to attend.

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**# 403 Business Meeting**

7:00 PM - 7:50 PM

International Ballroom South

**BACB New Developments Update and Annual Certificant Meeting**

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

The meeting will address important developments within the Behavior Analyst Certification Board® (BACB®) relating to growth and changes in the BACB including: new continuing education and recertification requirements, new professional experience and supervisor requirements, university coursework approval and new university practica approval, new examination administration procedures, new ethics requirements for certificants, new specialty credentials, and disciplinary standards. The presentation also will focus on development of the BACB in the future, particularly as it relates to International development, and will explore the possible role of BACB certifications and certificants in the US and abroad.

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**# 404 Business Meeting**

7:00 PM - 7:50 PM

Piedmont

**Behavioral Gerontology Special Interest Group**

Chair: Linda A. LeBlanc (Western Michigan University)

The gerontology SIG's annual business meeting will include a discussion of strategies to prompt behavior analytic research on aging and evaluation of programs and services for older adults. The SIG provides an annual cash award to the best student poster or symposium and sponsors an invited address.

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**# 405 Business Meeting**

7:00 PM - 7:50 PM

University

**Behavioral Medicine Special Interest Group**

Chair: Joseph Cautilli (Children Crisis Treatment Center/St. Joseph's University)

This meeting is an introduction to the Behavioral Medicine SIG at ABA. We hope that this SIG will begin to foster a greater understanding of the impact of behavior analysis on behavioral medicine. Behavior analysis has had considerable impact on the development of the field of behavioral medicine. Most importantly the study of self injury, feeding disorders, sleep problems, obesity, pain, CP, and smoking reduction. This SIG will focus on continuing and extending the legacy of that impact.

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**#406 Business Meeting**

7:00 PM - 7:50 PM

Kennesaw

**Graduate Training Programs in Behavior Analysis**

Chair: Jennifer L. Austin (California State University, Fresno)

This is an open meeting for anyone interested in graduate training issues in behavior analysis programs. We will discuss several topics with regard to establishing and maintaining quality graduate training and will share information among programs.

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**# 407 Business Meeting**

7:00 PM - 7:50 PM

Fairlie

**Social Workers at ABA**

Chair: Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

Social workers and those with an interest in social work will discuss ways to further integrate the science of behavior into social work, and increase social work contributions to the science.

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**# 407a Business Meeting**

7:00 PM - 7:50 PM

Techwood

**Tennessee ABA**

Chair: Michael S. Tonos (The Team Centers, Inc.)

Organizational update of Tennessee ABA.

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**# 408 Business Meeting**

7:00 PM - 7:50 PM

Greenbriar

**The Instructional Design Special Interest Group**

Chair: Guy S. Bruce (Appealing Solutions, L.L.C.)

This meeting is held to talk about current instructional design projects and to plan SIG activities for the coming year.

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**# 409 Panel Discussion**

7:00 PM - 8:20 PM

Baker

OTH/EDC; Service Delivery

**Professional Development Series: Advice from the Recently Hired**

Chair: Julianne Gallinat (Behavioral Education and Therapy)

CARIE L. ENGLISH (University of South Florida)

JOHN C. BEGENY (North Carolina State University)

ADEL C. NAJDOWSKI (Center for Autism and Related Disorders, Inc.)

ROBERT WHELAN (University College, Dublin)

# 410 Panel Discussion

7:00 PM - 8:20 PM

Auburn

OTH; Service Delivery

Professional Development Series: APA-Accredited Predoctoral Internship Programs in Behavior Analysis

Chair: Jennifer Mays (The Institute for Effective Education)

MICHAEL L. HANDWERK (Father Flanagan's Boys' Home)

SUNGWOO KAHNG (Kennedy Krieger Institute)

HENRY S. ROANE (The Marcus Institute and Emory University School of Medicine)

MARK D. SHRIVER (Munroe-Meyer Institute)

# 411 Panel Discussion

7:00 PM - 8:20 PM

Courtland

OTH/AUT; Service Delivery

Professional Development Series: BCBA-Oriented Internship Programs

Chair: Hillary Whiteside (The Institute for Effective Education)

KRIS F. MELROE (Morningside Academy)

PAMELA G. OSNES (Behavior Analysts, Inc.)

D. DANIEL GOULD (New England Center for Children)

JONATHAN J. TARBOX (University of Nevada, Reno)

# 412 Special Event

9:00 PM - 1:00 AM

Centennial Ballroom I & II

ABA Social

Please join us, your friends, and colleagues in the field for music and dancing at the ABA Social. Live music early on and a disc jockey later in the evening will be on hand to play a wide variety of tunes for all ages. A cash bar will also be available.



**The New England Center**  
**FOR CHILDREN**  
*We Open Doors®*

# **The Best & The Brightest**

## **Open Our Doors**

*A bright future awaits you inside The New England Center for Children*

- Join us and earn your master's degree in one of three on-site graduate programs.
- Work with colleagues in a world renowned school on the cutting edge of research and treatment for autism
- Learn to apply the principles of ABA to improve the lives of children with autism.



**2005 SABA Award for Enduring Programmatic  
Contributions to Behavior Analysis**

**2000 Recipient of the U.S. Department of Education  
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# ATLANTA

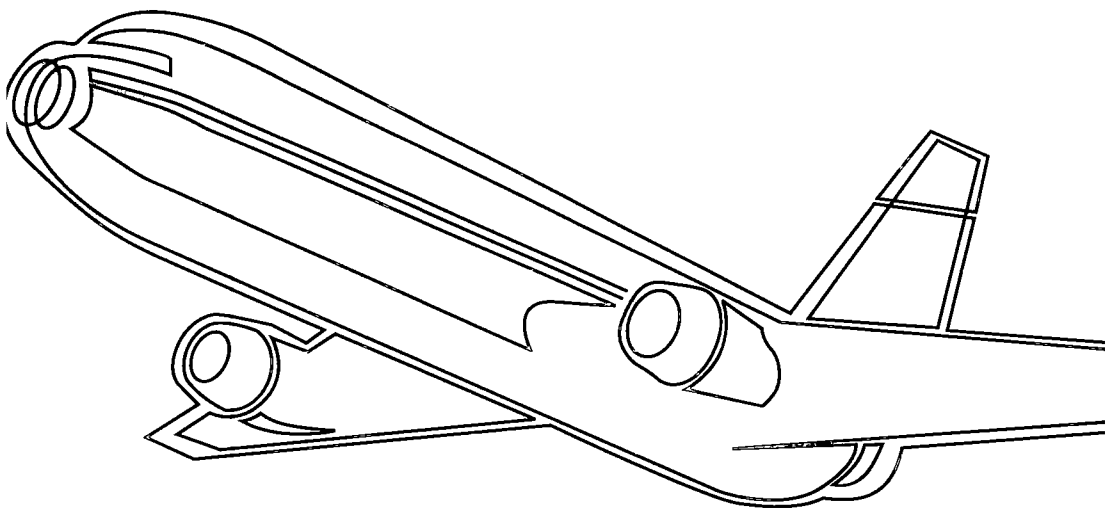
**ASSOCIATION FOR BEHAVIOR ANALYSIS**

**TUESDAY, MAY 30, 2006**

Day Schedule

Business Meetings

Sessions



**Tuesday, May 30**

ROOM		7 AM		8 AM		9 AM		10 AM		11 AM		12 PM		1 PM		
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Ballroom Level	Centennial Ballroom I					#413 CBM AYLLON	#439 TPC BACB BARNES-HOLMES	#462 EAB BACB SIDMAN	#467 CSE ROCHE							
	Centennial Ballroom II					#413 DDA BACB MILTENBERGER	#441 OTH DeNOBLE	#463 OBM BACB	#469 AUT BACB THOMPSON							
	Centennial Ballroom III					#419 AUT Ch: Egan	#444 AUT BACB Ch: Martineau			#485 AUT Ch: Metzger						
	Centennial Ballroom IV					#424 DDA BACB Ch: Hagopian	#449 DDA BACB Ch: Hagopian	#468 DDA Ch: Coleman								
	Regency V					#428 AUT BACB Ch: Donlin	#456 AUT Ch: Bloomer			#482 AUT BACB Ch: Muirhead						
	Regency VI					#433 DDA BACB Ch: Smith	#450 DDA BACB Ch: Zarcone	#476 DDA Ch: Carroll								
	Regency VII					#435 AUT BACB Ch: Doyle	#448 AUT Ch: Hall			#484 AUT Ch: Gelbraith						
The Learning Center								#466 VRB Ch: Keohane								
Int'l Ballroom	North					#434 DDA Ch: Bowman	#452 DDA Ch: Cail									
	South						#451 EAB Ch: Keogh			#474 EAB Ch: Valdivia						
Exhibit Level	Grand Hall	2006 ABA Exhibit														
	Grand Hall	Pre- & On-Site Registration and Continuing Education														
	Grand Hall	Service to Apply, Recruit, & Train (START)														
	Hanover Hall	ABA Cooperative Bookstore														
Embassy Level	Chicago A-F					#429 AUT BACB Ch: Harris	#457 AUT BACB Ch: Andretta			#483 AUT Ch: Mascot						
	Manila					#422 EAB Ch: Skinner	#454 EAB Ch: Topp			#472 EAB BACB Ch: Vollmer						
	Singapore					#426 DEV Ch: Baker	#447 DEV Ch: Speckman			#471 DEV Ch: LeBlanc						
	Cairo					#416 OBM Ch: DiClemente	#443 OBM Ch: Rodriguez									
	Hong Kong					#425 EAB Ch: Reid	#460 EAB Ch: Okouchi			#473 EAB Ch: Anson						
	Montreal					#430 EAB Ch: Abreu-Rodriguez										
	Vancouver					#438 OBM Ch: Keohane										
	Brussels	SPEAKER READY ROOM														
	Geneva															
	Atlanta Conference Center Level	Auburn	<div><input type="checkbox"/> = Special and Invited Events</div> <div>BACB = Session available for BACB CE (for certified behavior analysts)</div> <div>Ch: = Chairperson</div> <div><input type="checkbox"/> = These rooms are located in the International Tower, which is only accessible from the Atlanta Conference Center and Lobby Levels.</div> <div>LEGEND</div>					#417 EDC BACB Ch: Stenhoff	#453 EDC Ch: Carlucci	#470 EDC Ch: Wood						
Baker							#420 CBM Ch: Slifer	#461 CBM Ch: Vito Sierra	#477 CBM Ch: Wacker							
Courtland							#423 EDC BACB Ch: Wallace	#445 EDC BACB Ch: Bourret	#478 EDC BACB Ch: Maers							
Dunwoody																
Fairlie																
Greenbriar							#442 CBM Ch: Busch	#464 CBM Ch: Balazs								
Inman							#418 EDC Ch: Lo	#458 EDC Ch: Gunter	#480 EDC Ch: Chavez-Brown							
Kennesaw							#440 CBM Ch: Thyer	#465 CBM Ch: Maki	#481 CBM Ch: Christopher							
Lenox							#427 CSE Ch: Perrino	#446 CSE Ch: Sobie								
Piedmont							#436 BPH BACB Ch: Dworkin									
Spring							#431 OTH BACB Ch: Reed	#455 OTH Ch: Fiske	#475 OTH BACB Ch: Kirkpatrick							
Techwood							#414 TBA Ch: Shook									
University							#421 EDC BACB Ch: Kamps	#459 EDC Ch: Putnam	#479 EDC Ch: Walter							
Vinings							#437 VRB Ch: Drake									
Edgewood																
Harris																
Marietta																
Roswell																

## # 413 Special Event

9:00 AM - 9:50 AM

Centennial Ballroom II

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Raymond G. Miltenberger, Ph.D.

### 2006 ABA Tutorial: Teaching Safety Skills to Children

Chair: Kent Johnson (Morningside Academy)

RAYMOND G. MILTENBERGER (North Dakota State University)



**Dr. Raymond Miltenberger** received his doctorate in Clinical Psychology from Western Michigan University in 1985 and is a Professor of Psychology at North Dakota State University. His current research interests are in self protection skills, including teaching safety skills to children to prevent gun play and teaching sexual abuse and abduction prevention skills, the analysis and treatment of habit disorders, and in functional assessment, treatment, and training approaches with individuals with developmental disabilities. Dr. Miltenberger has authored 125 research articles, 25 chapters, and is the author of *Behavior Modification: Principles and Procedures*, which is in its Third Edition and has recently been translated into Japanese. He has been

the recipient of numerous awards, including the Chamber of Commerce NDSU Distinguished Professor Award and the Distinguished Alumnus Award from Western Michigan University. Dr. Miltenberger currently serves on the Professional Advisory Board for the May Institute, is Vice-President of the North Dakota State Board of Psychologist Examiners, is an Associate Editor of *Education and Treatment of Children*, and serves on the editorial boards of three additional journals.

**Abstract:** This tutorial will begin by describing safety threats to children involving low incidence but highly dangerous situations that can result in injury or death (e.g., abduction attempts, home fires, finding a loaded gun). Two approaches to preventing injuries to children will be presented; changing adult behavior to remove the safety threat and teaching safety skills to children. The tutorial will describe and illustrate the essential components of behavioral skills training (BST) procedures for teaching safety skills to children. Recent research evaluating BST procedures for teaching safety skills will be reviewed with an emphasis on teaching children skills to prevent firearm injury. Various issues will be addressed including a) the distinction between skills deficits and performance deficits, b) strategies for increasing the effectiveness and efficiency of BST, c) strategies for promoting generalization, d) and strategies for promoting wide scale adoption of effective training procedures.

