



ABA SAN DIEGO

ASSOCIATION FOR BEHAVIOR ANALYSIS

2007

CONVENTION

ASSOCIATION FOR BEHAVIOR ANALYSIS
INTERNATIONAL
33RD ANNUAL MEETING

ABA SAN DIEGO

CONVENTION PROGRAM

2007
MATT SAN



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ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL
ABA SAN DIEGO 2007

**FRIDAY, MAY 25 through
TUESDAY, MAY 29, 2007**

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.

Association for Behavior Analysis
1219 S. Park St.
Kalamazoo MI 49001

Acknowledgements

Program Board Coordinator

Janet S. Twyman, Ph.D. (Headsprout)

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 International)

CE Coordination for BACB

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

Area Coordinators

Autism: Jack Scott (Florida Atlantic University) and William H. Ahearn (New England Center for Children)

Behavioral Pharmacology: John M. Roll (Washington State University) and Jesse Dallery (University of Florida)

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Education: Timothy A. Slocum (Utah State University) and Ronnie Detrich (Wing Institute)

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

Organizational Behavior Management: Timothy D. Ludwig (Appalachian State University) and Alicia M. Alvero (Queens College, City University of New York)

Teaching Behavior Analysis: Pamela G. Osnes (Behavior Analysts, Inc.) and Denise E. Ross (Teachers College, Columbia University)

Theoretical, Philosophical, and Conceptual Issues: David C. Palmer (Smith College) and Sam Leigland (Gonzaga University)

Verbal Behavior: William F. Potter (California State University, Stanislaus) and Matthew Normand (Florida Institute of Technology)

Scheduling & Technical Support

Waleed Al-Baloushi, Lotfi Ben Othmane, Astha Chouhan, and Amanda Wright (Association for Behavior Analysis International)

Graphic Design & Layout

Tricia Hennessy, Art Direction; Paul Sizer, Production Manager; Melanie Whetstone, Kasey Moore, Tyler Johnson, Carl Faraon, and Amy Elberling, Design (Design Center, Western Michigan University)

Convention Assistance

Margaret Eisele, Lydia Fink-Cox, Mynti Hossain, Jessica Miller, Lucy Rivas, Joseph Romeo, Majda Seuss, Nancy Wood, and Michelle Van Wagner, Laraine Vesel, and Rebecca Viau (Association for Behavior Analysis)

ABA Convention Presenters

This program contains the contributions of 3,107 participants from 24 countries. Thanks to their work, ABA is able to offer a program with 102 workshops, 90 paper sessions (including 266 papers), 219 symposia, 41 panel discussions, 730 posters, 98 Expo posters, 50 business meetings, 16 reunions/receptions, 44 invited presentations and tutorials, and 20 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 2007 convention program. Special thanks to the Program Committee and the ABA staff for their dedication and quality work.

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About the Association for Behavior Analysis International

Purpose

The Association for Behavior Analysis International (ABA) is dedicated to promoting the experimental, theoretical, and applied analysis 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 60 affiliated chapters located around the world, and organizes an annual convention and specialized conferences. ABA publishes two scholarly journals, distributes a newsletter three times a year, provides support for continuing education credits, accredits behavioral programs, and provides job placement services for behavior analysts..

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 5,000 members, including members from 40 countries. Membership information and applications are provided on page 362.

ABA Diversity Policy

The Association for Behavior Analysis International 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 (2005-2008)

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

President-Elect (2006-2009)

Janet S. Twyman, Ph.D. (Headsprout)

Past President (2004-2007)

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

Applied Representative (2006-2009)

Raymond G. Miltenberger, Ph.D. (University of South Florida)

International Representative (2005-2008)

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

At-Large Representative (2006-2009)

Patrick C. Friman, Ph.D. (Father Flanagan's Girls and Boys' Town)

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 (2004-2007)

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

Student Representative (2005-2008)

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

Student Representative-Elect (2006-2009)

Corina Jiménez-Gómez (Utah State University)

Executive Director/Secretary-Treasurer (1993-Present)

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

Schedule and Program Book Information

Friday, May 26

8:00 AM – 5:00 PM SQAB*

Friday, May 25

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

Saturday, May 26

8:00 AM – 12:00 PM SQAB
8:00 AM – 11:00 AM Workshops
9:30 AM – 11:20 AM Newcomer's Mtg
11:30 AM – 1:00 PM Opening Event
1:00 PM – 4:50 PM Sessions
5:00 PM – 6:00 PM Pres. Scholar
6:00 PM – 7:30 PM Poster Sessions
7:30 PM – 8:20 PM Business Meetings
8:30 PM – 10:20 PM Reunions
10:30 PM – 12:30 AM Behavioral Bash

Sunday, May 27

7:00 AM – 7:50 AM HSF** Activity
8:00 AM – 8:50 AM Business Meetings
9:00 AM – 11:50 AM Sessions
12:00 PM – 1:30 PM Poster Sessions
1:30 PM – 5:20 PM Sessions
5:30 PM – 7:00 PM Poster Sessions
7:00 PM – 7:50 PM Business Meetings
8:00 PM – 9:50 PM Reunions
10:00 PM – 12:00 AM ABA Expo

Monday, May 28

7:00 AM – 7:50 AM HSF Activity
8:00 AM – 8:50 AM Business Meetings
9:00 AM – 11:50 AM Sessions
12:00 PM – 1:30 PM Poster Sessions
1:30 PM – 4:50 PM Sessions
5:00 PM – 6:00 PM Pres. Address
6:00 PM – 7:30 PM Poster Sessions
7:30 PM – 8:20 PM Business Meetings
8:30 PM – 10:20 PM Reunions
10:30 PM – 1:00 AM ABA Social

Tuesday, May 29

8:00 AM – 8:50 AM Business Meetings
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 2007 convention includes 13 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.

*Society for the Quantitative Analyses of Behavior

** Health, Sport, and Fitness

On-Line Scheduling Option

Use ABA's on-line scheduling option to make sure you don't miss an important session in San Diego! To create a personalized convention schedule, visit the ABA International Web site (www.abainternational.org) and log into the ABA Portal with your user name and password. Then access the on-line convention program. If a session interests you, simply click "Add to Schedule" to seamlessly move the session to your personal schedule.

When you are done, review your schedule. From there, you can add personal events or meetings. For example, if you need to attend a closed business meeting, schedule an employment interview, or reserve time for a business dinner, you may enter the date, time, and description of the event and add it to your schedule.

Events that overlap – whether scheduled convention sessions or your personal events – will be highlighted on the schedule to indicate that there is a time conflict. Once your personal schedule is finalized, print it and carry it with you during the convention.

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.

Convention and Workshop Registration

General Information

On-site and Pre-registration are located on the Second Level of the hotel in the Elizabeth Foyer. 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 24	5 PM – 8 PM
Friday, May 25	7 AM – 7 PM
Saturday, May 26	7 AM – 7 PM
Sunday, May 27	8 AM – 7 PM
Monday, May 28	8 AM – 7 PM
Tuesday, May 29	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.

Convention Registration

All pre-registration forms and fees must reach the ABA office by May 1, 2007. On-line registration will be closed at 8:00 AM Eastern Standard Time on May 1st. ***ABA will not be able to process pre-registration documents received in the office after this date. Those wishing to register after May 1st 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 1, 2007 may pick up their convention packets at the **Pre-registration Counter** in the Elizabeth Foyer on the Second Level of the hotel.

Cancellations and Refunds

You may cancel convention or workshop registration prior to May 1, 2007, 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 1st 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 Web site: www.abainternational.org/start/jobs.aspx. The START desk is located in the Elizabeth Foyer on the Second Level of the hotel.

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 361.

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 Elizabeth Foyer on the Second Level of the hotel.

Ethics

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

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)

Continuing Education

ABA provides educational opportunities for behavior analysts and psychologists 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 Certified Behavior Analysts

ABA is approved by the Behavior Analyst Certification Board (BACB) to offer Type 2 continuing education 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 when registering or 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 Elizabeth Foyer on the Second Level of the hotel. These packets will include:

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

To receive BACB CE for convention events, attendees must:

- Pick up a CE packet (Sign-in and out sheets, evaluation form, job aid) from the On-Site convention registration desk.
- Attend the entire event.
- Sign in and out of the event with the volunteer located near the door of the room. Volunteers are unable to sign sheets for attendees entering over 5 minutes late or leaving more than 5 minutes early.
- Complete and return the evaluation form.