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## # 414 Panel Discussion

9:00 AM - 9:50 AM

Techwood

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gerald L Shook, Ph.D., BCBA

### Developing University Practica and Field-Based Training to Meet the New BACB Experience Standards

Chair: Gerald Shook (Behavior Analyst Certification Board)

JAMES M. JOHNSTON (Auburn University)

JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology & ABA Tech)

GERALD L. SHOOK (Behavior Analyst Certification Board)

## # 415 Invited Event

9:00 AM - 9:50 AM

Centennial Ballroom I

CBM; Applied Behavior Analysis

### From Existentialism to Behavioral Coaching in 3 EZ Steps

Chair: Kelly Wilson (University of Mississippi)

TEODORO AYLLON (Georgia State University)



**Dr. Teodoro Ayllon** is Professor Emeritus of Psychology at Georgia State University in Atlanta. Currently he has a clinical and consulting practice in Atlanta. Dr. Ayllon received his BA in 1954 and MA degree, 1955 under Gardner Murphy, University of Kansas. A decisive intellectual influence at KU was that of a graduate student, Bob Sommer who mentored him in research as a fun activity. At the University of Houston he was introduced to operant conditioning by Jack Michael whose theoretical approach was considered irrelevant to clinical concerns. It was Bob Sommer, by that time, a research psychologist at the Saskatchewan Hospital, Canada, who recommended Ayllon for a summer job at the mental hospital. Mentored by

Michael, and with Lee Meyerson as co-supervisor of his doctoral dissertation, Ayllon collected data on the application of operant conditioning to the behavior of schizophrenic patients. With his Ph.D. degree, in 1959, Ayllon returned to Saskatchewan Hospital under a grant as Principal Investigator on "Clinical Applications of Operant Conditioning." In 1961 he joined Nathan Azrin at Anna State Hospital to establish a clinical research unit to assess the behavior of chronic mentally ill patients and develop effective behaviorally-based interventions. He was Director of Clinical Research at Anna State Hospital, Illinois, and Adjunct Associate Professor in the Psychology Department, and the Institute of Rehabilitation at Southern Illinois University. Ayllon worked closely with Azrin and credits him for his "post-graduate" training in behavioral research and for one of the most intellectually exciting and fun periods of his professional career. Ayllon was appointed Associate Director of Training, West Philadelphia Community Mental Health Consortium, and Associate Research Professor, Department of Psychiatry, University of Pennsylvania, where he studied children's disruptive behavior as it occurred in the classroom. In 1968 he joined the psychology department at Georgia State University, Atlanta, where he taught and conducted research until his retirement. Ayllon has published over 90 scientific articles, and 4 books on therapeutic methods involving the emotional and behavioral problems of adults, teenagers, and children. They include, Ayllon & Azrin, *The Token Economy: A Motivational System for Therapy and Rehabilitation*, Prentice Hall, 1968; Ayllon, Milan, Roberts, & McKee, *Correctional Rehabilitation and Management: A Psychological Approach*, Wiley Interscience, 1979; Ayllon & Freed, *Stopping Baby's Colic*, Putnam, N.Y., 1989; and Ayllon, T. *How to Use Token Economy and Point Systems*, Pro-Ed, Inc. Tx, 1999 (2nd Ed.). He is a Fellow of the American Psychological Association, a Diplomate in Clinical Psychology, of the American Board of Professional Psychology, and a Licensed Psychologist, Georgia. Member, Board of Directors, Society for the Experimental Analysis of Behavior, and has served in the editorial board of the *Journal of Behavior Research & Therapy*, *Behavior Therapy & Experimental Psychiatry*, and *Applied Behavior Analysis*. Ayllon has also served as a consultant to private organizations, state and federal agencies dealing with mental health and with community-related issues. To expand the applications of a behavioral approach, Ayllon has worked with a wide range of problem behaviors to develop therapeutic and rehabilitative interventions for chronic schizophrenic patients, severely burn-injured patients, patients with spinal-cord injuries, prison inmates, failure-to-thrive infants, and colicky babies. His research has included behavioral coaching in tennis, gymnastics, and also, ballet.

**Abstract:** Call it what you will, behavior modification, behavior therapy, applied behavior analysis; these are all terms that attempt to understand and use behavior- environment relations for the benefit of individuals and the society in which they live. Dr. Ayllon has been doing this since the mid-fifties and would like to reflect on the way the early work has changed and the way it has stayed the same. He started with behaviorally dysfunctional hospitalized patients under conditions that permitted a good deal of environmental control. That the principles of behavior described by B. F. Skinner in *Science and Human Behavior* were effective in altering the behavior of these patients was, for Dr. Ayllon, a wonderful discovery. The discovery, of course, depended on the unique single-

subject methodology that characterized the developing field of behavior analysis and that was essential for clinical psychologists who work with individuals. Dr. Ayllon eventually became involved in the extension of this theory and methodology to clients in more traditional out-patient clinical settings. From there it was an easy step—easy because the necessary concepts, principles, and methodology are the same—to the area that is now referred to as behavioral medicine where the people's problems were not necessarily a form of behavioral dysfunctionality. It was clear by this time that Dr. Ayllon could participate in the alteration of any kind of behavior, normal or abnormal, and it seems to him that the area of behavioral clinical psychology is just a special interest area within behavior analysis. Dr. Ayllon thinks the future of behavioral clinical work is guaranteed by continuing and improving the effectiveness in the current areas of application, but perhaps even more important, in expanding to areas involving more subtle forms of social influence, and less overt or more private forms of behavioral control such as self-control.

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#### **# 416 Paper Session**

9:00 AM - 9:50 AM

Cairo

OBM

#### **OBM Paper Series: Organizational Behavior Management Approach to Leadership**

Chair: Diane DiClemente (United States Army War College)

**Leadership from a Behavior Analytic Perspective: Measure of a Leader.** (Applied Behavior Analysis) JAMES E. DANIELS (Aubrey Daniels International)

**Leadership Lessons at Division Command Level in Operation Iraqi Freedom.** (Service Delivery) DIANE F. DICLEMENTE (Dickinson College) and R. Craig Bullis (United States Army War College)

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#### **# 417 Symposium**

9:00 AM - 10:20 AM

Auburn

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Bryan J. Davey, Ph.D., BCBA

#### **A Behavioral Analytic Approach to Special Educator Assessment**

Chair: Donald Stenhoff (University of Kentucky)

Discussant: Charles L. Salzberg (Utah State University)

**Directly Observed Teacher Behaviors and Their Link to Student Performance.** BENJAMIN LIGNUGARIS/KRAFT (Utah State University) and Donald M. Stenhoff (University of Kentucky)

**The Characteristics and Reliability of a Behavioral Teacher Performance Measure.** DONALD M. STENHOFF (University of Kentucky), Benjamin Lignugaris/Kraft (Utah State University), and Bryan J. Davey (Southern Behavioral Group, Inc.)

**Observable Teacher Behaviors: Effective Measurement and a Methodology to Link Teacher Behavior and Student Outcomes.** BRYAN J. DAVEY (Southern Behavioral Group, Inc.), Tim Slocum and Charles L. Salzberg (Utah State University), and Donald M. Stenhoff (University of Kentucky)

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#### **# 418 Symposium**

9:00 AM - 10:20 AM

Inman

EDC; Service Delivery

#### **Addressing Reading Failure in Urban At-Risk Students: Effective Early Reading Intervention**

Chair: Ya-yu Lo (University of North Carolina at Charlotte)

Discussant: Gwendolyn Cartledge (The Ohio State University)

**Effects of a Supplemental Early Reading Intervention with Urban K-1 Students: A Preventive Approach.** SHOBANA MUSTI-RAO (University of Cincinnati) and Gwendolyn Cartledge (The Ohio State University)

**Effects of an Early Reading Intervention on the Phonemic Awareness Skills of At-Risk Students.** AMANDA L. YURICK and Gwendolyn Cartledge (The Ohio State University)

**Supplemental Early Reading Intervention and Parental Involvement for At-Risk Kindergarteners.** YA-YU LO and Brenda Romanoff (University of North Carolina at Charlotte)

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**# 419 International Symposium**

9:00 AM - 10:20 AM

Centennial Ballroom III

AUT; Applied Behavior Analysis

**Applications of Behavior Analysis to Education**

Chair: Claire Egan (National University of Ireland, Maynooth)

Discussant: Olive Healy (CABAS Ireland)

**A Comparison of Two Instructional Sessions to Teach Verbal Operants to Children with Autism Diagnoses.** OLIVE HEALY (ABACAS Ireland), Rebecca Milne (CABAS Cork), Claire E. Egan (TCI, Hong Kong), and Sharon E. Baxter (ABLE Clinic)

**The Effects of a Treatment Package on Decreasing Inappropriate Vocalizations.** Claire E. Egan (TCI, Hong Kong), Olive Healy (ABACAS Ireland), Sharon E. Baxter (ABLE Clinic), and ANNELLE KIRSTEN (TCI, Hong Kong)

**Applying the Three-Term Contingency to Reducing "Fears."** SHARON E. BAXTER (ABLE Clinic), Michelle Karren (St. Cloud State University), Olive Healy (ABACAS Ireland), and Claire E. Egan (TCI, Hong Kong)

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**# 420 Symposium**

9:00 AM - 10:20 AM

Baker

CBM; Service Delivery

**Behavior Analysis Contributions to Managing Pediatric Pain**

Chair: Keith Slifer (Kennedy Krieger Institute)

**Using Counter-Conditioning to Reduce Distress and Increase Compliance with Venipuncture for Patients with Developmental Disabilities.** LANA HARDER, Melissa H. Beck, and Keith J. Slifer (Kennedy Krieger Institute and Johns Hopkins University School of Medicine)

**A Critical Review of Distraction Interventions for Pain Management during Pediatric Immunizations.** MELISSA DEMORE (West Virginia University, Kennedy Krieger Institute and Johns Hopkins University School of Medicine) and Lindsey Cohen (Georgia State University)

**Distraction for Infant Immunization Pain.** LINDSEY COHEN (Georgia State University), Jill E. MacLaren (Brown University), Beverly Fortson (Medical University of South Carolina), Abby Friedman (West Virginia University), Melissa DeMore (Kennedy Krieger University and Johns Hopkins University School of Medicine), Crystal S. Lim (Georgia State University), Elisabeth Shelton (West Virginia University), and Balram Gangaram (University of Hawaii)

**Pain Management Techniques to Increase Pediatric Rehabilitation Patients' Compliance with Physical Demands after Orthopedic Surgery.** MELISSA MEYERS, Robin Frutchey, and Melissa DeMore (Kennedy Krieger Institute and Johns Hopkins University School of Medicine)

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### # 421 Symposium

9:00 AM - 10:20 AM

University

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Linda Heitzman-Powell, Ph.D., BCBA

#### **Classroom Interventions within the Context of School-Wide Positive Behavior Support**

Chair: Debra Kamps (Juniper Gardens Children's Project)

**An Ecobehavioral Observation Study of Schoolwide PBS and Students with or at Risk for EBD.** HOWARD P. WILLS (Juniper Gardens Children's Project), Linda Heitzman-Powell (University of Kansas, Juniper Gardens Children's Project), and Kimberly K. Besette, Rachel White, Allison Kimbrell, and Kelley Young (University of Kansas)

**Effects of the Class-Wide Function-Based Intervention Team "CW-FIT" Group Contingency Program.** LINDA HEITZMAN-POWELL (University of Kansas, Juniper Gardens Children's Project), Anna C. Schmidt (University of Kansas), and Debra M. Kamps (Juniper Gardens Children's Project)

**Comparative Effects of Five Lower-Intensity Teacher-Mediated Secondary Interventions.** RICHARD WHITE (University of North Carolina at Charlotte)

**Effects of Teacher Self Evaluation on Students' Academic and Social Behaviors.** JOSEPH WEHBY, John E. Staubitz (Vanderbilt University), and Kevin Sutherland (Virginia Commonwealth University)

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### # 422 Symposium

9:00 AM - 10:20 AM

Manila

EAB; Applied Behavior Analysis

#### **Classroom Management System that Uses Direct Stimulus Control across Agents, Students, Settings, Tasks, and Behaviors**

Chair: Christopher Skinner (University of Tennessee)

**Color Wheel: A Classroom Management System Used to Decrease Inappropriate Verbalizations.** DANIEL FUDGE, Christopher Skinner, and Lisa Reece (University of Tennessee) and Dan Cowden (Knox County School System)

**Decreasing Off-Task Behavior with a Color Wheel Classroom Management System in Kindergarten.** BRIANA HAUTAU and Christopher Skinner (University of Tennessee)

**Decreasing out of Seat Behavior with a Color Wheel Classroom Management System in Kindergarten.** JAIME BELOW and Christopher Skinner (University of Tennessee)

**Decreasing out of Seat Behavior with a Color Wheel Classroom Management System in First Grade.** STEPHANI CHOATE and Christopher Skinner (University of Tennessee)

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### # 423 Symposium

9:00 AM - 10:20 AM

Courtland

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michele Wallace, Ph.D., BCBA

#### **Current Research Focusing on Children Diagnosed with ADHD**

Chair: Michele D. Wallace (California State University, Los Angeles)

Discussant: Thomas S. Higbee (Utah State University)

**A Review of the Assessments and Treatment of Problem Behavior Exhibited by Children Diagnosed with Attention Deficit and Hyperactivity Disorder.** MARIA T. STEVENSON (University of Nevada, Reno) and Michele D. Wallace (California State University, Los Angeles)

**The Predictive Validity of Preference Assessments Conducted During Different Levels of Medication for Children Diagnosed with ADHD.** CARRIE ELLSWORTH (University of Nevada, Reno), Michele D. Wallace (California State University, Los Angeles), Mandy J. McClanahan, Brooke M. Holland, and Molly Halligan (University Nevada, Reno)

**Using Peer-Mediated Reinforcement in the Treatment of Children with ADHD.** ALICIA N. MACALEESE, Erin J. Pitts, Mandy J. McClanahan, and Daniel H. Sutich (University of Nevada, Reno) and Michele D. Wallace (California State University, Los Angeles)

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**# 424 Symposium**

9:00 AM - 10:20 AM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Louis Hagopian, Ph.D.

**Differential Reinforcement in the Treatment of Behavior Disorders: Variables Related to Treatment Efficacy and Maintenance**

Chair: Louis Hagopian (Kennedy Krieger Institute)

**Differential Reinforcement of Alternative Behavior with and without Stimulus Fading for Escape-Maintained Problem Behavior.** GRIFFIN ROOKER, Eileen M. Roscoe, Diana Ervin, and Nicole Groskreutz (New England Center for Children)

**Treatment of Problem Behavior during Transitions: The Influence of Task Preference on DRA Efficacy.** MELISSA M. SHULLEETA (Kennedy Krieger Institute), Iser Guillermo DeLeon (Johns Hopkins University), Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), and Pamela L. Neidert (University of Florida)

**Component Analysis of a Self-Management Procedure for Treating Stereotypy.** JENNIFER N. FRITZ, Brian A. Iwata, Pamela L. Neidert (University of Florida), Erin Camp (University of North Carolina, Wilmington), and Natalie Rolider (University of Florida)

**Probing Schedules of Reinforcement to Determine the Starting Point for Schedule Thinning.** DAVID P. JARMOLOWICZ, David E. Kuhn, Eric Boelter, and Louis P. Hagopian (Kennedy Krieger Institute)

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**# 425 International Symposium**

9:00 AM - 10:20 AM

Hong Kong

EAB; Experimental Analysis

**Dynamics of Response Sequences and the Problem of Behavioral Units**

Chair: Alliston Reid (Wofford College)

**Behavioral Units: Separating Sequence-level from Response-level Processes.** ALLISTON K. REID (Wofford College)

**The Roles of Discriminative Stimuli within Response Sequences.** KIMBERLY COLLINS and Alliston K. Reid (Wofford College)

**Acquisition of Simple Patterns of Responses.** GUSTAVO BACHÁ-MÉNDEZ (National Autonomous University of Mexico) and Alliston K. Reid (Wofford College)

**Resurgence of Complex Behavioral Units.** GUSTAVO BACHÁ-MÉNDEZ (National Autonomous University of Mexico) and Alliston K. Reid (Wofford College)

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## # 426 International Symposium

9:00 AM - 10:20 AM

Singapore

DEV; Applied Behavior Analysis

### Functional Assessment Methods Applied to Older Adults

Chair: Jonathan Baker (Western Michigan University)

Discussant: James E. Carr (Western Michigan University)

**Evaluating the Relationship between Staff Attention and Disruptive Behavior Displayed by Nursing Home Residents with Dementia.** CAROLE VAN CAMP (University of Florida), Dorothea C. Lerman (University of Houston-Clear Lake), Katie Cherry, and Joanne Bielecki (Louisiana State University)

**A Summary of Functional Barriers to Hydration Identified through a Functional Assessment Interview with Community Dwelling Older Adults.** Brian Feeney, Paige Raetz, LEILANI FELICIANO, Jonathan C. Baker, and Linda A. Leblanc (Western Michigan University)

**Staff-Administered Functional Analysis and Treatment of Aggression by an Elder with Dementia.** JONATHAN C. BAKER (Western Michigan University), Gregory P. Hanley (University of Kansas), and R. Mark Mathews (University of Sydney)

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## # 427 Symposium

9:00 AM - 10:20 AM

Lenox

CSE; Service Delivery

### Implementing ABA Interventions in Elementary Schools: Four Examples

Chair: Steph Perrino (Florida State University)

**Sit Down and Get to Work: The Effects of a Treatment Package Designed to Increase Time On-Task in a Mainstream Kindergarten Classroom.** SALLIE WEAVER (Florida State University) and Marco D. Tomasi (Florida State University/Behavior Management Consultants, Inc.)