- Provide a BACB certificant number.
- Pay the credit fee of \$10/credit hour. (\$10 for 50-minute events and \$15 for 80-minute events.) Payment for CE earned during the convention cannot be made prior to attending events, but should be made only upon completion of your attendance to events.

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.**

Continuing Education Certificates

Certificates of attendance for continuing education credits will be e-mailed to attendees who have purchased credits by June 15th.

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

Other Continuing Education

Please note that ABA International is an approved provider of the American Psychological Organization and the Behavior Analyst Certification Board. Individuals needing continuing education for **other** certification or licensure should verify with their relevant agencies if they can earn CE at the ABA convention prior to purchasing CE.

ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL
4TH INTERNATIONAL ABA CONFERENCE

HILTON SYDNEY
SYDNEY, AUSTRALIA

SYDNEY 2007
AUGUST 12-14

AUGUST ULTRA



Association for Behavior Analysis
International

ABA International Accredited Graduate Programs

The purpose of ABA International's accreditation process is to promote excellence in graduate programs in behavior analysis, and to provide evaluation of them as a service to the public, the profession, and prospective students. A minimum set of standards for accreditation of programs at both the Master's and the doctoral level are used to assess the quality of a program.

The following programs have been accredited by ABA International. Visit the **ABA Expo** to learn more about many of these programs.

California State University, Stanislaus ♦ www.csustan.edu

M.S. in Psychology/emphasis in Behavior Analysis ♦ Dept. of Psychology

Ohio State University ♦ www.osu.edu

M.A. & Ph.D. in Applied Behavior Analysis ♦ Dept. of Education Services & Research

**Queens College & Graduate Center of City University of New York
www.qc.cuny.edu**

Ph.D. in Learning Processes Doctoral Subprogram ♦ Dept. of Psychology

St. Cloud State University ♦ www.stcloudstate.edu

M.S. in Behavior Analysis ♦ Dept. of Applied Psychology

Simmons College ♦ www.simmons.edu

M.S.Ed. in Behavioral Education ♦ Dept. of Special Education

Southern Illinois University ♦ www.siu.edu

M.S. in Behavior Analysis and Therapy ♦ Rehabilitation Institute

University of Kansas ♦ www.ku.edu

Ph.D. in Behavior Analysis ♦ Dept. of Applied Behavioral Science

University of Maryland, Baltimore County ♦ www.umbc.edu

M.A. in Applied Behavior Analysis ♦ Human Services Psychology Program/Dept. of Psychology

University of Nevada Reno ♦ www.unr.edu

Ph.D. & 2 M.A. programs in Behavior Analysis ♦ Psychology Dept.

University of North Texas ♦ www.unt.edu

M.S. in Behavior Analysis ♦ Dept. of Behavior Analysis

West Virginia University ♦ www.wvu.edu

Ph.D. in Psychology/specialization in Behavior Analysis ♦ Psychology Dept.

Western Michigan University ♦ www.wmich.edu

M.S. & Ph.D. programs in Behavior Analysis ♦ Dept. of Psychology

Exhibitors and Organizational Members

Be sure to visit the ABA Exhibit at the convention! ABA exhibitors will be located in the **Manchester Ballroom** on the Second Level of the Manchester Grand Hyatt.

Exhibit Hours:

Friday, May 25	5:30 PM – 7:00 PM
Saturday, May 26	10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Sunday, May 27	10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Monday, May 28	10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Tuesday, May 29	10:00 AM – 12:00 PM

Following are descriptions of some of the 2007 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 the ABA office at (269) 492-9310.

Accelerations Educational Software

1225 Laurel Street
Columbia, SC 29201
803-233-0541
ddouglas@dttrainer.com
<http://www.dttrainer.com>
Booth Number: 311

The DT Trainer is a large product with 139 content programs and hundreds of reinforcers/games. It provides direct instruction and assessments for students. It is a highly configurable program for students. Each student has their own individualized program specifically designed for them by a teacher or parent. It teaches students how to become independent thinkers and learners by using verbal feedback to their responses.

ACES Angels Inc.

3731 Sixth Ave., Ste. 100
San Diego, CA 92103
619-278-0884
nluke@acesangels.com
<http://www.acesangels.com>
Booth Number: 409

The ACES team of specialists is dedicated to promoting independence, communication, and social skills of children of all ages with autism and other developmental disabilities. We offer a variety of educational services in the home, school, and community, as well as at the accredited ACES school located at ACES headquarters in San Diego, California. With offices in San Diego, Orange County, Los Angeles, San Francisco, Central Valley, ACES serves California with a highly trained team of specialists in the psychology, medical and education fields.

START ▶ ACES seeks qualified individuals including behavior interventionists, analysts, therapists, and management. We offer competitive salaries and comprehensive benefit packages. We at ACES always look for dedicated team players with a shared passion and commitment to excellence.

(AI)2, Inc.

1400 Bonnie Burn Cir
Winter Park, FL 32789
407-234-0045
rdray@rollins.edu
<http://www.AI2inc.com>
Booth Number: 514

(AI)2, Inc. offers cutting-edge educational and training software for college courseware, laboratory simulations, and behavioral-services staff training. Products include 1) MediaMatrix—artificially intelligent on-line delivery engine for textbook content, adaptive tutorials, and mastery certification; 2) CyberRat—digital-video virtual reality simulator for operant response shaping, schedule effects, and stimulus discrimination; and 3) Train-to-Code—adaptive expert system for training observational coding and behavioral intervention.

Applied Behavior Consultants

ABA

4540 Harlin Dr
Sacramento, CA 95826
916-364-7800
jmorrow223@aol.com
<http://www.abcreal.com>
Booth Number: 204

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 seeking a clinical administrator, doctoral level. Additionally, we have openings for BCBA's or BCABA's 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

805 Lincoln
Eugene, OR 97401
800-995-2464
brywick@adihome.org
<http://www.adihome.org>
Booth Number: 414

For over 35 years, Direct Instruction has been the leading curriculum that integrates behavior analysis into its design. 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 and distribution of materials. (www.adihome.org).

Autism Spectrum Therapies

ABA

6001 Bristol Parkway Ste 200
Culver City, CA 90232
310-641-1100
rmlko@autismtherapies.com
<http://www.autismtherapies.com>
Booth Number: 313, 315

Autism Spectrum Therapies (AST) 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.

Bancroft NeuroHealth

425 Kings Highway East
P.O. Box 20 Hopkins Lane
Haddonfield, NJ 08033
800-774-5516
inquiry@bnh.org
<http://www.bancroftneurohealth.org>
Booth Number: 506

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>
Booth Number: 305

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 for additional information.

Behavior Analysts, Inc.

1941 Oak Park Blvd, Suite 30
Pleasant Hill, CA 94523
925-210-0436
borrero@behavioranalysts.com
<http://www.behavioranalysts.com>
Booth Number: 612, 614

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 – Revised (ABLLS-R) (Partington, 2006) is used as the pivotal assessment tool throughout all services provided by the company.

Behavior Development Solutions

80 Paper Mill Rd.
Woodbury, CT 06798
203-263-0892
serversol@aol.com
<http://www.behaviordevelopmentsolutions.com>
Booth Number: 404

Behavior Development Solutions (BDS) 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 abreast with current research and practice. Also new is a service to develop customized software to meet the training needs of your organization or students. For more information, see behaviordevelopmentsolutions.com.

Behavior Tech Solutions, Inc.

16430 Ventura Blvd St 107
Encino, CA 91436
818-788-2100

rsloan@behaviortech.net
<http://www.behaviortechsolutions.net>
Booth Number: 214

We offer web-based behavior assessment and RTI tracking programs. Rapid Screener, a functionally-based social-emotional assessment tool, gathers data from multiple raters who have student/client contact across settings, saving clinicians hours in data analysis. As a result, team meetings/parent consultations yield more focused behavior interventions. Progress Communicator collects behavioral data from the perspective of the rater(s) logging in and optionally sends results to parents/professionals in real-time.

Center for Autism and Related Disorders, Inc.