**Are You Ready For Some Football? A Sports-Themed Treatment Package in the Classroom.** LINDSAY HARRINGTON (Florida State University) and Marco D. Tomasi (Florida State University/Behavior Management Consultants, Inc.)

**Flower Power: The Effects of Reinforcement, Teacher Prompting, and Time-Out on Classroom Behaviors.** NICOLE CAMBRIDGE (Florida State University) and Marco D. Tomasi (Florida State University/Behavior Management Consultants, Inc.)

**Marble Madness: A Program for Reducing the Disruptive Behaviors of an Elementary School Student.** AMBER L. WATTS (Florida State University) and Marco D. Tomasi (Florida State University/Behavior Management Consultants, Inc.)

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## # 428 Panel Discussion

9:00 AM - 10:20 AM

Regency V

AUT/DDA; Service Delivery

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

### Increasing Independence in Children with Autism and Developmental Disabilities: In the Home and Community

Chair: Ruth M. Donlin (Private Practice)

RUTH M. DONLIN (Private Practice)

MARY ELLEN McDONALD (Eden II Programs/The Genesis School)

RANDY I. HOROWITZ (Eden II Programs)

NICOLE WEINDENBAUM (The Martin Barell School)

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**# 429 Symposium**

9:00 AM - 10:20 AM

Chicago A-F

AUT; Theory

BACB CE Offered. CE Instructor: Gerald E. Harris, Ph.D., BCBA

**Measuring the Effectiveness of Behavioral Interventions for Children with Autism**

Chair and Discussant: Gerald E. Harris (Texas Young Autism Project)

**An Examination of the Use of the WPPSI-III Intelligence Test with Children with Autism.**

WENDY J. NEELY, Allison Tetreault, Ehsan Bayat, and Gerald E. Harris (Texas Young Autism Project)

**Language Skills of Children with ASD: Construct Validity of Commonly Used Language Tests.** CATRIONA BORG-HANSEN and Gerald E. Harris (Texas Young Autism Project)**The Utility of the CBCL as a Screening Tool in Identifying Children with Autism.** ALLISON TETREAUULT, Lauren Harrington, and Gerald E. Harris (Texas Young Autism Project)

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**# 430 International Symposium**

9:00 AM - 10:20 AM

Montreal

EAB; Experimental Analysis

**Operant Behavior Variation**

Chair: Josele Abreu-Rodrigues (Universidade de Brasilia)

Discussant: Allen Neuringer (Reed College)

**Discrimination of Vary and Repeat Contingencies of Reinforcement.** ALESSANDRA SOUZA and Josele Abreu-Rodrigues (Universidade de Brasilia)**Operant Variability When Reinforcement is Delayed.** KATIE WAGNER and Allen Neuringer (Reed College)**Effects of Independent Reinforcers and Extinction upon the Acquisition of Varying and Repeating Behaviors.** JOSELE ABREU-RODRIGUES and Alessandra Souza (Universidade de Brasilia)

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**# 431 Panel Discussion**

9:00 AM - 10:20 AM

Spring

OTH; Applied Behavior Analysis

**Professional Development Series: Research in Non-University Settings**

Chair: Derek Reed (Syracuse University)

RACHEL S. F. TARBOX (The Center for Autism & Related Disorders, Inc.)

SUNGWOO KAHNG (Kennedy Krieger Institute)

ETHAN S. LONG (The Bay School)

EILEEN M. ROSCOE (New England Center for Children)

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### # 433 Symposium

9:00 AM - 10:20 AM

Regency VI

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Richard Smith, Ph.D., BCBA

#### **Selecting Reinforcers in Applied Settings: Variables that Impact Preference and Reinforcer Assessment Outcomes**

Chair: Richard Smith (University of North Texas)

**Examining Variables that Contribute to Fluctuations in Relative Preference: Contingent Delivery, Noncontingent Delivery, and Stimulus Restriction.** MEAGAN GREGORY (Kennedy Krieger Institute) and Iser Guillermo DeLeon (Johns Hopkins University)

**Some Effects of Motivating Operations on Assessments of Preference.** TRACY L. KETTERING (The Marcus Institute), Michael E. Kelley (The Marcus Institute and Emory University), Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), and Ilana Rappaport (Georgia State University)

**A Comparison of Brief versus Extended Paired-Choice and Multiple-Stimulus without Replacement Preference Assessment Outcomes.** AMANDA J. McALLISTER, Richard G. Smith, and Caroline Cason Stevens (University of North Texas)

**The Effects of Reinforcer Choice on Responding as a Function of Ratio Requirements and Task Difficulty.** KATHARINE GUTSHALL (Kennedy Krieger Institute) and Iser Guillermo DeLeon (Johns Hopkins University)

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### # 434 Symposium

9:00 AM - 10:20 AM

International Ballroom North

DDA; Applied Behavior Analysis

#### **Skill Acquisition Training for Young and Developmentally Disabled Children**

Chair: Lynn G. Bowman (Kennedy Krieger Institute)

Discussant: Dorothea C. Lerman (University of Houston, Clear Lake)

**Increasing Appropriate Play Skills in Individuals Diagnosed with Autism.** DAVID E. KUHN, Louis P. Hagopian, and Anna E. Chirighin (Kennedy Krieger Institute)

**Behavioral Training for Increasing Cooperation with Positive Airway Pressure for Obstructive Sleep Apnea in Preschool Children.** KEITH J. SLIFER and Deborah Kruglak (Kennedy Krieger Institute), Ethan Benore (Akron Children's Hospital), and Kimberly D. Bellipanni, Adrianna M. Amari, and Melissa H. Beck (Kennedy Krieger Institute)

**Increasing Compliance with Pill Swallowing in Individuals with Developmental Disabilities and Behavior Problems.** STEPHANIE A. CONTRUCCI KUHN and Lynn G. Bowman (Kennedy Krieger Institute)

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### # 435 Symposium

9:00 AM - 10:20 AM

Regency VII

AUT; Service Delivery

BACB CE Offered. CE Instructor: Brian Doyle, M.A., Ed.S., BCBA

#### **Teaching Children with Pervasive Developmental Disorders in Inclusive Settings**

Chair: Brian Doyle (Children's Evaluation Center-Behavioral Services)

Discussant: Mariela Vargas-Irwin (Children's Evaluation Center-Behavioral Services)

**How Do Kids with Autism Talk? Natural Language Samples of Children with Autism and Typically Developing Peers.** MARIELA VARGAS-IRWIN, Rafael Castro, Brian Doyle, Meehan Leila, and Vangala Madhuri (Children's Evaluation Center-Behavioral Services)

**Ongoing Measurement of Social Behavior in Children with Pervasive Developmental Disorders.** MADHURI VANGALA, Rafael Castro, Brian Doyle, Leila Meehan, and Mariela Vargas (Children's Evaluation Center-Behavioral Services)

**Late Intervention for Children with Pervasive Developmental Disorders.** LEILA MEEHAN, Rafael Castro, Brian, and Mariela Vargas (Children's Evaluation Center-Behavioral Services)

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**# 436 Symposium**

9:00 AM - 10:20 AM

Piedmont

BPH; Experimental Analysis

BACB CE Offered. CE Instructor: Steven I. Dworkin, Ph.D.

**The Regulation of Drug Taking by Humans and Other Animals**

Chair and Discussant: Steven I. Dworkin (University of North Carolina, Wilmington)

**Sex Differences in a Rat Model of Adolescent-Onset Nicotine Self-Administration.** AMIR REZVANI, Susan Lawrence, Ann Petro, Jed E. Rose, and Edward D. Levin (Duke University Medical Center)

**Factors Involved in Regulating the Intake of Drug and Non-Drug Reinforcers.** STEVEN I. DWORKIN (University of North Carolina, Wilmington)

**The Role of Nicotine and Non-Nicotine Factors in the Regulation of Cigarette Smoking Behavior.** JED E. ROSE (Duke University Medical Center)

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**# 437 Symposium**

9:30 AM - 10:50 AM

Vinings

VRB; Experimental Analysis

**Exploring the IRAP: Different Stimuli, Different Relations, Same Procedure**

Chair: Chad E. Drake (University of Mississippi)

**Race Functions and True/False Relations with the IRAP.** ADAM HAHS, Chad E. Drake, and Kelly G. Wilson (University of Mississippi)

**Religious Functions and Yes/No Relations with the IRAP.** LEIGH EVERETT, Chad E. Drake, and Kelly G. Wilson (University of Mississippi)

**Occupational Functions and Right/Wrong Relations with the IRAP.** LAUREN A. SCOTT, Chad E. Drake, Catherine H. Adams, and Kelly G. Wilson (University of Mississippi)

**Obesity Functions and Same/Opposite Relations with the IRAP.** WILLIAM D. NEWSOME, Jr., Chad E. Drake, Jonathan H. Weinstein, and Kelly G. Wilson (University of Mississippi)

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**# 438 Paper Session**

9:30 AM - 10:50 AM

Vancouver

OBM

**OBM Paper Series: Service Agency Applications of Organizational Behavior Management**

Chair: Dolleen-Day Keohane (Teachers College, Columbia University and CABAS Schools)

**System-Level Interventions to Improve Behavioral Services: Professional Standards of Practice and Peer Review.** (Service Delivery) DENNIS C. RUSSO and James K. Luiselli (The May Institute)

**CABAS® International Research and Development School Programs for Children in the United States, Ireland, and England.** (Applied Behavior Analysis) DOLLEEN-DAY KEOHANE (Teachers College, Columbia University and CABAS Schools) and R. Douglas Greer (Columbia University Graduate School of Arts and Sciences and Teachers College)

**# 439 International Special Event**

10:00 AM - 10:50 AM

Centennial Ballroom I

TPC; Theory

BACB CE Offered. CE Instructor: Dermot Barnes-Holmes, Ph.D., BCBA

**2006 ABA Tutorial: Relational Frame Theory**

Chair: Marianne L. Jackson (University of Nevada, Reno)

DERMOT BARNES-HOLMES (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 up a teaching position at University College, Cork, where he stayed for 10 years before accepting his current post. Dr. Barnes-Holmes has published over 180 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 European Journal of Psychology*; *The International Journal of Psychology and Psychological Therapy* (Associate Editor); and *The Psychological Record*. Dr. Barnes-Holmes has graduated 19 doctoral students and in the past four years has been involved in attracting over 250,000 dollars in competitive funding for basic research in Relational Frame Theory. He sat on the Health Research Board (a Ministerial appointment) during 2002-2005 and was elected to the Council of the Psychological Society of Ireland for 2004-2007.

**Abstract:** Relational Frame Theory (RFT) is a modern behavior-analytic approach to the study of human language and cognition. The tutorial will focus on the main concepts of RFT and how they are currently being used to develop conceptual and empirical analyses of areas such as symbolic meaning, analogical reasoning, rule-governance, and implicit attitudes. The first part of the tutorial will involve defining and explaining the core concepts of RFT, focusing in particular on the operant nature of the theory. The second part of the tutorial will explore recent examples of basic research in RFT, and how the results emerging from this research may be seen as challenging some established views within behavior analysis. The third and final part will consider possible lines of future research in RFT.

**# 440 International Paper Session**

10:00 AM - 10:50 AM

Kennesaw

CBM

**Behavior Analysis and Diagnoses**

Chair: Bruce Thyer (Florida State University)

**It is Time to Rename the DSM: A Behavior Analytic Perspective.** (Theory) BRUCE A. THYER (Florida State University)

**Functional Analysis of Parenting Styles, Parents' Beliefs and Reactions, and Their Influence on the Incidence of Psychological Disorders in Childhood.** (Applied Behavior Analysis) Inmaculada Gómez Becerra (University of Almería), Monica Hernandez (Universidad de Valladolid), and María Jesús Martín García and CAROLINA GONZÁLEZ (University of Almería)

## # 441 Invited Event

10:00 AM - 10:50 AM

Centennial Ballroom II

OTH

### **Inside the Dark Side: The Pharmacological Basis of Nicotine Addiction**

Chair: Sherman Yen (Asian American Anti-Smoking Foundation)

VICTOR J. DeNOBLE (Hissho, Inc.)



**Dr. Victor J. DeNoble** received his Bachelor's, Master's, and Ph.D. in Physiological Psychology from the Department of Psychology at Adelphi University. He did two postdoctoral fellowships at the Department of Psychiatry, Downstate Medical Center in Brooklyn, New York and in the Psychiatry Research Unit at the University of Minnesota. In 1980, Dr. DeNoble was recruited by Philip Morris to establish a Behavioral Pharmacology Laboratory. He has held several industry positions in Central Nervous System Drug Discovery at Ayerst Research Laboratories, E. I. DuPont de Nemours, and DuPont-Merck Pharmaceuticals. He is currently the Vice President of Hissho, Inc. a scientific and medical communications company.

Dr. DeNoble has received several awards for community service and leadership. In 1997, he was recognized by the Delaware Department of Public Health for service to children. In 1998, and again in 2002, he was awarded The Arkansas Traveler Award by the governor. In 1999, he was given The Mayor of Detroit Appreciation Award for contribution to youth education, and In 2001 he was given the American Lung Association Sprit of Indiana Award for demonstrating leadership and commitment to health issues. In 2005, the American Psychological Association recognized Dr. DeNoble for his scientific contributions in changing public policy. Most recently, he received the Texas Lifetime Achievement Award for tobacco prevention and control.

**Abstract:** The goal for the nicotine analogue program was to find a molecule that would not affect the cardiovascular system, but would mimic nicotine's effects on the brain. The practical application of this research would enable a company to remove nicotine from tobacco, substitute the synthetic analogue, and produce a "safer" cigarette that still had the reinforcing effects of nicotine. Self-administration tests were established to examine the reinforcing properties of nicotine. The studies showed that nicotine has reinforcing properties, which is one of the hallmark characteristics of predating drug abuse liability. Attempts to publish this work were suppressed by Philip Morris. On April 5, 1984, the laboratory was closed, the data was confiscated, and Dr. DeNoble and his associate were fired. Over twenty research reports on self-administration, tolerance, physical dependence, and smoke biochemistry were suppressed from the public for more than 22 years by a confidentiality agreement. However, since his 1994 congressional release, he is now able to discuss the research and its implications.