ABA

19019 Ventura Blvd Ste 300
Tarzana, CA 91356
818-345-2345

employment@centerforautism.com
<http://www.centerforautism.com>
Booth Number: 408

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

START ▶ CARD (The Center for Autism and Related Disorders) 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 ongoing Research and Development projects for which our team can use new members. Contact us today at: (818) 345-2345.

The Columbus Organization

ABA

1012 West Ninth Ave
King of Prussia, PA 19406
800-229-5116

recruit@columbusorg.com
<http://www.columbusorg.com>
Booth Number: 309

Since 1984, Columbus has partnered with more than 44 states. Columbus is the nation's leading provider of onsite professional staffing, focusing exclusively on agencies that service individuals with special needs. Columbus' national reputation has been built on an outcome-oriented approach, coupled with a commitment to support all of our employees, to insure their success.

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

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

CPH & Associates

711 S. Dearborn
Suite 205
Chicago, IL 60605
312-875-1911
info@cphins.com
<http://www.cphins.com>
Booth Number: 107

CPH & Associates protects your livelihood with our Occurrence Coverage Professional liability insurance, for BCBA's and BCABA's. Our exceptional program is rated A+ for financial stability and customer service is impeccable, offering our policy-holders free risk management resources, extended weekday and Saturday hours, and easy-to-use Website where you can apply, renew, look up policy documents and more. Visit us at www.cphins.com or at our booth.

Elwyn

111 Elwyn Rd.
Elwyn, Pennsylvania 19063-4699
610-891-2313
brenda_finucane@elwyn.org
<http://www.elwyn.org/genetic.html>
Booth Number: 306

Elwyn is a nationally-recognized leader in genetics research and education, specializing in the practical implications of genetic disorders in people with developmental and behavioral disabilities. Come learn about our training and consulting services for people with fragile X, Angelman, Smith-Magenis, Prader-Willi and other genetic syndromes. Visit www.elwyn.org/genetics.html. Fill out a survey at our booth for a chance to win a valuable raffle prize!

Enetik LLC

1360 Clifton Ave. #185
Clifton, New Jersey 07012-1343
201-298-1614
ABAAccelerator@enetik.com
www.enetik.com
Booth Number: 205

ABA Accelerator is dynamic, Web-based software designed to teach your child a multitude of language skills through tacting and fluency programs. Utilizing some of the most effective presentation techniques, this customizable, personalizable software is designed to increase skill generalization. Plus it records and displays data! Never a need to upgrade your software—available anywhere with an internet connection. For use by parents and practitioners.

Girls and Boys Town National Resource and Training

14100 Crawford St.
Boys Town, Nebraska 68010
800-545-5771
nrtcmarketing@girlsandboystown.org
<http://www.girlsandboystown.org/nrtc>
Booth Number: 105

The Girls and Boys Town National Resource and Training Center provides professional services to organizations worldwide in the fields of child and family services, behavioral health and education. In 2006, nearly one million children and families received help through outreach and training programs.

From school safety and reading programs to parent education and family intervention programs, we assess, develop, and implement programs for youth-care professionals.

HTA of New York

1053 Saw Mill River Road
Ardasley, New York 10502
914-674-0733 ext. 209
amy.wylan@sunh.com
<http://www.HTAofNewYork.com>
Booth Number: 307

HTA of New York offers rehabilitative, educational and social service programs in the New York area. Known for our commitment to quality, HTA recruits and places trained practitioners with children and adults in community, educational, and facility settings. We are dedicated to matching the right providers with those needing our services and pride ourselves on our responsiveness to families, our therapists, and special educators.

START ▶ HTA of New York values the quality of our service providers. Clinical support for quality assurance and improvement is available in the form of direct observations, opportunities for feedback discussions, standardizing protocols and regular workshops provided by qualified personnel. HTA is currently offering tuition-assistance and internship opportunities for eligible providers to become Board Certified Behavior Analysts (BCBA). We also anticipate upcoming clinical fellowship opportunities for graduates of speech/language pathology programs. All HTA of New York independent contractors must be licensed and/or certified by the New York State Education Department in their respective professions. Please send your resume to our Recruitment Manager Amy Wylan via e-mail at amy.wylan@sunh.com or call 914-674-0733 for further information.

IABA

5777 W. Century Bl. # 675
Los Angeles, California 90045
310-649-0499
jobs@iaba.com
<http://www.iaba.com>
Booth Number: 604

IABA, a leader in the field of non-aversive behavior management, provides a variety of services to individuals with developmental disabilities. We have full and part time positions available throughout Southern California, and in Northern California locations such as Hayward and Napa Valley. All employees receive competency-based training, excellent benefits for fulltime. For more info visit www.iaba.com. IABA is an equal opportunity employer.

START ▶ Full/part-time opportunities. Most positions require AA or BA degree in a related field, and at least a year of related experience. See www.iaba.com for more details.

Community Support Companion

One year training and experience in providing services to individuals with developmental and/or physical disabilities. Help people develop necessary independent living skills.

Employment Specialist

Support individuals at place of employment and in the community.

Behavior Respite Companion

Respite behavior support in home for children with behavior challenges. Provide companionship, supervise and monitor individuals.

Behavior Support Companion

One year training and experience in providing companion services in an educational setting to individuals with developmental and/or physical disabilities. Provide non-aversive behavior management.

Instructional Companion

Training and/or education in implementing one-to-one discrete trial instruction.

The Institute of Professional Practice, Inc.



PO Box 1249
Montpelier, Vermont 050601-1249
802-229-9515
kkelly@ippi.org
<http://www.ippi.org>
Booth Number: 115

The Institute is an innovative, multi-state non-profit provider of residential, day, and educational services to people with disabilities and autism spectrum disorder. Established in the early 1980s, The Institute has an extensive history of providing evidenced-based, effective treatments to people of all ages and diagnoses. Our breadth of services and academic program in ABA provide many opportunities for those seeking professional experiences and advancement.

Judge Rotenberg Center



250 Turnpike Street
Canton, Massachusetts 02021-2341
781-828-2202
m.ferns@judgerc.org
<http://www.judgerc.org>
Booth Number: 505, 507

Judge Rotenberg Center is a residential special needs school in Canton, Massachusetts serving 235 students with a wide variety of behavior disorders. We have a near-zero rejection policy and use no or minimal psychotropic medication. We operate a highly consistent program based on radical Skinnerian behaviorism, in which rewards and educational procedures are tried first. If those procedures are insufficiently effective, we use supplemental aversives.

START ▶ The Judge Rotenberg Educational Center is a highly structured residential special needs program located within commuting distance of Boston and Providence that serves children, adolescents and adults presenting a wide array of challenging behaviors, including autism and/or conduct/psychiatric disorders. JRC's program involves consistent application of a wide range of effective behavioral principles to education and treatment. JRC serves 235 students who live in 49 community residences. Each clinician oversees the behavioral treatment of a caseload of students. Looking for full-time clinicians who are committed to using or learning the behavioral model. Salaries are open, depending on experience. Negotiable hours, excellent benefits, and happy, motivated environment. Send resume: m.nichols@judgerc.org or M. Nichols, JRC, 240 Turnpike Street, Canton, MA 02021; fax 781-828-7547.

Kinark Child and Family Services

500 Hood Road, Suite 200
Markham, Ontario L3R 9Z3
Canada
905-474-9595
margo.wilson@kinark.on.ca
<http://www.kinark.on.ca>
Booth Number: 513, 515

Kinark Child and Family Services is an accredited children's mental health centre providing services to children and their families throughout Ontario, Canada. Kinark administers the Central East Autism program. This year we are joining you at the conference as part of our recruitment initiative and to demonstrate our client information tracking system. We are looking forward to meeting you!



Clinical Supervisor/Trainer Positions

(Applied Behavioral Analysis/Intensive Behavioral Intervention)

Kinark has created an opportunity for something different: New positions reporting to the clinical director combining clinical responsibilities with the delivery of training to staff, partner agencies, and parents.

Successful candidates will have a Master's degree or Ph.D. level education in psychology and be willing to register with the College of Psychologists of Ontario. A minimum of three years'

experience in applied behavioral intervention approaches for the treatment of children with autism spectrum disorder is required.

To be considered for an interview, contact us at our booth or through START. Remember to include a contact number either at your hotel or your cell phone number.