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## # 442 Panel Discussion

10:00 AM - 10:50 AM

Greenbriar

CBM; Service Delivery

### **Integrating Functional Analytic Psychotherapy and Acceptance and Commitment Therapy: Can FAP's Focus on the Relationship Add Power to ACT techniques?**

Chair: Andrew Busch (University of Wisconsin, Milwaukee)

BARBARA S. KOHLENBERG (University of Nevada School of Medicine)

PATRICIA BACH (Illinois Institute of Technology)

SCOTT T. GAYNOR (Western Michigan University)

# 443 Paper Session  
10:00 AM - 10:50 AM  
Cairo  
OBM

**OBM Paper Series: Best Practice in the Consultation of Organizational Behavior Management**  
Chair: Manuel Rodriguez (Continuous Learning Group)

**Giving Yourself a Competitive Edge: Key Learning from the Field of Organizational Behavior Management.** (Service Delivery) Kelly L. Therrien and MANUEL A. RODRIGUEZ (Continuous Learning Group)

**OBM/PM and Six Sigma: You Got Statistics in My Behavior Analysis!** (Theory) MATTHEW L. MILLER, Kevin J. Munson, and Keith E. Ruckstuhl (Pfizer Global Manufacturing)

# 444 Symposium  
10:30 AM - 11:50 AM  
Centennial Ballroom III  
AUT; Applied Behavior Analysis  
BACB CE Offered. CE Instructor: Elizabeth Martineau, Ed.S., BCBA

**Achieving Independence: New Solutions that Help Students Surmount Traditional Barriers to Independent Demonstration of Skills**  
Chair: Elizabeth Martineau (Nashoba Learning Group)

**Adapting ABA Curricula to Accommodate Gross and Fine Motor Limitations.** JESSICA SLATON, Elizabeth Martineau, and Maureen J. Lacerte (Nashoba Learning Group -Simmons College)

**Delayed Imitation to Increase Visual Memory as a Prerequisite to Following Two Step Directions.** MAUREEN J. LACERTE (Nashoba Learning Group - Simmons College)

**Independent Schedule Training as a Toileting Program.** ROBYN E. STEWART and Maureen J. Lacerte (Nashoba Learning Group - Simmons College)

**Using Remote Monitoring to Develop Independence in Task Completion.** ELIZABETH MARTINEAU (Nashoba Learning Group)

# 445 Symposium  
10:30 AM - 11:50 AM  
Courtland  
EDC; Applied Behavior Analysis  
BACB CE Offered. CE Instructor: Jason Bourret, M.S., BCBA

**Analyses of Behavior Analytic Approaches to Teaching**  
Chair: Jason Bourret (New England Center for Children)

**Combining Video Modeling and Least-to-Most Intrusive Prompting for Establishing Behavior Chains.** NATALIE MURZYNSKI and Jason Bourret (New England Center for Children)

**An Evaluation of the Effectiveness and Social Validity of Three Practices in Early Childhood Education.** NICOLE HEAL, Gregory P. Hanley, and Stacy A. Layer (University of Kansas)

**An Evaluation of the Effectiveness and Preference for Three Teaching Tactics which Vary in Initial Task Difficulty.** EMMA HERNANDEZ, Gregory P. Hanley, and Kathryn Helten (University of Kansas)

**Analog of Teachers' Tendencies to Reinforce Side Preferences.** JORGE RAFAEL REYES, Timothy R. Vollmer, and Elizabeth S. Athens (University of Florida)

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**# 446 Paper Session**

10:30 AM - 11:50 AM

Lenox

CSE; Applied Behavior Analysis

**Behavior Analysis to the Rescue: Improving Racquetball Performance, Training Safe Drivers, and Rehabilitating Katrina Dogs**

Chair: Jennifer L. Sobie (Western Michigan University)

**The Use of Public Electronic Feedback to Improve Drill Performance of Collegiate Racquetball Players.** GORDON O. HENRY (Ottawa University)

**Active Prompting to Decrease Cell Phone Use and Increase Seat Belt Usage While Driving.** MICHAEL C. CLAYTON (Youngstown State University) and Bridgette Helms (Jacksonville State University)

**Save the Dogs with Behavior Analysis: Rehabilitation of 89 Katrina Dogs.** JENNIFER L. SOBIE (Western Michigan University)

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**# 447 Symposium**

10:30 AM - 11:50 AM

Singapore

DEV; Experimental Analysis

**Building Verbal Repertoires and Higher Order**

Chair: Jeanne Speckman (Teachers College Fred S Keller School)

**The Effects of Listener Emersion Prerequisite Programs and Listener Emersion on Learn Units to Criterion.** NIRVANA PISTOLJEVIC and Lauren M. Stolfi (Teachers College, Columbia University)

**The World According to Tacts.** JOANN PEREIRA DELGADO (Teachers College, Columbia University), R. Douglas Greer (Columbia University Graduate School and Teachers College), and Karla Weigand (Teachers College, Columbia University)

**Multiple Exemplar Instruction Using Bi-Sensory Teaching Procedures to Teach the Listener Portion of Naming.** GINA MARIE FELICIANO (Shema Kolainu-Hear our Voices) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

**The Effects of Writer Immersion and Reader/Writer Learn Units on the Structure and Function of Writing of Students with Emotional Disabilities.** TRACY REILLY (Teacher College, Columbia University), R. Douglas Greer (Columbia University Graduate School and Teachers College), and Jiwon Kang (Teachers College, Columbia University)

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**# 448 International Symposium**

10:30 AM - 11:50 AM

Regency VII

AUT; Applied Behavior Analysis

**Cultural Considerations in the Education of Children with Autism Spectrum Disorders**

Chair: Laura Hall (San Diego State University)

**Examining Cultural Components of Behavioral Intervention.** ANGELA MCINTOSH (San Diego State University)

**Turkish Teachers' Classroom Experiences with Children with Challenging Behavior.** Dilek Erbas (Erciyes Universitesi) and YASEMIN TURAN and Laura Hall (San Diego State University)

**The Effects of Culture on Touch Avoidance in Children with Autism.** GEORGEANNE GEDNEY (San Diego State University)

**Stimulus Equivalence as a Second Language Teaching Strategy for Children with Autism Spectrum Disorder.** CECILIA FRAGOSO (San Diego State University)

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**# 449 Symposium**

10:30 AM - 11:50 AM

Centennial Ballroom IV

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Louis Hagopian, Ph.D.)

**Current Research on Preference Assessment**

Chair: Louis Hagopian (Kennedy Krieger Institute)

Discussant: Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

**A Comparison of Approach and Duration Stimulus Preference Assessment Procedures.**

TIFFANY KODAK (The Marcus Institute), Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), and Mike Kelly, Tripani Catherine, and April Kisamore (The Marcus Institute)

**Further Evaluation of Factors Affecting Preference Assessment Outcomes.** Cammarie Johnson, JODY M. STEINHILBER, Lisa Tereshko, and Julius Warindu (New England Center for Children)

**Evaluation of a Video-Based Procedure for Conducting Preference Assessments.** PAMELA L. NEIDERT and Brian A. Iwata (University of Florida)

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**# 450 Symposium**

10:30 AM - 11:50 AM

Regency VI

DDA; Service Delivery

BACB CE Offered. CE Instructor: Jennifer R. Zarcone, Ph.D., BCBA

**Evaluating the Impact of Training Providers in ABA and Positive Behavior Support**

Chair: Jennifer Zarcone (University of Rochester Medical Center)

**The Fidelity of Positive Behavior Support Plans.** NANETTE L. PERRIN (Early Childhood Autism Program - Community Living Opportunities) and Rachel L. Freeman and Constance Tieghi (University of Kansas)

**The Impact of Training in ABA and PBS on Child Behavior on Contextual Fit and Quality of Life.** RACHEL L. FREEMAN (University of Kansas), Amanda L. Tyrrell (Community Living Opportunities), and Constance Tieghi and Pat Kimbrough (University of Kansas)

**Outcome of Training on Child Behavior.** AMANDA L. TYRRELL (Community Living Opportunities), Rachel L. Freeman (University of Kansas), and Nanette L. Perrin (Early Childhood Autism Program - Community Living Opportunities)

**The Impact of Training in ABA and PBS on State and Local Agency Planning.** JENNIFER R. ZARCON (University of Rochester Medical Center) and Rachel L. Freeman, Pat Kimbrough, and Constance Tieghi (University of Kansas)

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**# 451 International Symposium**

10:30 AM - 11:50 AM

International Ballroom South

EAB; Experimental Analysis

**Experimental Investigations into the Processes Involved in Treating Human Psychopathology Using ACT/RFT**

Chair: Claire Keogh (National University of Ireland Maynooth)

**Experimental Analyses of Rule-Following.** MARIE GORHAM, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland Maynooth) and Dave McAuliffe

**An Experimental Analysis of Cognitive Defusion in the Context of Negative Thoughts.** CLAIRE KEOGH, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

**Comparison of Relaxation- and Acceptance-Based Interventions as Coping Strategies for Task Anxiety.** CHRIS WILSON, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

**Developing a Behavioral Approach Task: Improving Adherence to Acceptance- versus Control-Based Strategies.** ANDREANNE L. COCHRANE, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

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#### **# 452 Symposium**

10:30 AM - 11:50 AM

International Ballroom North

DDA; Applied Behavior Analysis

#### **Factors Influencing the Acquisition and Maintenance of Appropriate Behavior**

Chair: Nathan Call (Louisiana State University)

**Compliance during Work: A Comparison of Escape Extinction, Functional Communication Training, and Differential Reinforcement.** TERRY FALCOMATA, Joel E. Ringdahl, Tory J. Christensen, Jayme Mews, and Jeffrey R. Luke (University of Iowa)

**A Comparison of Two Stimulus Fading Procedures to Teach Identity Matching to Children Diagnosed with Autism.** JOSLYN N. CYNKUS (The Marcus Institute), Michael E. Kelley and Henry S. Roane (The Marcus Institute and Emory University School of Medicine), Aphrodite Foundus and Shuki Kathuria (The Marcus Institute), and Tiffany Kodak (Louisiana State University)

**A Comparison of the Effects of Escape Extinction and Avoidance on Food Acceptance and Inappropriate Mealtime Behavior in Children with Pediatric Feeding Disorders.** HEATHER KADEY (The Marcus Institute), Cathleen C. Piazza (Munroe-Meyer Institute), Henry S. Roane (The Marcus Institute and Emory University School of Medicine), and Danielle Bradley (The Marcus Institute)

**Effects of Three Prompting Procedures on Acquisition during Conditional Discrimination Training.** CATHERINE TRAPANI (The Marcus Institute), Tiffany Kodak (Louisiana State University), and Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

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#### **# 453 Paper Session**

10:30 AM - 11:50 AM

Auburn

EDC

#### **Innovations in Data Based Teaching**

Chair: Erin Carlucci (Morningside Academy)

**Using Data to Inform Reasoning Skills Instruction.** (Applied Behavior Analysis) ERIN CARLUCCI, Jenni Reilly, and Joanne K. Robbins (Morningside Academy) and April Heimlich (Headsprout)

**The Effects of Rate of Responding on RESA of Performance on a Match-to-Sample Task.** (Applied Behavior Analysis) BROOK B. WHEETLEY (University of North Texas)

**Efficiency in Precision Teaching: Optimal Timing Lengths to Meet REAPS Standards.** (Applied Behavior Analysis) KERRI L. KAELEN and Kendra L. Rickard (University of Nevada, Reno) and Kimberly Nix Berens (Center for Advanced Learning, Inc.)

# 454 Symposium

10:30 AM - 11:50 AM

Manila

EAB; Experimental Analysis

New Advancements in Digital Video Based Behavioral Observation Systems

Chair: Jon Tapp (Vanderbilt Kennedy Center)

**Description of Development of the ProcoderDV Software.** JON TAPP (Vanderbilt Kennedy Center)

**Child Engagement Coding Using Digital Video.** NICOLETTE BAINBRIDGE (Vanderbilt University)

**Use of Digital Video to Code Social and Communicative Behavior during Family Interactions.** CHRISTOPHER JONES (University of Washington)

**Using Digital Video to Analyze Outcomes of the Social Interactions of Children with Autism.** ELIZABETH L.W. MCKENNEY, Jennifer A. Sellers, Glenn Sloman, and Maureen A. Conroy (University of Florida)

# 455 Panel Discussion

10:30 AM - 11:50 AM

Spring

OTH; Service Delivery

Non-Traditional Research Questions and the Expansion of Behavior Analysis

Chair: Kate Fiske (Rutgers University)

CYNTHIA M. ANDERSON (University of Oregon)

JOSEPH V. BRADY (John Hopkins University, School of Medicine)

T. V. JOE LAYNG (Headsprout)

RICHARD YI (Center for Addiction Research)

# 456 Symposium

10:30 AM - 11:50 AM

Regency V

AUT; Applied Behavior Analysis

Pairing Positive and Negative Consequences to Decrease Aggressive Behaviors in Children Diagnosed on the Autism Spectrum

Chair: Helen Bloomer (Crossroads Center For Children)

**The Use of a Negative Consequence Paired with Visual Supports to Decrease Aggression.** DARCY ROBERTSON, Meghan Hartnett, and Helen Bloomer (Crossroads Center For Children)

**The Use of Pairing Positive and Negative Consequences to Decrease Aggression.** KRISTY BROTHERS, Sarah Rosen, and Helen Bloomer (Crossroads Center For Children)

**Pairing a Token Economy System with a Negative Consequence Procedure to Decrease Aggression.** ANNAMARIE DALFONSO, Alicia Medeiros, Amy L. Berthiaume, and Helen Bloomer (Crossroads Center For Children)

**Decreasing Aggressive Behaviors in a 10-Year-Old Student through the Use of Negative and Positive Consequence Procedures.** JOANNE EMERLE and Helen Bloomer (Crossroads Center For Children)

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**# 457 Symposium**

10:30 AM - 11:50 AM

Chicago A-F

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Melissa Andretta, M.S., BCBA

**Practical Applications of Token Systems, Visual Schedules, Behavior Plans, and ABA Consultation-Practical Issues**

Chair: Melissa Andretta (Andretta Behavior Analysts)

**Practical Issues for an ABA Consultant Working in School-Based and Home-Based Educational Programs.** MELISSA ANDRETTA, Allison Cellura, Jennifer Folbert, Kristina Piper, and Cindy Mulstay (Andretta Behavior Analysis, Inc.)

**Practical Applications and Examples of Token-Based Motivational Systems Used by Children with Autism.** JENNIFER FOLBERT, Melissa Andretta, Allison Cellura, Kristina Piper, Cindy Mulstay, and Sandy Eggeling (Andretta Behavior Analysis, Inc.)

**Practical Applications and Examples of Behavior Intervention Plans, Used by Children with Autism.** MELISSA ANDRETTA, Allison Cellura, Jennifer Folbert, Kristina Piper, and Cindy Mulstay (Andretta Behavior Analysis, Inc.)