Liberty Healthcare Corporation

401 E. City Line Ave
Suite 820
Bala Cynwyd, PA 19004
610-668-8800
carolw@libertyhealth.com
<http://www.libertyhealthcare.com>
Booth Number: 308

Liberty Healthcare Corporation is a nationally-recognized physician owned Medical Management Corporation with over 30 years of experience. Liberty currently has active contracts in over twenty states nationwide. We pride ourselves in hiring top-notch candidates to work as a team with our highly qualified interdisciplinary professionals. The team's responsibility is to develop and implement functional assessments for individuals with intellectual and developmental disabilities.

START ▶ Liberty Healthcare is seeking BCBA to work in New Jersey. Facility houses adults with intellectual/developmental disabilities. Residents live in cottages that maintain home environment that reflects interests and preferences of individuals who live there. Treatment involves medications and heavy emphasis on behavior modification. Sheltered work activities with equitable wages, diversified work sites provide sense of accomplishment and are vital part of interdisciplinary team approach to treatment. Master's in psychology, applied behavior analysis, or related field, experience working with developmental disabilities. Excellent compensation, comprehensive benefits package; six weeks PTO; 401K, CME allowance. Family friendly workweek. Facility is 30 minutes from the sun/fun of NJ Shores, ½ hour from Philadelphia; 90 minutes from NYC. Carol Wertley 610-668-8800; cell 610-389-7437; carolw@libertyhealth.com EOE

May Institute

ABA

41 Pacella Park Dr
Randolph, MA 02368
781-437-1233
mbrasier@mayinstitute.org
<http://www.mayinstitute.org>
Booth Number: 508, 510

May Institute is a nonprofit organization with a 50-year history of serving individuals with autism and other developmental disabilities, brain injury, mental illness, and behavioral healthcare needs. Recipient of the 2007 SABA Award for Enduring Programmatic Contributions to Behavior Analysis, the Institute serves over 26,000 individuals and their families annually at nearly 200 service locations in the Northeast, Mid-Atlantic, Southeast, Midwest, and the West Coast.

START ▶ May Institute is one of the nation's largest and most respected behavioral healthcare 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.

Melmark

ABA

2600 Wayland Rd
Berwyn, Pennsylvania 19312
610-325-4975
rachelmcuddy@melmark.org
<http://www.melmark.org>
Booth Number: 312, 314

Melmark, a comprehensive multi-service provider of residential, educational, therapeutic, and recreational services for children and adults with developmental disabilities in Pennsylvania, Massachusetts, and New York (in development). Our varied programs promote independence, increased self-awareness, and confidence, while offering participants opportunities to make friends and develop personal interests. Melmark delivers effective research-based services emphasizing personal worth and achievement. Programming occurs in the least restrictive environment possible.

Mobile Thinking, LLC

4019 Goldfinch Street
#115
San Diego, California 92103
619-293-7451
greg@mobilethinking.com
<http://www.mobilethinking.com>
Booth Number: 310

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 PC or use mTrial on your network. You can even collect data in a parent's home and save it to a secure database on your network.

National Autism Center

ABA

41 Pacella Park Dr
Randolph, MA 02368
781-440-0400
mbrasier@nationalautismcenter.org
<http://www.nationalautismcenter.org>
Booth Number: 509

The National Autism Center is dedicated to serving children and adolescents with autism spectrum disorders by supporting effective, evidence-based treatment approaches. The Center promotes best practices and serves as a source of information, training, and services for families, practitioners, and policy-makers. The Center has brought experts together to establish the National Standards Project, which addresses the lack of universally accepted, evidence-based treatment approaches for autism.

The New England Center for Children

ABA

33 Turnpike Rd
Southborough, Massachusetts 01772
508-481-1015
info@necc.org
<http://www.necc.org>
Booth Number: 405, 407

Recipient of the 2005 SABA Award for Enduring Programmatic Contributions to Behavior Analysis, The New England Center for Children (NECC) is a private, non-profit 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.

Noldus Information Technology

1501 Edwards Ferry Rd.
Leesburg, Virginia 20176
703-771-0440
info@noldus.com
http://www.noldus.com
Booth Number: 215

Noldus Information Technology (www.noldus.com) offers computer software and integrated systems for recording and analyzing behavioral observations. Our products include EthoVision (video tracking, motion analysis and behavior recognition) and the ObserverXT (collection and analysis of observational data, live or from video). Please visit Noldus for more detailed information.

Professional Crisis Management Association, Inc.

10273 NW 46 Street
Sunrise, Florida 33351
954-746-0165
pcma@pcma.com
http://www.pcma.com
Booth Number: 209

Professional Crisis Management (PCM) is a system of crisis management used with children, adolescents, and adults who exhibit disruptive, aggressive, and self-injurious behaviors. PCM was developed for use by educators and human services providers whose primary focus is to go beyond the first step in crisis management. PCM, a complete crisis management system, provides successful prevention and intervention with maximum safety, increased dignity, and effectiveness.

Professional Education Resources and Conference Services (PERCS)

345 Fortune Boulevard
Milford, Massachusetts 01757
508-473-3882 ext. 121
mweinberg@percs.info
http://www.percs.info
Booth Number: 406

PERCS is a provider of continuing education via workshops, seminars, institutes, and conferences for professionals from multiple disciplines, including behavior analysts, psychologists, special educators, early intervention specialists, speech therapists, and nurses, among others. PERCS now offers continuing education courses online at www.trainingondemand.tv. PERCS provides an array of conference planning and support services including marketing, arranging venues, speaker travel, conference materials, registration, and financial management.

Rational Networks Corporation

5255 Stevens Creek Blvd. #190
Santa Clara, CA 95051
415-987-0174
raffi@rational-networks.com
http://www.rational-networks.com
Booth Number: 606

Rational Networks Corporation has developed the virtual treatment database (VTD), which is a secure, Web based application used for managing all aspects of treatment programs, collecting and analyzing treatment data and generating reports. Its many features include automated progress analysis, use of program templates to streamline new treatment program construction, as well as flexible data entry tools using PCs, PDAs, and cellular phones.

Southern Behavioral Group

1950 Spectrum Circle
Suite 400
Marietta, Georgia 30067
678-921-2811
mmueller@southernbehavioral.com
<http://www.southernbehavioral.com>
Booth Number: 412

Southern Behavioral Group, Inc. provides consultation services to schools and families in Georgia. We serve the needs of children with autism and developmental disabilities to decrease challenging behavior and increase appropriate verbal behavior, language, social, functional, adaptive, academic skills. Our services are data-based, empirically valid, and based on the most recent research available in the fields of education, behavior analysis, applied behavior analysis, and autism.

START ▶ Southern Behavioral Group is looking for Master's and Ph.D.-level behavior analysts to provide behavioral consultation to schools in the Atlanta Metro area. Applicants should be experienced in FBAs that include functional analysis, intervention development, and behavioral support to individuals with PDDs and developmental disabilities. SBG is also looking for full and part-time direct behavior therapists to serve the Atlanta area, the surrounding suburbs, and the Macon/Warner Robins areas. For all positions, we offer great pay and benefits, flexible work schedules, training by doctoral level behavior analysts, research opportunities, and intensive supervision for job performance improvement and for BCBA/BCABA mentoring experiences. Please direct all inquiries to Dr. Michael Mueller, Ph.D., BCBA, Director of Behavioral Services. 678.921.2811, mmueller@southernbehavioral.com

Spectrum Center

ABA

Spectrum Center
16360 San Pablo Ave
San Pablo, California 94806
510-741-5440
jmedina@esa-education.com
<http://www.spectrumschools.com>
Booth Number: 415

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.

St. Amant

440 River Road
Winnipeg, MB R2M 3Z9
Canada
204-256-4301 ext. 3474
dfazzio@stamant.mb.ca
<http://www.stamant.mb.ca/ABAProgram>
Booth Number: 304

St. Amant is a multi-service resource centre providing services for individuals with developmental disabilities in Winnipeg, Canada. Funded provincially, the ABA Program offers services to children diagnosed with autism spectrum disorders. Services include intensive home-based services to preschool aged children and home and school consultation to school aged children. Our teams are well trained and supervised by a Licensed Psychologist and Board Certified Behavior Analyst.

START ▶ St. Amant is a multi-service resource centre providing services for individuals with developmental disabilities in Winnipeg, Canada. The ABA Program provides intensive behavioral intervention to preschool and school-age children with autism.