**Practical Applications and Examples of Using Visual Activity Schedules by Children with Autism.** JENNIFER FOLBERT, Melissa Andretta, Allison Cellura, Kristina Piper, Cindy Mulstay, and Sandy Eggeling (Andretta Behavior Analysts)

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**# 458 Symposium**

10:30 AM - 11:50 AM

Inman

EDC; Applied Behavior Analysis

**Reading Interventions for Students with Emotional and Behavioral Disorders**

Chair: Philip L. Gunter (Valdosta State University)

Discussant: John H. Hummel (Valdosta State University)

**Reading Instruction for Elementary-Aged Students with Emotional and Behavioral Disorders: Academic and Behavioral Outcomes.** SALLY M. BARTON-ARWOOD and Joseph Wehby (Vanderbilt University)

**Efficacy of Academic and Behavioral Interventions in Preventing the Development of Emotional and Behavioral Disorders: Preliminary Outcomes.** KATHLEEN L. LANE, Annette Little, Andrea Phillips, Jessica Weisenbach, and Megan Merwin (Vanderbilt University)

**Increasing Reading Fluency of Students with Emotional and Behavioral Disorders Using Self-Graphing Procedures.** PHILIP L. GUNTER (Valdosta State University, Valdosta), Gloria King (Dougherty County Schools), and John H. Hummel (Valdosta State University)

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**# 459 Symposium**

10:30 AM - 11:50 AM

University

EDC; Applied Behavior Analysis

**School-Wide Positive Behavioral Supports: Effects of Variations in Implementation**

Chair and Discussant: Robert F. Putnam (May Institute)

**Developing School-Wide Positive Behavioral Supports: A Little Bit of Knowledge Can be a Dangerous Thing.** CHRISTINE McGRATH DAVIS (May Institute)

**Effects of School-Wide Positive Behavior Support on Setting Specific Pro-Social Student Behavior.** KIMBERLY S. THIER and Lisa Marie Angello (May Institute)

**Administrators as PBS Leaders: A Top-Driven Process?** JANNETTE REY, Christine McGrath Davis, and Adam Feinberg (May Institute)

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**# 460 International Symposium**

10:30 AM - 11:50 AM

Hong Kong

EAB; Experimental Analysis

**Studies of Behavioral History**

Chair: Hiroto Okouchi (Osaka Kyoiku University)

**Considerations in the Analysis of Behavioral History.** KENNON A. LATTAL (West Virginia University)

**Remote History Effects in Humans.** HIROTO OKOUCHI (Osaka Kyoiku University)

**Reinforcement History, Satiation, and Behavioral Sensitivity.** RAQUEL ALO (West Virginia University) and Josele Abreu-Rodrigues (Universidade de Brasília)

**Behavioral History: Reflections on a Classification Model.** SERGIO DIAS CIRINO, Andre Luiz Freitas Dias, Paulo Guerra Soares, and Carlos Renato Xavier Cancado (Universidade Federal de Minas Gerais)

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**# 461 International Symposium**

10:30 AM - 11:50 AM

Baker

CBM; Service Delivery

**The Use of New Technology on the Strengthening of Clinical Applications on Applied Behavior Analysis**

Chair: Ariel Vite Sierra (Universidad Nacional Autonoma de Mexico)

**ISEECI as a Tool for Planned Activities Strategies to Create Covariance on Behavioral Problems.** PAULINA UGALDE-PÉREZ, Gabriela de Guadalupe Téllez-Sánchez, and Alma Georgina Hernández-Mendoza (Centro Educativo Neurocom) and Marco Raúl Campuzano-Rodríguez and Jorge Luis González-Quijano (Neurodesarrollo y Comunicación)

**A Continuous Reinforcement Program Applied through the Academic Organization Component of ISEECI.** ADRIANA LOAEZA-CASTRO, Gabriela de Guadalupe Téllez-Sánchez, and Alma Georgina Hernández-Mendoza (Centro Educativo Neurocom) and Marco Raúl Campuzano-Rodríguez and Jorge Luis González-Quijano (Neurodesarrollo y Comunicación)

**The Use of ISEECI to Apply Differential Reinforcement of Low Rates with Defiant Behavior.** FANNY ESTRELLA FRANCO-DÁVILA, Gabriela de Guadalupe Téllez-Sánchez, and Alma Georgina Hernández-Mendoza (Centro Educativo Neurocom) and Marco Raúl Campuzano-Rodríguez and Jorge Luis González-Quijano (Neurodesarrollo y Comunicación)

**The Orchestrating of Maternal Social Contingencies in Child Behavior Problems.** ARIEL VITE SIERRA, Ignacio Pérez-Granados, and Mireya Ruiz-Cabello (Universidad Nacional Autonoma de Mexico)

#### # 462 Special Event

11:00 AM - 11:50 AM

Centennial Ballroom I

EAB

BACB CE Offered. CE Instructor: Murray Sidman, Ph.D., BCBA

#### 2006 ABA Tutorial: Professional Development Series: Introduction to Stimulus Relations

Chair: Christy Alligood (West Virginia University)

MURRAY SIDMAN



**Dr. Murray Sidman** started at Columbia University in 1940. After World War II military service, he returned to complete his B.A., and went on to a Ph.D. in 1952. His principal advisors, Fred S. Keller and W. N. Schoenfeld, had strong assists from Ralph Hefferline.

**Abstract:** An introductory tutorial on equivalence relations and behavior. Procedural fundamentals and background.

#### # 463 Special Event

11:00 AM - 11:50 AM

Centennial Ballroom II

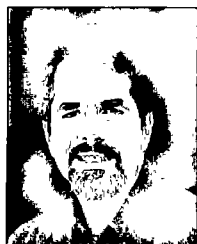
OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Carl Binder, Ph.D.

#### 2006 ABA Tutorial: The Six Boxes™ Model: Performance Management in a Plain English Context

Chair: Timothy Ludwig (Appalachian State University)

CARL V. BINDER (Binder Riha Associates)



**Dr. Carl Binder** began his career as a graduate student with B. F. Skinner at Harvard, subsequently serving as Associate Director at B. H. Barrett's Behavior Prosthesis Laboratory from 1973 to 1982. He has spent over 25 years helping to train teachers in educational agencies and accelerate performance in sales, marketing, customer service, and operations at Global 2000 and public sector organizations. Founder of three consulting firms, he is currently Senior Partner at Binder Riha Associates in Santa Rosa, CA. He has developed and commercialized the FluencyBuilding™ learning and coaching methodology, the Product Knowledge Architecture™ for sales and marketing effectiveness, and Six Boxes™ Performance Management. A

widely published author in performance management, sales and marketing effectiveness, instructional design, educational policy, performance measurement, and related fields, he has won awards from the International Society for Performance Improvement (ISPI) and from Division 25 of the American Psychological Association for his pragmatic, research-based contributions. Download many of his publications at <http://www.binder-riha.com/publications.htm> and find out more about The Six Boxes model at <http://www.SixBoxes.com>.

**Abstract:** The Six Boxes Model is a plain English derivative of Thomas F. Gilbert's Behavior Engineering Model (BEM). Easier to comprehend and communicate to clients than the BEM, this framework provides a "container" for all the factors that influence behavior in a work environment. It also serves executives, managers, and performance improvement professionals as a simple but powerful tool for improving many management and performance development functions, including: organizational alignment, needs analysis, performance design, training support, implementation planning for new systems/programs/strategies, management development, and individual or group performance problem-solving. This tutorial introduces the model and provides an overview of each of its cells and the interdependencies among them – with the plain English vocabulary that one might

use with our non-technical clients and colleagues. The presentation will outline some key applications for this model and point to bodies of research and application from both behavioral and non-behavioral sources that can be encompassed and better understood in the context of The Six Boxes. Finally, the session will touch on our more recent applications of the model – as a tool for enabling “performance thinking” across functions and levels in organizations to facilitate organizational agility and management effectiveness.

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#### **# 464 Paper Session**

11:00 AM - 11:50 AM

Greenbriar

CBM; Service Delivery

#### **Acceptance and Commitment Therapy with Couples and Families**

Chair: Mark Balazs (Self-Employed)

**Acceptance and Commitment Therapy for Parents Running Home-Based ABA Programs for Children with Autism.** MARK A. BALAZS (Self-Employed)

**The Application of Acceptance and Commitment Therapy to Couples in Distress.** CASEY CAPPS and Ragnar Storaasli (University of Denver)

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#### **# 465 International Paper Session**

11:00 AM - 12:20 PM

Kennesaw

CBM; Applied Behavior Analysis

#### **Behavior Analysis and Adult Behavior Problems**

Chair: Amber Maki (Minnesota Neurorehabilitation Hospital)

**Effects of Self-Recording and Reinforcement on Therapeutic Exercise Participation.** AMBER MAKI, Eric Rudrud, and Kimberly A. Schulze (St. Cloud State University) and Floyd M. Hale and Joel J. Christian (Minnesota Neurorehabilitation Hospital)

**Outpatient Behavioral Treatment of Anxiety-Based Disorders.** DAVID A. COLEMAN, JR. (Private Practice)

**Does Staff Reports Allow for a Descriptive Analysis of Aggressive Behaviors in Psychiatric Inpatient Units?** Javier Virués-Ortega (Instituto de Salud Carlos III & Universidad de Granada), KAREN CHRISTINE KLOEZEMAN (University of Hawaii), and Tomás Carrasco Giménez (Universidad de Granada)

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#### **# 466 Symposium**

11:00 AM - 12:20 PM

The Learning Center

VRB; Applied Behavior Analysis

#### **Increasing Children's Levels of Basic Listener Literacy: Verbal Developmental Protocols to Provide New Listener Capabilities**

Chair: Dolleen-Day Keohane (Teachers College, Columbia University)

**Conditioning Listening to Adult Voices and Increased Levels of Basic Listener Literacy.** Dolleen-Day Keohane (Teachers College, Columbia University), R. Douglas Greer (Columbia University Graduate School and Teachers College), and Robin Nuzzolo, JIWON KANG, Samantha Solow, Lily Bayard, Tracy Reilly, and Darcy Walsh (Teachers College, Columbia University)

**Conditioning Visual Tracking: A Protocol to Increase Attending to Visual Stimuli and Levels of Basic Listener Literacy.** Dolleen-Day Keohane (Teachers College, Columbia University), R. Douglas Greer (Columbia University Graduate School and Teachers College), and Shira Ackerman, Joann Delgado, KARLA WEIGAND, Brooke DeMarco, and Michelle Zrinzo (Teachers College, Columbia University)

**Sensory Matching Protocol: Providing Children with the Capacity for Sameness across the Senses as a Component of Basic Listener Literacy.** R. Douglas Greer (Columbia University Graduate School and Teachers College) and Dolleen-Day Keohane, SHIRA ACKERMAN, Denise O'Sullivan, Hye-Suk Park, Jennifer Longano, Elisabeth Kracher, and Petra Wiehe (Teachers College, Columbia University)

**Conditioning Preferred Activities and Interests through a Pairing Procedure.** R. Douglas Greer (Columbia University Graduate School and Teachers College) and Dolleen-Day Keohane, JENNIFER LONGANO, Claire Cahill, Darcy Walsh, Kristina Young, Elisabeth Kracher, and Mindy Rothstein (Teachers College, Columbia University)

#### # 467 International Special Event

12:00 PM - 12:50 PM  
Centennial Ballroom I  
CSE

**2006 ABA Tutorial: Making the World A Better Place...Context by Context and Frame by Frame**  
Chair: Maria R. Ruiz (Rollins College)

BRYAN T. ROCHE (University of Ireland, Maynooth)



**Dr. Bryan Roche** completed his doctorate in 1995, and went on to teach at the University of Bath, England and University College Cork, Ireland, before taking up his current position at the National University of Ireland, Maynooth. Dr. Roche has been an active researcher in the field of Relational Frame Theory, having published over 60 research papers and delivering over 100 public presentations on the topic. He is the co-author of *Relational Frame Theory: A Post-Skinnerian Account of Human Language and Cognition* with Steven C. Hayes and Dermot Barnes-Holmes and has contributed to several other books outlining the application of RFT to the analysis of a wide variety of clinical and social issues, in particular human sexuality and

attitude formation, change and assessment. Dr. Roche is a regular reviewer for behavior analytic journals and sits on the editorial board of the *European Journal of Behavior Analysis*. He is currently investigating the application of Relational Frame models of a wide range of behaviors and assessment tools in a series of nationally and internationally funded research projects

**Abstract:** Relational Frame Theory is a modern functional-analytic theory of human language, cognition and complex behavior more generally. The theory has generated an impressive body of research within the behavioral field over the past decade and has considerably advanced the behavioral analysis of a range of clinical and social issues that previously received only sparse attention from behavior analysts. In this tutorial, an outline of Relational Frame Theory and the contextualistic world view within which it has evolved will be provided for the novice researcher in a series of interactive exercises. The application of Relational Frame Theory to understanding a range of social issues, including human sexual behavior and prejudice will then be outlined. Finally, derived relations interventions for social problems suggested by current research will be considered.

#### # 468 Paper Session

12:00 PM - 12:50 PM  
Centennial Ballroom IV  
DDA; Applied Behavior Analysis

#### **Developmental Disabilities: Research in Instruction**

Chair: Carrie L. Coleman (Western Michigan University)

**Evaluating the Operative Mechanisms Underlying the High-Probability Request Sequence.**  
CARRIE L. COLEMAN and R. Wayne Fuqua (Western Michigan University)

**Teaching Vegetable Names to Children with Developmental Disabilities: A Small Group Arrangement.** SEMA BATU (Anadolu University, Turkey)

## # 469 Invited Event

12:00 PM - 12:50 PM

Centennial Ballroom II

AUT; Theory

BACB CE Offered. CE Instructor: Travis Thompson, Ph.D.

### **Some of My Best Friends are Synapses: How Brain Science Can Inform Behavioral Intervention**

Chair: Craig Kennedy (Vanderbilt University)

TRAVIS THOMPSON (School of Medicine, University of Minnesota)



**Dr. Travis Thompson** is a professor of pediatrics, in the School of Medicine at the University of Minnesota. He earned his Ph.D. in psychology at the University of Minnesota; and completed his post-doctoral work at the University of Maryland and at Cambridge University, UK. He was previously Director of the John F. Kennedy Center, Vanderbilt University and Smith Professor of Psychiatry, University of Kansas Medical Center. Thompson was co-developer with C. R. Schuster of the drug self-administration model for screening potentially addictive drugs. He developed one of the early large-scale behavioral intervention programs for people with developmental disabilities. His applied and basic research includes experimental and

applied behavior analysis, behavioral pharmacology, genetics and most recently brain imaging. Served as advisor/co-advisor of 47 doctorates in psychology, pharmacology, and special education. Awards: APA Div. 25 Don Hake Award (1990), the Research Award, Amer. Assoc. for Mental Retardation (1995), Distinguished Research Award, The Arc of the United States (1996), the Academy of Mental Retardation, Career Scientist Award (1998) and the American Psychological Association Div. 33 Edgar A. Doll Award (2002). Past president of the Behavioral Pharmacology Society, APA Divisions 28 (Psychopharmacology) and 33 (Mental Retardation and Developmental Disabilities). Author of 217 journal articles and chapters and author/editor of 25 books.

**Abstract:** Skinner's earliest work was influenced by Harvard physiologist L.J. Henderson and by C.S. Sherrington's reflex arc. While attracted to physiology's experimental method, Skinner rejected hypothetical constructs referring to immeasurable brain and genetic events. He later noted that "the skin is not an important barrier" suggesting variables within a behavioral analysis may reside beneath the skin. Nonetheless, Skinner's antipathy toward reductionistic explanation led later behavior analysts to ignore the legitimate role neurobiological events can play as variables within the analysis of behavior. Objectively measurable neurochemical and neurophysiological events can serve as discriminative and reinforcing stimuli as well as functioning as establishing operations. Understanding developmental brain dysfunction can shed light on the reasons individuals with specific disabilities behave as they do and suggest behavioral intervention strategies. Developmental neuroplasticity affords the opportunity to promote synapse formation in brain structures lacking sufficient connectivity, preventing further neuronal loss through cell pruning. Behavioral assessment tools (e.g. ABLLS) can be used in conjunction with knowledge of which structures play a role in specific cognitive and behavioral functions to inform intervention strategies. The role of genes mediating neurochemical abnormalities associated with specific disabilities (e.g. autism, Prader Willi syndrome) will illustrate the relation between genes, neurochemistry and behavior analysis.

## # 470 Symposium

12:00 PM - 1:20 PM

Auburn

EDC; Applied Behavior Analysis

### **Access to General Education Curriculum for Students with Mild Disabilities**

Chair: Charles L. Wood (University of North Carolina at Charlotte)

Discussant: Larry Maheady (State University of New York Fredonia)

**The Effects of Video-Based Self-Recording of On-Task Behavior on the On-Task Behavior and Academic Productivity by Elementary Students with Special Needs in Inclusive Classrooms.** MICHELLE A. ANDERSON and William L. Heward (The Ohio State University)

**Effects of Random Study Checks and Guided Notes Study Cards on Middle School Special Education Students' Notetaking Accuracy and Science Vocabulary Quiz Scores.** CHARLES L. WOOD, William L. Heward, Shawn G. Heimlich, and Madoka Itoi (The Ohio State University)

**Effects of Classwide Peer Tutoring on the Acquisition, Maintenance, and Generalization of Science Vocabulary Words for Seventh Grade Students with Learning Disabilities and/or Low Achievement.** MICHELE M. NOBEL, Ralph Gardner, III, Timothy E. Heron, and Yi-Wei Hsin (The Ohio State University)

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**# 471 Symposium**

12:00 PM - 1:20 PM

Singapore

DEV; Experimental Analysis

**Basic and Applied Research with Older Adults**

Chair: Linda A. LeBlanc (Western Michigan University)

**A Review of Basic Research in Aging.** BRIAN FEENEY, Paige Raetz, Jonathan C. Baker, and Linda A. LeBlanc (Western Michigan University)

**Behavioral Variability in Dementia.** CLAUDIA DROSSEL and Jane E. Fisher (University of Nevada, Reno)

**Effects of Dog Visits on Depression, Mood, and Social Interaction in Elderly Individuals in Nursing Homes.** Kristin Thompson, RAYMOND G. MILTENBERGER, Jens Tess, and Heather Wadeson (North Dakota State University)

**The Utility of a Multimedia Enhancement of the Pleasant Events Schedule for Assessing Preferences of Elders with Dementia.** PAIGE RAETZ, Brian Feeney, and Jonathan C. Baker (Western Michigan University), Thomas G. Szabo (Imagine Colorado), and Linda A. LeBlanc (Western Michigan University)

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**# 472 Symposium**

12:00 PM - 1:20 PM

Manila

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Timothy R. Vollmer, Ph. D., BCBA

**Basic Research Models of Clinical Disorders and Clinical Treatments**

Chair: Timothy R. Vollmer (University of Florida)

**Schedule Analyses of Aggression as a Positive Reinforcer.** MICHAEL MAY, Maria Couppis, and Craig Kennedy (Vanderbilt University)

**Role of the Nucleus Accumbens in the Positively Reinforcing Effects of Aggression.** MARIA COUPPIS, Michael May, and Craig Kennedy (Vanderbilt University)

**A Laboratory Comparison of Differential Reinforcement of Other Behavior (DRO), Noncontingent Reinforcement (NCR), and Momentary DRO.** KIMBERLY SLOMAN, Timothy Vollmer, and Andrew Samaha (University of Florida)

**Animal and Human-Operant Models of Common Behavioral Treatments.** ANDREW SAMAHA, Timothy Vollmer, and Kimberly Sloman (University of Florida)

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**# 473 Paper Session**

12:00 PM - 1:20 PM

Hong Kong

EAB; Experimental Analysis

**EAB II**

Chair: Heather Anson (Eastern Michigan University)

**Second-Order Conditional Discriminations.** WILLIAM F. POTTER, Andrea Duroy, and Ryan Redner (California State University Stanislaus)

**Further Investigations in the Use of Odor as a Conditioned Stimulus for Schedule Induced Polydipsia in Rats.** HEATHER M. ANSON and James T. Todd (Eastern Michigan University)

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**# 474 International Symposium**

12:00 PM - 1:20 PM

International Ballroom South

EAB; Experimental Analysis

**Experimental Analysis of Verbal Processes: Transfer of Function and Clinical Implications**

Chair: Maria Valdivia (University of New Mexico)

Discussant: Ian T. Stewart (National University of Ireland, Galway)

**Experimental Study of Verbal Motivation: Clinical Implications.** MARIA SONSOLES VALDIVIA SALAS and Michael J. Dougher (University of New Mexico)

**Aversive Conditioning and Avoidance in Humans: The Role of Transfer of Functions.**

MIGUEL RODRIGUEZ-VALVERDE (Universidad de Almeria, Spain), and Maria Sonsoles Valdivia Salas (University of New Mexico)

**A Brief ACT Protocol Applied to Preventing Chronic Addictive Behavior.** JAVIER HILINGER-SÁNCHEZ and M. Carmen Luciano Soriano (University Almeria, Spain)

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**# 475 Symposium**

12:00 PM - 1:20 PM

Spring

OTH; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michael A. Kirkpatrick, Ph.D., BCBA

**Health, Sport, & Fitness: Innovations in Applied Behavior Analysis**

Chair: Michael Kirkpatrick (Wesley College)

**Effects of Contrived, Extrinsic, and Controlling Contingencies on the Maintenance, Enjoyment, and Interest in Healthy Eating, Exercise and Fitness Behaviors.** STEPHEN RAY FLORA (Youngstown State University)

**Parent-Supported Weight Reduction for Children with Intellectual/Developmental Disabilities.** RICHARD K. FLEMING and Carol Curtin (Shriver Center at University of Massachusetts Medical School), Linda G. Bandini (Shriver Center at University of Massachusetts Medical School and Boston University), James Gleason (Shriver Center at University of Massachusetts Medical School), and Elizabeth B. Jordan (Boston University)

**Empirically-Derived, Individually Tailored Exercise Programs for Chronic Pain/Fibromyalgia.** ROBERT M. STEIN (Lancaster, PA)

**Indirect Measures of Putative Covert Behavior Following Instructions to Perform Sport-Related Visual Imagery.** AARON D. LESSER and Michael A. Kirkpatrick (Wesley College)

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**# 476 Symposium**

12:00 PM - 1:20 PM

Regency VI

DDA; Applied Behavior Analysis

**Multimodal Integration for People with Developmental Disabilities**

Chair: Tammy Carroll (Partlow Developmental Center and the University of Alabama)

**Yoga Therapy: Some Findings that May Suggest Benefits for People with Developmental Disabilities.** Bryan Elliot (Partlow Developmental Center), TAMMY A. CARROLL (Partlow Developmental Center and the University of Alabama), and Alberry James, Ann Morris, Betty Polion-Cheatum, and LaShajla Lewis-Peoples (Partlow Development Center)

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## # 477 Symposium

12:00 PM - 1:20 PM

Baker

CBM; Applied Behavior Analysis

### **Outpatient Application of Brief Experimental Analysis Procedures with Typically Developing Children Displaying Behavior Problems**

Chair: David P. Wacker (University of Iowa)

Discussant: Jennifer J. McComas (University of Minnesota)

**Summary of Brief Functional Analyses of Typically Developing Children in a Behavioral Pediatrics Outpatient Clinic.** BRENDA J. ENGBRETSON, David P. Wacker, and Michael A. Lind (University of Iowa)

**Analysis of Noncompliance in an Outpatient Setting: Combining Brief Antecedent and Consequence-Based Procedures.** TODD KOPELMAN and David P. Wacker (University of Iowa) and Eric Boelter (Kennedy Krieger Institute)

**An Evaluation of the Interaction between Positive and Negative Reinforcement with Children Displaying Escape-Maintained Behavior.** ANDREW W. GARDNER (Kennedy Krieger Institute), David P. Wacker (University of Iowa), and Eric Boelter (Kennedy Krieger Institute)

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## # 478 Symposium

12:00 PM - 1:20 PM

Courtland

EDC; Service Delivery

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

### **Precision Teaching and Social Skills Instruction for Learners with Autism**

Chair: Alison L. Moors (Fabrizio/Moors Consulting)

Discussant: Shahla S. Ala'i-Rosales (University of North Texas)

**Using Fluency-Based Instruction to Teach Social Skills in a Small Group Setting.** KRISTA ZAMBOLIN (Fabrizio/Moors), Heidi Calverley (University of British Columbia/ Fabrizio/Moors Consulting), and Shelley McInnis (Fabrizio/Moors Consulting)

**Increasing Independent Play through the Use of Activity Schedules and Precision Teaching in a Young Child with Autism.** HEIDI CALVERLEY (University of British Columbia/ Fabrizio/Moors Consulting) and Kelly Ferris (Fabrizio/Moors Consulting)

**Decreasing Socially Incompatible Behavior that Competes with Social Responding.** ALISON L. MOORS and Kelly J. Ferris (Fabrizio/Moors Consulting)

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## # 479 International Paper Session

12:00 PM - 1:20 PM

University

EDC

### **Proactive Approaches to Improving Social Behavior**

Chair: Kimberly Weber (Gonzaga University)

**The Impact of the Disciplinary Provisions in the Individuals with Disabilities Education Improvement Act (IDEiA) on the Implementation of Positive Behavioral Interventions and Supports.** (Service Delivery) KIMBERLY P. WEBER (Gonzaga University), Kim Killu (University of Michigan, Dearborn), and Ben White (Gonzaga University)

**Behavioral Principles for Effective Character Education and Positive Social Interaction: Toward an Applied Scientific Approach.** (Applied Behavior Analysis) DANIEL W. BALDERSON (Weber State University) and Thomas L. Sharpe, Jr. (University of Nevada, Las Vegas)

**Behavior Analysis in the General Education: School-Wide Anti-Bullying Behavioral Intervention.** (Service Delivery) AMOS E. ROLIDER (Emek Yezreel College, Israel)

# 480 International Paper Session

12:00 PM - 1:20 PM

Inman

EDC

Visual Discrimination, Phonics, and Reading

Chair: Mapy Chavez-Brown (Wagner College)

**A Comparison of Different Procedures for the Acquisition of Discriminations as Related to Reading and Writing.** (Applied Behavior Analysis) Carlos V. García Cruz (Ave María Schools), Inmaculada Gómez Becerra (University of Almería), and MAPY CHAVEZ-BROWN (Wagner College)

**Case Study: Discrimination Training for Dyslexic Error Patterns in a 7-Year-Old with ASD.** (Applied Behavior Analysis) LESLIE V. SINCLAIR, Lauren Perrella, and Allison Newman (Cleveland Clinic Center for Autism)

**Visual Phonics: A Possibility for Students with Severe Disabilities who Lack Success with Auditory Phonics?** (Service Delivery) M. LYNN WOOLSEY (University of North Florida)

# 481 International Paper Session

12:30 PM - 1:50 PM

Kennesaw

CBM

Behavior Analysis and Substance Abuse Treatment

Chair: Paulette Christopher (University of New Mexico)

**Why Motivational Interviewing Works: A Behavior Analytic Perspective.** (Theory) PAULETTE J. CHRISTOPHER and Michael J. Dougher (University of New Mexico)

**Smoking Status of Primary Care Providers and Their Current Use of Smoking Cessation Counseling in Rural Area in Shanghai.** (Applied Behavior Analysis) DONGBO FU (School of Public Health, Fudan University), Meiying Zhu (Shanghai Songjiang District Center for Disease Control), and Hua Fu (School of Public Health, Fudan University)

**Implementation of Contingency Management for Substance Abusing Youths in Treatment Organizations that provide Multisystemic Therapy.** (Service Delivery) TERJE OGDEN and Per Holth (The Behavioral Center, Oslo)

# 482 Symposium

12:30 PM - 1:50 PM

Regency V

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kara Muirhead, BCBA

Fluent Responding in Staff and Students: A Predictor of Outcomes

Chair and Discussant: Kara Muirhead (HMEA)

**Effects of Treatment Integrity on Child Outcomes in Discrete Trial Programs: A Replication and Extension.** Sandra Beaton, KARA MUIRHEAD, and Stacey Considine (HMEA)

**Assuring the Fluency of Paraprofessional Teaching Skills in Home Based Services.** JANICE R. BOLTON, Stefanie Salome, and Michele Mayer (HMEA)

**Investigating the Effectiveness of Video Modeling and Performance Feedback to Train Staff to Fluency.** STACEY CONSIDINE, Laurie Richardson, and Stefanie Salome, Kara Muirhead (HMEA)

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#### **# 483 Symposium**

12:30 PM - 1:50 PM

Chicago A-F

AUT; Service Delivery

#### **Service Provision for ASD and Related Disorders**

Chair: Patricia Mascot (BEST Consulting)

Discussant: Mark A. Adams (BEST Consulting)

**Quality Control, Recruitment, Retention, and Public Relations within a Non-Public Agency Providing Services for Children Diagnosed with Autism.** DANIELLE NUZUM and Amy Silva (BEST Consulting)

**Clinical Administration within a Non-Public Agency Providing Services for Children Diagnosed with Autism: How to Meet Children's Needs within Agency Resources.** JACLYN ANN SHANDY PINTO (BEST Consulting, Inc.)

**Providing Autism Services in a Rural Community: How to Meet Children's Needs with Resources Available within a Community.** SELENA SCHEXNAYDER and Mark A. Adams (BEST Consulting)

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#### **# 484 Symposium**

12:30 PM - 1:50 PM

Regency VII

AUT; Service Delivery

#### **Special Education Applications and Outcomes with the PA Verbal Behavior Project**

Chair: William A. Galbraith (Pennsylvania Training and Technical Assistance Network)

Discussant: Thomas M. Caffrey (VBN Training)

**Student Outcome within PA Verbal Behavior Project: An Adapted Scoring of the ABLLS.** MICHAEL MIKLOS (Pennsylvania Training and Technical Assistance Network)

**Training Staff from Local Educational Agencies to Provide Behavioral Consultation Services for Children with Autism.** WILLIAM A. GALBRAITH and Michael Miklos (Pennsylvania Training and Technical Assistance Network)

**Case Studies Reviewing Mand Training and Intensive Teaching Procedures within the PA Verbal Behavior Project.** MARY L. BARBERA (Pennsylvania Verbal Behavior Project)

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#### **# 485 Symposium**

12:30 PM - 1:50 PM

Centennial Ballroom III

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Barbara A. Metzger, Ph.D., BCBA

#### **The Cutting Edge of Behavioral Treatment and Education of Young Children with Autism**

Chair and Discussant: Barbara A. Metzger (Winston-Salem/Forsyth County Schools)

**From Nothing to Words: A Shaping Procedure to Teach Verbal Skills.** V. CAROLINE MINICOZZI (Western North Carolina Behavioral Education, Services and Treatment)

**Play: It's Not Just Another Program.** ANGELA POLETTI, Sabrina Mong, and Louise Southern (Winston-Salem/Forsyth County Schools)

**Making ABA Work in the Classroom.** LIZA LINDENFELD (Johnston County Schools)

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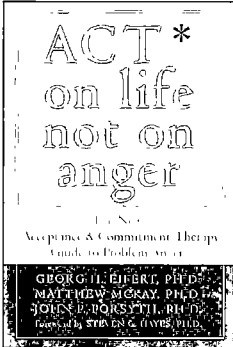
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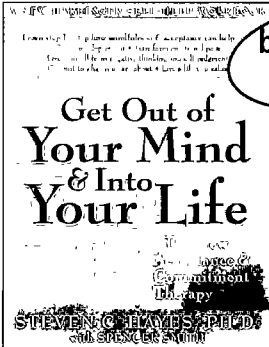
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Freddy Brown

Robyn Catagnus

Rosemary Condillac

Elizabeth Diviney

Alex Dominguez

David Eckerman

John Esch

R. Douglas Greer

Debora Harris

Linda Heitzman-  
Powell

Kent Johnson

Jeffery Kupfer

Victor Laties

Suzanne Letso

John Mabry

Megan McCarron

William McIlvane

Kaname Mochizuki

Joseph Pear

Masaya Sato

Robin Strauss

Raymond S.  
Weitzman

#### **Student Presenters Fund:**

Imam Abdulrazaq

Rosemary Condillac

Diane Devlin

Elizabeth Diviney

Corrine Donley

William Dube

Janey Ellis

John Esch

Patricia Fitzsimons

Christopher Fox

Sigrid Glenn

Debora Harris

Robert Holdsambeck

Peter Lamal

Gary Lavigna

John Mabry

Thomas C.