We have immediate opportunities for ABA consultants in a well resourced ABA Program. Consultants are the ABA team leaders and coordinate programming, progress monitoring, and team supervision.

Successful candidates will have a Ph.D. or Master's degree in psychology with specialization in behavior analysis and experience in behavioral autism intervention. Successful candidates will have excellent interpersonal and communication skills, 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.

Tucci Learning Solutions, Inc.

6 Hangar Way Suite A
Watsonville, California 95076
831-786-0600
Vtucci@tuccionline.com
<http://www.tuccionline.com>
Booth Number: 504

Tucci Learning Solutions provides educational programming for educators and parents of naive learners. This organization implements the competent learner model (CLM) to serve its learners. The CLM was designed to equip naive learners with the core repertoires to act effectively in 'novel' circumstances. The 'Learning Solutions' utilized to implement the CLM will be demonstrated. For example, a computer-based teaching machine for teaching behavior analysis practices.

START ▶ Tucci Learning Solutions, Inc. invites applicants for a job or internship who have specialized in applied behavior analysis. Responsibilities include training and monitoring staff, direct services to children and adults, and work with collateral agencies. General duties may include:

- a) Meet with staff providing services on a regular basis.
- b) Assist in preparation of progress reports.
- c) Perform Functional Assessments and report findings.

Applicants who are Board Certified Behavior Analysts (or eligible for certification) and who have experience in autism or other developmental disabilities are particularly encouraged to apply.

Send application letter, current curriculum vita, three letters of reference to Tucci Learning Solutions, Inc., 6 Hangar Way, Suite A, Watsonville, CA. 95076, www.tuccionline.com, or tel: 831-786-0600.

UHS Children Services

Grand Terrace
11980 Mt. Vernon Avenue
Grand Terrace, California 92313
909-783-8470
pamela.rhoden@uhsinc.com
<http://www.uhskeystone.com>
Booth Number: 207

UHS - Keystone Schools provides educational, behavioral, and family services to students referred from departments of special education throughout California. Our services are all ABA-based and we use the Girls and Boys Town as well as the Morningside Academy generative education models.

START ▶ UHS - Keystone Schools is seeking behavior analysts to work with our students providing instruction in education strategies, lesson plans, functional analysis, behavior intervention plans, data collection systems, student assessments, curriculum and assist with writing IEPs. At least one position will oversee our programs serving students with autism and other developmental delays. Master's degree in education, psychology, or social work and BCBA is required. We will accept applications from those who are BCBA eligible. Contact Pamela Rhoden, Recruitment Manager (resumes welcomed by email) pamela.rhoden@uhsinc.com, phone (909) 783-8470 extension 479, or fax (909) 783-2621 pamela.rhoden@uhsinc.com.

I am a community-based financial planner in North Park, San Diego, specializing in individual / family financial planning. I focus on serving families with special needs, specifically families who have children on the autism spectrum. With more children diagnosed with autism, PDD, and Asperger's Syndrome, it is important for parents to be apprised of what steps to take for a financially secure future.

**4th International ABA Conference
Sydney, Australia
August 12-14, 2007**

Hilton Sydney
488 George Street, Sydney

Sydney Attractions:
Darling Harbor ♦ Sydney Aquarium
♦ Bondi Beach ♦ Bridge Climb
♦ Sydney Harbor Tours

Registration Now Open
Continuing Education Credits Available
Registration includes evening entertainment and
lunches during the conference

Program Available On Line
For more information, visit
www.abainternational.org/sydney

ABA Cooperative Bookstore

<https://apps.abainternational.org/store/>

The ABA Cooperative Bookstore is pleased to offer over 1,000 titles relating to the field of behavior analysis at the 33rd annual convention in San Diego. The ABA Cooperative Bookstore will be located in the Douglas Pavilion D on the Ground Level of the hotel. Bookstore catalogues will be available on-site. Books in the following categories will be represented:

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

Bookstore Hours

Friday, May 25th	9:00 AM – 7:00 PM
Saturday, May 26th	9:00 AM – 7:00 PM
Sunday, May 27th	9:00 AM – 7:00 PM
Monday, May 28th	9:00 AM – 7:00 PM
Tuesday, May 29th	9:00 AM – 12:00 PM



Tucci Learning Solutions, Inc.

ABA Programming
Virtual CoachingSM

Positions Available:

BCBA, Program Coordinator,
And Coaches

Internships Available:

Masters and Ph.D. Levels
In Behavior Analysis or
Related Field

bus: (831) 786-0600

fax: (831) 786-0644

email: info@tuccionline.com

6 Hangar Way, Suite A
Watsonville, CA. 95076

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

<https://apps.abainternational.org/store/>

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 the ABA office at (269) 492-9317, or via e-mail at bookstore@abainternational.org.

B. F. Skinner Lecture Series

ABA is delighted to announce a series new to the convention in 2007: the B. F. Skinner Lectures, which feature distinguished speakers from fields other than behavior analysis. These guest presenters have been selected especially for their relevance to our field and the ABA Program Committee has arranged for you to hear an incredible range of scholars. Attendees will not want to miss these presentations. Complete information about each speaker is included in the program.

AUT – Autism

#133 Joint Attention and Symbolic Play: Active Ingredients of Effective Early Behavioral Intensive Intervention

Dr. Connie Kasari (University of California, Los Angeles)
Sunday, May 27, 2007; 9:00 AM

CBM – Clinical; Family; Behavioral Medicine

#166 Couple Therapy: The Most Important Change May Be Acceptance

Dr. Andrew Christensen (University of California, Los Angeles)
Sunday, May 27, 2007; 10:00 AM

DDA – Developmental Disabilities

#38 The Brain behind Behavior: Etiologies of Social Dysfunction in Autism

Dr. Karen Pierce (University of California, San Diego)
Saturday, May 26, 2007; 1:30 PM

DEV – Human Development; Gerontology

#167 Tutorial: Parallels in Processes of Avian and Human Vocal Learning

Dr. Michael H. Goldstein (Cornell University)
Sunday, May 27, 2007; 10:00 AM

EAB – Experimental Analysis of Behavior

#482 Reinforcement Contingencies and the Stimulus Control of Behavior: From Food to Drug Self-Administration as Reinforcers

Dr. Stanley J. Weiss (American University)
Tuesday, May 29, 2007; 10:00 AM

EDC – Education

#207 Meta-Analysis of Single Subject Research

Dr. William R. Shadish (University of California, Merced)
Sunday, May 27, 2007; 1:30 PM

OTH – Other

#199 Tutorial: Domestication of the Silver Fox and its Research Findings

Dr. Anna Kukekova (Baker Institute/College of Veterinary Medicine, Cornell University) and
Dr. Lyudmila N. Trut (Institute of Cytology and Genetics of the Russian Academy of Sciences)
Sunday, May 27, 2007; 11:00 AM

#328 Behavior Analysis Goes to the Zoo

Amy Sutherland (Journalist)
Monday, May 28, 2007; 9:00 AM

VRB – Verbal Behavior

#470 The Developmental-Systems Perspective on the Analysis of Behavior

Dr. David Moore (Pitzer College and Claremont Graduate University)
Tuesday, May 29, 2007; 9:00 AM

ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL
ABA SANDIEGO 2007

FRIDAY, MAY 25, 2007

Day Schedule

Workshops

Friday, May 25

		7 AM		8 AM		9 AM		10 AM		11 AM		12 PM		1 PM		
ROOM		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Ground Level	Douglas A									#W2 VEDORA & Corcoran				BACB/PSY		
	Douglas B															
	Douglas C															
	Douglas D	ABA Cooperative Bookstore														
Second Level	Manchester Ballroom/Foyer															
	Elizabeth A									#W29 McGREEVY & Sundberg				BACB/PSY		
	Elizabeth B									#W27 BARBERA				BACB/PSY		
	Elizabeth C									#W12 SCHOCK & Cipani				BACB/PSY		
	Elizabeth DE									#W24 SUNDBERG				BACB/PSY		
	Elizabeth F									#W26 JOHNSON, et al.				BACB/PSY		
	Elizabeth G									#W17 GOLDEN				BACB/PSY		
	Elizabeth H									#W28 ELДАР				BACB/PSY		
	Elizabeth Foyer	Pre- and On-Site Registration; Continuing Education; and START														
	Betsy A										#W21 STARLIN, et al.				BACB	
	Betsy B										#W4 ELLIS, et al.				BACB/PSY	
	Betsy C	Speaker Ready Room														
	Edward AB										#W8 ALMON-MORRIS, et al.				BACB/PSY	
	Edward C										#W9 FILER, Kozman, & Ross				BACB/PSY	
	Edward D										#W23 HARTH, et al.				BACB/PSY	
Gregory AB										#W5 BONDY & Sulzer-Azaroff				BACB/PSY		
Molly AB										#W7 LETSO & Palazzo				BACB/PSY		
Third Level	Connaught									#W15 MILKOS & Galbraith				BACB/PSY		
	Oxford									#W14 BRUCE				BACB/PSY		
	Windsor B									#W34 ROEST & Emond		BACB/PSY				
	Windsor C									#W35 HUANG		BACB/PSY				
	Emma AB									#W22 WEINBERG & Cautilli				BACB/PSY		
	Emma C									#W32 LEACH & Scott		BACB/PSY				
	Annie AB									#W16 ESCH & Robb				BACB/PSY		
	Maggie															
	Ford AB										#W18 CELIBERTI & Meissner				BACB/PSY	
	Madeline AB										#W6 McELWEE & Stewart				BACB/PSY	
	Madeline CD										#W20 CARTER & Le				BACB/PSY	
	Del Mar AB										#W11 LAITINEN & Chu				BACB/PSY	
	Mohsen AB										#W10 NUNN & Hartman				BACB/PSY	
	Randle AB	SPEAKER READY ROOM														
	Fourth Level	Randle D									#W25 J. MONTGOMERY, Williams, & Fogel				BACB/PSY	
Randle E										#W13 MUELLER, Nkosi, & Davey				BACB/PSY		
Cunningham A										#W3 R. MONTGOMERY				BACB/PSY		
Cunningham B																
Cunningham C										#W33 LEE, Hartman, & Garcia		BACB				
Gibbons										#W30 BALL & Lockwood		BACB/PSY				
America's Cup AB										#W31 FERRIS, et al.		BACB/PSY				
America's Cup C										#W19 JOHNSON, Adams, & Blankenship				BACB/PSY		
America's Cup D										#W1 DAHL & Lundgren				BACB/PSY		

LEGEND

= Special and Invited Events

#W = Workshop
 BACB = Workshop available for BACB CE (for certified behavior analysts)
 PSY = Workshop available for CE for psychologists

Friday, May 25

ROOM	2 PM		3 PM		4 PM		5 PM		6 PM		7 PM		8-10 PM	
	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
Douglas A	#W2 VEDORA, cont'd						#W42 TSAI & Dahl						BACB/PSY	Ground Level
Douglas B														
Douglas C														
Douglas D	ABA Cooperative Bookstore													
Manchester Ballroom/Foyer							2007 ABA Exhibit							
Elizabeth A	#W29 McGREEVY, cont'd						#W61 MORAN & Bach						BACB/PSY	Second Level
Elizabeth B	#W27 BARBERA, cont'd						#W65 de BOER						BACB/PSY	
Elizabeth C	#W12 SCHOCK, cont'd						#W60 METZGER, et al.						BACB/PSY	
Elizabeth DE	#W24 SUNDBERG, cont'd						#W59 LARSSON, et al.						BACB/PSY	
Elizabeth F	#W26 JOHNSON, cont'd													
Elizabeth G	#W17 GOLDEN, cont'd													
Elizabeth H	#W28 ELДАР, cont'd													
Elizabeth Foyer	Pre- and On-Site Registration; Continuing Education; and START													
Betsy A	#W21 STARLIN, cont'd													
Betsy B	#W4 ELLIS, cont'd						#W66 VILLONE & Green						BACB/PSY	
Betsy C	Speaker Ready Room													
Edward AB	#W8 ALMON-MORRIS, cont'd						#W43 FLORA							
Edward C	#W9 FILER, Kozman, cont'd						#W69 CAUTILLI & Weinberg						BACB/PSY	
Edward D	#W23 HARTH, cont'd						#W63 SCHWILK & Schwilk						BACB/PSY	
Gregory AB	#W5 BONDY, cont'd						#W57 YUAN, et al.						BACB/PSY	
Molly AB	#W7 LETSO, cont'd						#W56 PUTNAM, et al.						BACB/PSY	
Connaught	#W15 MILKOS, cont'd													
Oxford	#W14 BRUCE, cont'd						#W54 BRUCE						BACB/PSY	
Windsor B	#W37 SCHREIBMAN, et al. BACB/PSY						#W52 PATTERSON						BACB/PSY	
Windsor C	#W40 SALLOWS, et al. BACB/PSY						#W62 THOMPSON & Haupt						BACB/PSY	
Emma AB	#W22 WEINBERG, cont'd						#W70 HELSINGER						BACB/PSY	
Emma C	#W41 DAVIS, et al. BACB/PSY						#W53 MONN, et al.						BACB	
Annie AB	#W16 ESCH, cont'd						#W67 LOVAAS & Cross						BACB/PSY	
Maggie	#W38 RAUSH-HARRIS, et al. BACB/PSY						#W71 POTTER & Bailey						BACB	
Ford AB	#W18 CELIBERTI, cont'd													
Madeline AB	#W6 McELWEE, cont'd						#W50 SCHELL						BACB/PSY	
Madeline CD	#W20 CARTER, cont'd						#W48 MARTINEZ						BACB/PSY	
Del Mar AB	#W11 LAITINEN, cont'd						#W46 GRANNAN, et al.						BACB/PSY	
Mohsen AB	#W10 NUNN, cont'd						#W45 GRIMES & Ward							
Randle AB	21 5000, cont'd													
Randle D	#W25 MONTGOMERY, cont'd						#W68 ENDLICH, et al.						BACB/PSY	
Randle E	#W13 MUELLER, cont'd						#W47 GRAMA, et al.						BACB/PSY	
Cunningham A	#W3 R. MONTGOMERY, cont'd						#W64 FOVEL						BACB/PSY	
Cunningham B							#W51 BAILEY & Burch						BACB/PSY	
Cunningham C	#W39 LeFEVRE, et al. BACB/PSY						#W55 CARTER & Boyce							
Gibbons							#W72 COTA, et al.						BACB/PSY	
America's Cup AB	#W36 McCABE- ODRI & Kenneally BACB/PSY						#W49 RUIZ & Torry						BACB/PSY	
America's Cup C	#W19 JOHNSON, cont'd						#W58 COBANE & Calkin						BACB/PSY	
America's Cup D	#W1 DAHL, cont'd						#W44 KUBAL						BACB/PSY	

Ground Level

Second Level

Third Level

Fourth Level

Workshop #1**CE: BACB, PSY**

10:00 AM - 5:00 PM

America's Cup D

CE Instructor: Joanne Dahl, Ph.D.

Acceptance and Commitment Therapy and the Treatment of Chronic Pain

JOANNE DAHL and Tobias Lundgren (Uppsala University)

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 and values: Funeral exercise
 - Defusion: Bus metaphor
 - Defusion: Chess board
 - Defusion: Joe the Bum
 - Commitment: taking valued steps

Objectives: Learning objectives of this workshop are:

- 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.
- To practise functional conceptualization of chronic pain using the ACT model.

- To practice the components of ACT: values, defusion, exposure, mindfulness, and commitment in the application of chronic pain.
- To 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, 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 chronic pain

Level: Intermediate

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

Workshop #2**CE: BACB, PSY**

10:00 AM - 5:00 PM

Douglas A

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

Advanced Applications of Activity Schedules: Building Social, Play, and Self-Help Skills

JOSEPH M. VEDORA and David M. Corcoran (BEACON Services)

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

Objectives: At the conclusion of the workshop, 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.
- Implement basic activity schedules.
- Troubleshoot and describe modifications enhancing usefulness of activity schedules.
- Expand upon basic activity schedules.

Activities: Workshop activities include: 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 of video taped exemplars of activity schedules; and small group practice in implementation of activity schedules to establish play skills, social skills, acceptance of non-preferred food, and independent toileting.

Audience: Those working with individuals with ASD and/or developmental disabilities.

Level: Intermediate

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

Workshop #3

CE: BACB, PSY

10:00 AM - 5:00 PM

Cunningham AB

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

Autism and Medication: Research, Behavioral Effects, and Side-Effects

ROBERT W. MONTGOMERY (Reinforcement Unlimited)

Description: Many children with an autism spectrum diagnosis are placed on medication despite there being no medication specifically approved for autism. However, every medication has known effects on behavior and it is important for behavior analysts to be aware of the impact of medication on those with whom they work. This workshop is intended to provide a solid overview of the major medication classes commonly used with children and adolescents on the autism spectrum with emphasis on what the research says about main and side-effects within classes and for specific medications. As time allows, known behavioral effects from herbal and non-FDA approved substances on children and adolescents with an autism spectrum disorder (ASD) will also be discussed.

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

- Look up medications using research supported databases.
- Identify the medication with the largest research database relating to use with people in the autism spectrum.
- Differentiate main effects from side-effects.
- Explain the difference between steady-state and short-acting medications.
- Identify criteria for referring a patient to their physician due to serious side-effects.
- Identify key behaviors associated with specific common medications for ASD for measurement and tracking.
- Identify FDA-approved prescription, over-the-counter, and non-FDA approved status for drugs commonly used for individuals on the autism spectrum.

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

Audience: This workshop is appropriate for behavior analysts, teachers, speech and language pathologists, parents, consultants, and anyone interested in how medications impact behavior of children and adolescents with autism or other developmental disabilities.

Level: Introductory

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

Workshop #4

CE: BACB, PSY

10:00 AM - 5:00 PM

Betsy B

CE Instructor: Janet Ellis, Ph.D., BCBA

BATSS: Training Teachers and Educational Consultants to Deliver Behavior Analytic Technology in Classroom Settings

JANET ELLIS, Sarah A. Law, Larisa Maxwell, Jaime Goettl, and Anna Whaley Carr (University of North Texas)

Description: This six-hour workshop will be divided into four 90-minute training sessions covering the following areas: Training Session 1: Analyzing Problem Behavior; Training Session 2: Intervention Procedures for Modifying Problem Behavior; Training Session 3: Writing and Using ABA Teaching Programs; and Training Session 4: Verbal Behavior.

This workshop involves intensive training in identifying and delivering behavioral technology suitable for classrooms. There is no lecture component in this workshop – workbooks that define and provide examples of implementing the procedures in each training module will be provided to each attendee. The focus in this workshop will be on how to effectively deliver the areas described above. Each member of each group will demonstrate a particular aspect of their group's assignment so that all attendees have delivery experience and the opportunity to observe the procedures being modeled by fellow participants.

Objectives: On completion of this workshop attendees will have demonstrated/modeled one of the strategies described in the training sessions listed below and seen demonstrations of all the other procedures.

Activities: Training Session 1: Analyzing Problem Behavior: This 90-minute workshop will present information on how to identify the environmental variables responsible for problem behavior. Participants will be introduced to functional analysis technology – what it is, how a behavior analyst would conduct such an assessment, and why this type of analysis may be necessary. Demonstration and practice of descriptive analysis and functional analysis data collection will be included.

Content Description:

Modified (individualized) FA conditions

- Peer attention
- Competition for teacher attention
- Tangible
- Escape - Social

Workshop attendees will have the opportunity to train “teachers” to implement these procedures. Attendees will be divided into groups of four to five persons and a workshop staff person will train the group and then group members will demonstrate what they have learned.

Training Session 2: Intervention Procedures for Modifying Problem Behavior

This 90-minute workshop will include coverage of intervention procedures that are indicated for use depending on assessment outcomes. Participants will learn how specific intervention procedures are selected. Attendees will also learn to implement and monitor pre-designed programs to fit the needs of a student with behavioral deficits/excesses.

Content Description:

Interventions indicated for target behavior maintained by:

- Social positive reinforcement
 - Attention extinction
 - Differential reinforcement
- Social negative reinforcement
 - Escape extinction
 - Task analysis
 - Leaning the schedule of reinforcement
- Access to tangible items
 - Functional Communication Training (FCT)
 - Token economies
- Automatic or sensory feedback
 - Competing/incompatible response reinforcement

Workshop attendees will have the opportunity to train “teachers” to implement these procedures. Attendees will be divided into groups of four to five persons and a workshop staff person will train the group and then group members will demonstrate what they have learned.

Training Session 3: Writing & Using ABA Teaching Programs

This 90-minute workshop introduces teaching staff to the application of basic behavior analysis principles to challenges involved in effective behavior change. Attendees will role play techniques that will enable them to teach more efficiently and effectively. Sample behavior analysis training programs will be delivered to each participant.

Content Description:

- Discrete Trial Training
 - Imitation
 - Instruction following
 - Match to sample training
 - Receptive and expressive labeling
- Errorless learning
 - Prompting and fading
 - Modeling
 - Physical guidance

Each group will be given one or more training scenarios to role play for the rest of the workshop attendees.

Training Session 4: Verbal Behavior

This 90-minute workshop presents specific strategies for teaching and improving student vocal and non-vocal communication. Participants will view demos and engage in guided practice involving these procedures.

Content Description

- Maximizing learning opportunities
 - Teaching question asking
 - Conversation (intraverbals)
 - Scripts and script fading
- Other strategies for promoting communication
 - PECS
 - Sign language training
 - Functional Communication Training (FCT)

Workshop attendees will be divided into groups. A workshop staff person will practice with the group and then group members will demonstrate to the audience what they have learned.

Audience: Various therapists who work in school settings (e.g., speech and language; regular and special education classroom teachers); school psychologists, parents, consultants, and graduate students.

Level: Intermediate

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

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

Gregory AB

CE Instructor: Andrew S. Bondy, Ph.D.

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

Andrew S. Bondy (Pyramid Educational Consultants) and BETH SULZER-AZAROFF (University of Massachusetts, Amherst)

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 book, *The Pyramid Approach to Education in Autism* (Bondy & Sulzer-Azaroff, 2002). Workshop participants are encouraged to purchase the book in the ABA Bookstore.

Objectives: At the conclusion 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 and support personnel, as well as the consultant.
- Strategies for identifying and using powerful reinforcers for service providers and support personnel.
- Ethical issues associated with providing behaviorally-based consultation.

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

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

Level: Intermediate

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

Workshop #6**CE: BACB, PSY**

10:00 AM - 5:00 PM

Madeleine AB

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

Designing EIBI Instructional Program Sequences to Facilitate Generative Verbal Behavior

JOHN D. MCELWEE (Step by Step/HASD) and Ian T. Stewart (National University of Ireland, Galway)

Description: Early Intensive Behavior Intervention (EIBI) is evidence based effective treatment for children diagnosed with autism spectrum disorder (ASD). EIBI is characterized by the application of basic principles of behavior change and a detailed sequence of instructional programs for the training of students.

The ultimate outcome for a student is inclusive education placement with no supports. A key element in the facilitation of this outcome is that students should be able to demonstrate generative verbal behavior. However, achieving generative verbal behavior has been extremely difficult for a large number of youngsters with ASD. Relational Frame Theory (RFT) may constitute an important resource for the training of generative verbal behavior for individuals designing EIBI instructional programs. RFT is a behavior analytic approach to human language and cognition that conceptualizes generalized or derived relational responding as the core process underlying these phenomena. This theoretical approach also incorporates an important expansion of Skinner's influential analysis of verbal behavior. The purpose of the workshop is to demonstrate how RFT concepts can be brought to bear in the design of instructional program sequences for early to advanced learners.

The first part of the workshop will involve a brief demonstration of the core concept of generative verbal behavior. This will be followed by a précis of Relational Frame Theory as a behavior analytic account of this phenomenon. The workshop will explain and provide examples of generalized operants and the learning history needed for their development. The crucial distinction between non-arbitrary and arbitrary relations will be emphasized using examples from EIBI curricula. The defining characteristics of an established relational frame, namely, mutual entailment, combinatorial entailment, and transformation of stimulus function, will be explained. This section

will conclude with a review of the variety of patterns of derived relational responding or relational framing from coordination to hierarchy.

The next part of the workshop will introduce the participants to the Assessment of Relational Precursors and Abilities (ARPA). The ARPA is a computer program that assesses the core discrimination skills, from simple discrimination to arbitrary conditional discrimination, needed to show derived relational responding. All attendees will be given copies of this program.