Mawhinney

William McIlvane

Kaname Mochizuki

Paul Neuman

Melissa Olive

Brady Phelps

David W. Pierce

Raymond Pitts

Catherine Sales

Ted Schoneberger

Vincent Strully

Naoko Sugiyama

Matthew Tincani

David Wesch

Naoki Yamagishi

#### **Unrestricted:**

Imam Abdulrazaq

Alan Baron

D. Reed Bechtel

Elizabeth Diviney

Janet Ellis

Richard Foxx

Celia Wolk  
Gershenson

Sigrid Glenn

R. Douglas Greer

William J. Helsel

Dolleen-Day  
Keohane

M. Jackson Marr

Hal Miller, Jr.

Murray Sidman

Gabriela  
Sigurdardottir

Robin Strauss

Janet Twyman

David Wesch

### **\$1 - \$99**

#### **International Endowment:**

Marc Adams

Larry Alferink

Stephen Anderson

Julie Bates

Sandra Beaton

D. Reed Bechtel

Kimberly Berens

Cheryl Blackwell

Kathleen Bohrer

Julianne Gold  
Brunson

Helen Burgess

Eric Burkholder

Michael Cameron

Cari Cannon

Philip Chase

Pamela Christofori

Darlene Crone-Todd

Jesse Dallery

Guy Bedient

John Donahoe

Corrine Donley

Ruth Donlin

Gwen Dwiggin

Simon Dymond

Barbara Esch

Sarah Fairbanks

Lisa Falke

Frances Falzarano

Gina Marie Feliciano

Patricia Fitzsimons

Katherine Foster

Frederick Furniss

Irina Gasparyan

Kaneen B. Geiger

Peter Gerhardt

Jaime Goettl

Gary Goldwater

Angela Goodrich

Leonard Green

Deborah Grossett

Dawn Hamlin

R. Reed Hardy

Gregory Harper

Carolyn Hitch

Joon Pyo Hong

Eileen Hopkins

Christine Hughes

Madoka Itoi

Nursel Kahya

Hannah Kaplan

LenEll E. Kelley

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 Lori Miller  
 Jay Moore  
 Alison Moors  
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 Paul Neuman  
 Gary Novak  
 Amanda Pack  
 Judith L. Palazzo  
 Melody Panzer  
 Sandee-Lee Parker  
 Martha Pelaez  
 Lloyd Peterson  
 Brady Phelps  
 Carol Pilgrim  
 Kristine Quinby  
 Richard Rakos  
 Caroline Redpath  
 Derek Reed  
 Miranda Reed  
 David Reitman  
 Joseph Richardson  
 Henry Riegler  
 Crystal Ringenberg  
 Nancy L. Roberts  
 Rocio Rosales  
 Catherine Sales  
 Scott Sanders  
 Kimberly Schreck  
 Lorie Schultz  
 Stacey Shook  
 Gabriela  
 Sigurdardottir  
 Kristin Skousgard  
 Donn Sottolano  
 Judith Stowe  
 Naoko Sugiyama  
 SWABA/Beteendean  
 Alysgruppen  
 Kelton Sweet  
 William Timberlake  
 Errion Turner  
 Michael Vance  
 Lawrence Venuk  
 Mary Vesloski  
 Robert Vreeland

Gail Wayman  
 Robert Whelan  
 Nathalie Witt  
 Donald Witters  
 Rita Wolpert  
 Charles Wood  
 Tracy Zinn  
**Student Presenters Fund:**  
 Josele Abreu-Rodrigues  
 Jacob Ackert  
 Nicole Adams  
 William Ahearn  
 Susan Ainsleigh  
 Marlene Andrews  
 Betty Armstrong  
 Erik Arntzen  
 Kathryn E. Asbury  
 Kristina Austin  
 Jean Hays Bachrach  
 Robert E. Bailey  
 Tony Balazs  
 Laura Belz  
 Jennifer Berger  
 Charles Blair  
 Jenny Bland Denson  
 Christoph Boerdlein  
 Jordan Boudreau  
 Mats Brandberg  
 Thomas Brigham  
 Thomas Brigham  
 Stacey Brock  
 Judy Cameron  
 Anna Whaley Carr  
 Robyn Catagnus  
 Rodney Cavanaugh  
 Leeann Christian  
 Eric Chubb  
 Kimberly Church  
 Ivy Craig  
 Tim Cripps  
 Charles Crowell  
 Nancy Davis  
 Neill Dorn  
 Michael Dougher  
 Chad Drake  
 Philip Drash  
 Simon Dymond  
 David Eckerman

Tara Fahmie  
 Daniela Fazzio  
 Kelly J. Ferris  
 Peter Fichtel  
 Katie Fitzsimmons  
 Beth Ann Foate  
 Bradley Frieswyk  
 Randy Fulton  
 Wayne Fuqua  
 Celia Wolf  
 Gershenson  
 Jeannie Golden  
 Ravi Graham  
 Gina Greer  
 R. Douglas Greer  
 Danielle Gureghian  
 Adam Hahs  
 Genae Hall  
 Joel F. Hammonds  
 Dennis Hand  
 Shigeru Haramaki  
 D. Austin Harmon  
 Jennifer Harris  
 Sandra Harris  
 David Hatfield  
 Allyson Heck  
 William J. Helsel  
 Theresa Hessler  
 William Heward  
 Kelly Hobbins  
 Gwen Hobbs  
 Robert Horner  
 Mollie Horner-King  
 Martha Hubner  
 Christine Hughes  
 Glenna Hunter  
 Michelle Hurst  
 Kristin Hustyi  
 Kristina Inkapool  
 Angie Irwin  
 Allison Jay  
 Jay Birnbrauer  
 James Johnston  
 Jennifer Justice  
 Alyssa Kalara  
 Pam Kelso  
 Maria Kessler  
 Jonathan Kimball  
 Wendy Kozma  
 Victor Laties

Sophie Laurent  
 Suzanne Letso  
 Allyson Locke  
 Deborah MacFarland  
 Yash Manchanda  
 Christine Manley  
 Rebecca Mariappen  
 Joann Masterson  
 Chris Mazzara  
 Kelly Mccallum  
 Mandy McClanahan  
 Jennifer McComas  
 Claudia McDade  
 Meade McHenry  
 Marcus McKee  
 Frances McSweeney  
 Jennie Merna  
 Jessica Mesa  
 Raimund Metzger  
 Elaina Micallef  
 Jody Miller  
 Raymond  
 Miltenberger  
 Jessie Mitchell  
 Jay Moore  
 Michelle L. Morgan  
 Edward K. Morris  
 Joseph Morrow  
 Amy Morton  
 Nicholas Mui Ker Lik  
 Albert Neal  
 Mick Needham  
 Donny Newsome  
 Shannon Nichols  
 Jessica Norris  
 Elizabeth Nulty  
 Kenji Okuda  
 Koichi Ono  
 Kai Ove Ottersen  
 Terry Page  
 David Palmer  
 James Partington  
 Henry Pennypacker  
 Anna Petursdottir  
 Carol Pilgrim  
 Sergio Pinto  
 Trudy Pocock  
 Conny Raaymakers  
 Caroline Redpath  
 David Reitman

Susan Richardson	Libby Street	Tristan Webbe	Nancy Hemmes
Cynthia Rickert	Warren Street	Raymond S. Weitzman	Katherine Johnson-Patagoc
Gizelle Robles	Stephen Sundby	Criss Wilhite	Hannah Kaplan
David Roll	Mary Anne Sunseri	Kim Williamson	Robert Karen
Maria Ruiz	Kelton Sweet	Thomas Willis	Kate Kellum
Christen Russell	Paul Szikszai	Byron Wine	Mandy A. Leonard
S. Beth Russell	Christina Thivierge	Oliver Wirth	Lewis Lipsitt
Masaya Sato	Jennifer Thorsteinsson	Nathalie Witt	Cynthia Pietras
David Schaal	Timber Ridge Group, Inc.	Greg Worosz	Raymond Pltts
Erin Scramlin	William Timberlake	Sherman Yen	Kristine Quinby
Sherry Serdikoff	James Todd	Yohei Yoshitake	Derek Reed
Satoru Shimamune	Rachel Tolonen	<b>Unrestricted Fund:</b>	Susan Schneider
Stacey Shook	Dana Trudeau	Larry Alferink	Kristin Skousgard
Susan Silvestri	Dave Turner	Association for Behavior Analysis	Lisa Sostack
Christopher Skinner	Frans Van Haaren	Helen Burgess	Thomas Stampfl
Richard G. Smith	Danyel Vander Wall	Eric Burkholder	Lawrence Venuk
Joseph Spradlin	Javier Virués-Ortega	Jennifer Crockett	Gail Wayman
Donnie Staff	William Voss	Peter Gerhardt	Oliver Wirth
Bob Stein	Robert Vreeland	Jaime Goettl	W. Scott Wood
Michelle Stenske	Ben Washburn	Timothy Hackenberg	
Heather Sterling-Turner	Cathy Watkins		

## LICENSED PSYCHOLOGIST EXPERIENCED IN AUTISM



The Minnesota Autism Center is seeking a full time Psychologist, Ph.D. or Psy.D licensed or license eligible in the state of Minnesota.

Minnesota Autism Center (MAC) is a Minneapolis based non profit organization serving children and youth with Autism Spectrum Disorders. (ASD) The successful candidate will have training and an understanding of Applied Behavior Analysis (ABA), knowledge of primary treatments such as team provided home based behavior therapy, incidental teaching, functional language and discrete trial intervention. Experience conducting and supervising functional assessments and designing and supervising behavioral interventions to promote communication and social skills as well as reducing behavioral challenges is ideal. Experience with standardized psychological assessment of children with ASD is preferred.

Our current team of Psychologist supervises Clinicians who deliver services with a team of highly qualified and trained Mental Health Practioners who oversee day to day services to the children and their family members. Our services include Assessment and Brief Intervention, Intensive Early Intervention, School Age Programs, Family support and Speech and Communication.

Our compensation and benefit package is competitive with a starting salary of \$70,000. If you are interested in this great opportunity please contact Minnesota Autism Center, Attention: Director of Human Resources, 3001 Broadway NE Suite 185, Minneapolis, MN 55413. Email interest to: penny.swanson@mnaulism.org Call 612-767-4209 with questions / interest or fax resume to 612-767-4211.

## 2006 SABA Student Presenter Grant Recipients

Thank you to all who donated to SABA's Student Presenters Fund for the 32<sup>nd</sup> annual convention. Your generous contributions have supported the registration of the following 178 student presenters in Atlanta!

Shira Ackerman (Columbia University, Teachers College)	Laura Lee Grow (Georgia State University)
Judah Axe (The Ohio State University)	Lindsay Harrington (Florida State University)
Ana Amelia L. Baumann Neves (Utah State University)	Caitlin Herzinger (University of Georgia)
Amanda Bever (University of Wisconsin, Eau Claire)	Rene Hiebert (University of Manitoba)
Chelsea Bronevitch (University of Manitoba)	Bethany Holton (Southern Illinois University-Carbondale)
Andrew Busch (University of Wisconsin, Milwaukee)	Yi-Wei Hsin (The Ohio State University)
Jennifer Campbell (Florida State University)	Rachel Huckfeldt (Southern Illinois University-Carbondale)
Casey Capps (University of Denver)	Caron Inglis (Syracuse University)
Cade Charlton (Utah State University)	Taylor Johnson (Southern Illinois University-Carbondale)
Haying Choi (The University of Texas at Austin)	Candice Jostad (Western Michigan University)
Paulette J. Christopher (University of New Mexico)	Brian Kangas (University of Florida)
Kimberly Clausen (Southern Illinois University-Carbondale)	Claire Keogh (National University of Ireland, Maynooth)
Christine A. Conelea (University of Wisconsin, Milwaukee)	Karen Kloezezan (University of Hawaii at Manoa)
Joslyn Cynkus (Georgia State University)	Mandy Kubo (Pennsylvania State University)
Tonya Davis (The University of Texas at Austin)	Michelle Lamancusa (University of North Texas)
Berenice de la Cruz (The University of Texas at Austin)	Paul Langthorne (Tizard Centre, University of Kent)
Florence D. DiGennaro (Syracuse University)	May Lee (University of Manitoba)
Courtney Dillion (Western Michigan University)	Celia Lie (University of Otago)
Amy Drayton (Eastern Michigan University)	Hui Ling Loh (Western Michigan University)
Erick Dubuque (University of Nevada, Reno)	Alicia MacAleese (University of Nevada, Reno)
Lisa Dunn (Northeastern University)	Susan Makdisi (Western Michigan University)
Chaturi Edrisinha (The University of Texas at Austin)	Julie Marusich (University of Florida)
Mirari Elcoro (West Virginia University)	Michael May (Vanderbilt University)
Sarah A. Fairbanks (University of Connecticut)	Elizabeth McKenney (University of Florida)
Daniela Fazzio (University of Manitoba)	Laura Meunier (Northeastern University)
Daniel Fienup (Illinois State University)	Taketo Nakao (University of Florida)
Mitch Fryling (University of Nevada, Reno)	Sarah O'Connor (National University of Ireland, Maynooth)
Amber Gear (University of Alberta)	Kanako Otsui (Kwansei Gakuin University)
Irene M. Glenn (University of Florida)	Matthew Parker (University of Southampton)
Heidi Graff (George Mason University)	Mary Plummer (University of Washington)
	Matthew Porritt (Western Michigan University)

Kristin Purington (St. Cloud State University)

Bethany Raiff (University of Florida)

Derek D. Reed (Syracuse University)

Jennifer Resetar (Louisiana State University)

Joseph V. Richardson (University of Wisconsin, Milwaukee)

Valerie Rogers (University of Nevada, Reno)

Geraldine Scanlon (National University of Ireland, Maynooth)

Kristin Schirmer (Antioch University)

Gabriel Schnerch (University of Manitoba)

Siggi Sigurdsson (Western Michigan University)

Kimberly Sloman (University of Florida)

Sinead Smyth (National University of Ireland, Maynooth)

Marisa Snow (Florida State University)

Sara Spevack (University of Manitoba)

Alexia Stack (University of British Columbia)

Takayuki Tanno (Keio University)

Danielle Tittelbach (Queens College and the Graduate Center, City University of New York)

Jessica Tomasi (Florida State University)

David Trejo (University of Wisconsin, Milwaukee)

Kristofer van Herp (Simmons College)

Aynsley Verbeke (University of Manitoba)

Valerie M. Volkert (Louisiana State University)

Katherine M. Wamhoff (The University of Texas at Austin)

Sallie Weaver (Florida State University)

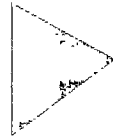
Kashunda Williams (Louisiana State University)

Rhonda Wizniak (University of Alberta)

Alisha Wray (University of New Mexico)

Rachelle L. Yankelevitz (University of Florida)

# START



## Service to Apply, Recruit & Train

On-site in the Southwest Exhibit Hall (Lower Level)

Providing on-site interviews, on-line jobs, resumes, and information on internships and graduate training programs in behavior analysis,

Post your resume or job description at

**[www.abainternational.org/start](http://www.abainternational.org/start)**

Inquiries may be made to [mail@abainternational.org](mailto:mail@abainternational.org)

# ABA 2006 Convention and Workshop Registration Form

Mail form and payment to: ABA, 1219 South Park Street, Kalamazoo, MI 49001  
Telephone: (269) 492-9310. Fax: (269) 492-9316

## Personal Information

NAME (Last, first, middle initial)

**Fill out the following information ONLY if changed:**

PREFERRED MAILING ADDRESS (for all ABA mailings)

PREFERRED MAILING ADDRESS 2

CITY, STATE, COUNTRY, POSTAL/ZIP CODE

WORK TELEPHONE # (please include area and/or country codes)

HOME TELEPHONE # (please include area and/or country codes)

FAX # (Include area and/or country codes) ☐ Home  
☐ Work

E-MAIL

## Convention Name Badge

Print your name as you would like it on your badge

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

## Continuing Education

Will you be attending convention events to earn BACB credits?

☐ Yes ☐ No

**Certificant #:** \_\_\_\_\_

## Method of Payment

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

☐ Amex ☐ MasterCard ☐ Visa ☐ Discover

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

Name as it appears on your card

Card Number

Expiration Date

Signature

**Pre-registration will end May 10, 2006. No registration forms received by the ABA office after this date will be processed. On-site registration will open at 5:00 pm Thursday, May 25.**

**To register for the convention at the member rates, you must be a member for the 2006 calendar year. If you do not wish to renew your membership for 2006, you must register as a non-member. All presenters and authors must register for the convention.**

## Registration for the Entire Convention

(Saturday 5/27 – Tuesday 5/30) **Circle** your membership category from the list below.

Fill in the appropriate amount: \$ \_\_\_\_\_

Category	Until 5/10	On Site
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$132	<input type="checkbox"/> \$152
Emeritus and Student	<input type="checkbox"/> \$66	<input type="checkbox"/> \$176
Chapter-Adjunct	<input type="checkbox"/> \$165	<input type="checkbox"/> \$185
Non-member	<input type="checkbox"/> \$287	<input type="checkbox"/> \$307

## One-Day Registration

**Circle day(s) attending:**

Saturday 5/27                      Sunday 5/28

Monday 5/29                      Tuesday 5/30

**Circle** your membership category from the list below and fill in the appropriate amount (fee X # of days):  
\$ \_\_\_\_\_

Category	Until 5/10	After 3/10*
Sustaining, Supporting Full or Affiliate	<input type="checkbox"/> \$66	<input type="checkbox"/> \$76
Emeritus and Student	<input type="checkbox"/> \$66	<input type="checkbox"/> \$76
Chapter-Adjunct	<input type="checkbox"/> \$85	<input type="checkbox"/> \$95
Non-member	<input type="checkbox"/> \$109	<input type="checkbox"/> \$119

## Workshop Registration

CE credit is \$10 per credit hour. Not all workshops are available for APA and BACB CE. Review workshops on pages 28 – 97 or online at [www.abainternational.org/convention/workshops.aspx](http://www.abainternational.org/convention/workshops.aspx).

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_  
CE for ☐ APA ☐ BACB (check one or both)

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_  
CE for ☐ APA ☐ BACB (check one or both)

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_  
CE for ☐ APA ☐ BACB (check one or both)

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_  
CE for ☐ APA ☐ BACB (check one or both)

**Total Workshop Payment**..... \$ \_\_\_\_\_

**Donation to Support Student Presenters**..... \$ \_\_\_\_\_

**Total Payment Enclosed**..... \$ \_\_\_\_\_

**\*On-site Registration:** All Student, Emeritus, and one-day registration fees will increase by \$10. Affiliate, chapter-adjunct, full, sustaining, and supporting and non-member registration fees for the entire convention will increase by \$20 on-site.

**Cancellations:** A \$25 processing fee will be charged for registration refunds up to May 2, 2006. After May 2, no refunds will be granted.

# 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'. These countries include: **Austria, Belgium, Bermuda, Cayman Islands, Denmark, Finland, Guam, Iceland, Ireland, Japan, Netherlands, Norway, Sweden, Switzerland, United Kingdom, and the United States.**

Category B fees are for members in countries with income per capita between 50% and 75% of the US'. These countries include: **Australia, Canada, France, Germany, Hong Kong, Italy, Singapore, and Spain.** Members in Category B will receive a 25% discount on membership dues.

Category C fees are for members in countries with income per capita between 25% and 50% of the US'. These countries include: **Bahrain, Cyprus, Greece, Israel, Kuwait, New Zealand, Portugal, Qatar, Saudi Arabia, South Korea, and United Arab Emirates.** Members in Category C will receive a 40% discount on membership dues.

Category D fees are for members in countries with income per capita <25% of the US'. These countries include: **Argentina, Bangladesh, Brazil, Chile, China, Colombia, Costa Rica, Georgia, India, Jordan, Malaysia, Mexico, Nigeria, Paraguay, Peru, Philippines, Poland, Russia, South Africa, Taiwan, Turkey, and Venezuela.** Members in Category D will receive a 60% discount on membership dues.

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 World Bank Group, 2004. Source data is available on the Web <http://www.worldbank.org/data/quickreference/quickref.html> 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](mailto:mail@abainternational.org) or by fax at (269) 492-9316.

## **Affiliate Members**

Affiliate status is designed for persons who have an interest in behavior analysis or have completed undergraduate credit, but do not meet Full member requirements. Affiliate membership dues

help to support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. (Affiliate members may also qualify for supporting, sustaining, or emeritus affiliate categories.) **Benefits:** Reduced convention registration fees and subscriptions to the *ABA Newsletter* and *The Behavior Analyst*. **Requirement:** Send a letter of recommendation from a full member of ABA when applying for this status for the first time.

**Emeritus Affiliate Members** - Emeritus Affiliate status is designed for persons who are over the age of 65 or retired but do not have voting rights. **Requirement:** Send verification of retirement status or age when applying for this status for the first time.

**Supporting & Sustaining Affiliate Members** - Through increased membership dues, Sustaining and Supporting Affiliate members provide additional support to encourage the involvement of undergraduate and graduate students in the science and practice of behavior analysis. **Additional Benefit:** Citation in the *ABA Newsletter* and the Convention Program Book.

## **Full Members**

Full members are eligible to vote on ABA business matters and to participate in the nomination and election of officers. Full member dues help to support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. (Full members may also qualify for supporting, sustaining, or emeritus full categories.) **Benefits:** Reduced convention registration fees and subscriptions to the *ABA Newsletter* and *The Behavior Analyst*. **Requirements:** 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.

**Emeritus Full Members** - Emeritus Full status is designed for persons who have been approved for full membership status and are over the age of 65 or retired. **Requirement:** Send verification of retirement status or age when applying for this status for the first time.

**Supporting and Sustaining Full Members** - Through increased membership dues, Sustaining and Supporting Full members provide additional support to encourage the involvement of undergraduate and graduate students in the science and practice of behavior analysis. **Additional Benefit:** Citation in the *ABA Newsletter* and the Convention Program Book.

## 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 2006 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>

### Full Member Status Determination

First time applicants for full, supporting full, or sustaining full 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. This means that you should (a) describe the specific topics or activities involved in the experience, (b) give the name of the organization in which the experience occurred, (c) indicate when it took place, and (d) give the name of the person who did the supervising. Also provide a little information about the qualifications of the supervisor (academic degree in a relevant field, BCBA

certification, or other. Please be sure that you deal with points (a) through (d) as listed above.

Name of supervisor: \_\_\_\_\_

Organization in which supervised experience occurred: \_\_\_\_\_

If you have not had a project, thesis, or dissertation in behavior analysis, you may still qualify for full membership, depending on the nature of your supervised experience in behavior analysis, as in the paragraph below:

- ☐ 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. This means that you should (a) describe the specific topics or activities involved in the experience, (b) give the name of the organization in which the experience occurred, (c) indicate when it took place, and (d) give the name of the person who did the supervising. Also provide a little information about the qualifications of the supervisor (academic degree in a relevant field, BCBA certification, or other. Please be sure that you deal with points (a) through (d) as listed above.

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 2006 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	\$280	\$812	\$210	\$609	\$168	\$487	\$112	\$325
Supporting Affiliate								
Supporting Full	\$152	\$441	\$114	\$331	\$91	\$265	\$61	\$176
Affiliate or Full	\$115	\$333	\$86	\$249	\$69	\$200	\$46	\$133
Chapter-Adjunct	\$45	\$131	\$41	\$119	\$41	\$119	\$41	\$119
Emeritus	\$45	\$131	\$41	\$119	\$41	\$119	\$41	\$119
Student	\$45	NA	\$41	NA	\$41	NA	\$41	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 **Australia, Canada, France, Germany, Hong Kong, Italy, Singapore, and Spain**

Category C: For countries with income per capita of 25%-50% of the US, including **Bahrain, Cyprus, Greece, Israel, Kuwait, New Zealand, Portugal, Qatar, Saudi Arabia, South Korea, and United Arab Emirates**

Category D: For countries with income per capita of <25% of the US, including **Argentina, Bangladesh, Brazil, Chile, China, Colombia, Costa Rica, Georgia, India, Jordan, Malaysia, Mexico, Nigeria, Paraguay, Peru, Philippines, Poland, Russia, South Africa, Taiwan, 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: \_\_\_\_\_

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# Society for the Advancement of Behavior Analysis

The Society for the Advancement of Behavior Analysis (SABA) was chartered

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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*

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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*

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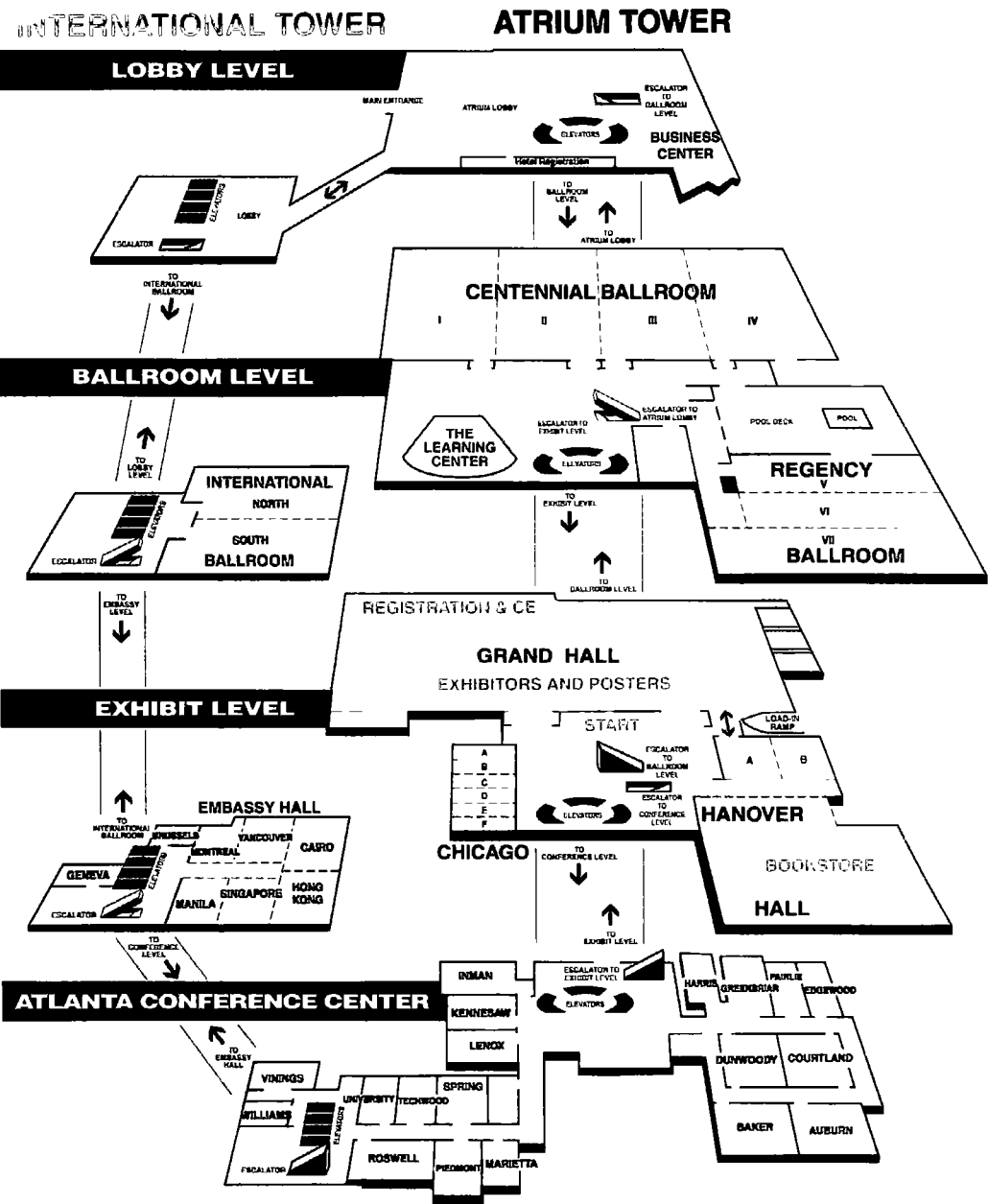
Personal Planner

	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					
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7:00 PM					
7:30 PM					
8:00 PM					
8:30 PM					
9:00 PM					
Evening					

# Hyatt Regency Atlanta Meeting Space

Please note that the meeting space is split between two separate elevator towers, the **INTERNATIONAL TOWER** and **ATRIUM TOWER**. The International Tower meeting space is shown in the diagram below in green. Access to both elevator towers is only available from the Lobby and Atlanta Conference Center levels.

For example: in order to get from the Centennial Ballroom (Ballroom level) to the International Ballroom, one must go back up to the Lobby Level to access the International tower elevators.



11.  $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

[illegible]

10.  $\frac{1}{2} \log \frac{1}{2} = -0.5$

1  
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