Part three of the workshop will focus on specific instructional programs and their sequencing to facilitate generative verbal behavior. Non-arbitrary relational programs will be demonstrated starting with object matching and progressing to echoic. A skill progression sequence will be given and methods to assess learning outcomes for each instructional program will be provided. Arbitrary relational skills will begin with a description of "naming" or the ability to derive a name without being directly taught. Procedures to establish "magical mands" or derived requesting will be demonstrated and a discussion of combinatorial relations will conclude this section.

The workshop will conclude with an analysis of intermediate to advanced relational framing. Comparison and spatial frames will be presented with learning outcomes demonstrating acquisition. An analysis of hierarchical frames will highlight function, feature, and class responding and emphasis will be placed on the importance of generalization of relational responding as a learning outcome. A review of programs to teach perspective taking will conclude the content of the presentation. Finally, a discussion of derived relational responding as the most important performance standard for learning outcomes in EIBI will take place.

Objectives: At the conclusion of the workshop, participants will:

- Be able to understand the core concepts of relational frame theory's approach to language.
- Be able to understand the key theoretical concepts of mutual entailment, combinatorial entailment and transformation of stimulus function.
- Be able to identify and develop instructional program to teach higher order operants.

- Be familiar with several areas of basic RFT research and the implication for EIBI instructional design.
- Be able to assess students using the ARPA.
- Be able to design instructional programs to teach non-arbitrary derived relational responding.
- Be able to design instructional programs to teach derived verbal operants (e.g., derived naming).
- Be able to design instructional programs to teach intermediate to advanced derived verbal operants (e.g., spatial, comparative and hierarchical relations).

Activities: workshop activities center on didactic instruction; handouts, feedback exercises to review presentation content, practice activities designing EIBI instructional programs, and a CD.

Audience: The audience will be behavior analysts with expertise in the understanding of verbal behavior and designing instructional sequences for clients enrolled in EIBI.

Prospective audience members are encouraged to bring their notebook computer as a download of the presentation and additional resources will be made available. Also, it is suggested for enrollees to consult the tutorial on RFT at the following URL:

www.ContextualPsychology.org.

Level: Intermediate

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

Workshop #7

CE: BACB, PSY

10:00 AM - 5:00 PM

Molly AB

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

Designing, Implementing, and Evaluating Autism Education Programs

SUZANNE LETSO and Judith L. Palazzo
(Connecticut Center for Child Development, Inc.)

Description: Individuals with autism spectrum disorders of all ages and levels of functioning can learn throughout their lifespan. This workshop will focus on how to determine what to teach, general guidelines for how to teach across environments utilizing parent/professional partnerships, and why and how to measure the success of our educational efforts.

This workshop will discuss how the needs of individuals with autism may change as they grow, then will describe how these changing needs can effect the goals and objectives we select as targets of our educational efforts in

school, home and community settings. Teaching for independence, including consideration of skills needed in adulthood that can maximize where these children will live, work, and recreate throughout their lives will be described.

Finally, a rationale for informal and formal program evaluations will be provided encompassing self-evaluation by educators and classroom observation and evaluation by parents and other professionals will be discussed. How to measure the success of our educational efforts, and how these evaluations can come "full circle" and be utilized as a tool to evolve and enhance our planning and implementation will be explained.

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

- Describe how the needs of individuals can change as they mature, and are impacted by their environments.
- Define social significant outcomes for learners with autism.
- Provide examples of skills that contribute to greater personal independences and/or impact quality of life for individuals with autism, their families, and communities.
- Provide a rationale for data based program evaluation.
- Provide examples of specific data collection strategies in home, school, and community settings.
- Describe a behaviorally based parent/professional collaboration model that is individualized and data driven.
- Describe a variety of motivational systems that can be used in home, school, or community settings.

Activities: Didactic instruction and group discussion, including samples of individualized programming, data collection systems and strategies, graphic displays, video clips, and sample observation summaries will be provided.

Audience: Behavior analysts, parents, and other professionals working in school, home, and community settings.

Level: Introductory

Member: \$170 Non-member: \$185

Workshop #8**CE: BACB, PSY**

10:00 AM - 5:00 PM

Edward AB

CE Instructor: Holly Almon-Morris, M.S., BCBA

Developing Fluent Language Skills for Children with Autism Part III: Pragmatic Language Skills

HOLLY ALMON-MORRIS (Fabrizio/Moors Consulting), Alison L. Moors (Private Practice) and Sara J. Pahl and Kristin N. Schirmer (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 extensity 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 areas such as 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, component/composite relationships between skills, and descriptions of the critical and variable attributes relevant to the instructional stimuli used for each skill. Throughout the workshop, we will use actual student performance data and videotaped examples to illustrate some of the key skills discussed.

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

- Define pragmatic language and its implications for students with autism.
- List and describe various important pragmatic language repertoire areas.
- Identify necessary component skills for successful pragmatic language acquisition.
- Describe the relationship between those skills and other curriculum areas such as academics and social language development.
- Generate teaching examples that account for all skill critical and variable stimulus features across multiple verbal behavior repertoires.

- Generate skill sequences for teaching individual pragmatic language concepts.
- Using pragmatic language student assessment data to identify missing pragmatic language skills.

Activities: Throughout the workshop, participants will discuss the material with the presenters and amongst themselves, practice generating teaching examples of their own, including critical and variable attributes of stimuli, and develop plans for teaching pragmatic language skills.

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 precision teaching methodologies and language development is recommended.

Level: Intermediate

Member: \$210 **Non-member:** \$225

Workshop #9**CE: BACB, PSY**

10:00 AM - 5:00 PM

Edward C

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

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

ANN FILER (BEACON Services) and Wendy L. Kozma (Evergreen Center)

Description: This presentation will provide a review of outcome data related to the implementation of two direct instruction (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, participants will:

- Be able to demonstrate beginning knowledge of direct instruction, both as a teaching process with specific techniques and strategies.
- Be able to implement at least three direct instruction teaching 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 ASD.
- List at least five modifications that are effective in the implementation of direct instruction programs with children with a diagnosis of ASD.

Activities: Schedule of the Day

- I. BEACON services overview
- II. General overview of DI programs
- III. Related research
- IV. Break
- V. DI methodology lecture – signals, error correction, scripted lessons, think time, etc.
- VI. Overview of DI programs / small group activity
 - a. Language for learning
 - i. Prerequisites and age range
 - ii. Placement test
 - iii. Scope and sequence
 - iv. Small group practice
 - b. Reading mastery
 - i. Prerequisites and age range
 - ii. Placement test
 - iii. Scope and sequence
 - iv. Small group practice
- VII. Break for lunch/raffle
- VIII. Overview / small group activity continued

- IX. Break
- X. Instructional modifications lecture
- XI. Video
 - a. First year examples of modifications
 - b. Second year performance examples
 - c. Third year performance examples

The activities include didactic lecture, video tape vignettes, case review, interactive question and answer activities, and small group hands on practice.

Audience: Those new to direct instruction or those who wish to apply it to non-traditional populations, including individuals with ASD and developmental disabilities.

Level: Intermediate

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

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

Mohsen AB

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

Effectively Implementing the Girls and Boys' Town Education Model in Public and Non-Public School Settings

R. GREGORY NUNN (UHS-Keystone Schools) and Scott Hartman (Education Director, Girls and Boys Town, National Resource and Training Center)

Description: For many years, Father Flanagan's Girls and Boys Town has been successful in helping children from all over the country improve their lives. After reviewing the literature regarding the effectiveness of the education model on the home campus in Omaha, Nebraska, school systems across the country have requested assistance in incorporating their model in schools serving their most challenging students. The National Resource and Training Center at Girls and Boys Town developed the Boys Town Education Model for schools that are interested in training their staff to duplicate the program in their districts.

The Girls and Boys Town Education Model (GBTEM) was developed in 1979 and is an extension of the Boys Town Family Home Program (Coughlin & Shanahan, 1986) and the Teaching Family Model (Phillips, Phillips, Fixsen & Wolf, 1973). The GBTEM has been adapted to train classroom teachers, building administrators, and support staff to implement three critical elements:

1. A school-wide social skills curriculum

2. An administrative intervention process
3. A proactive classroom behavior management approach

These three critical elements contribute to a system-wide approach that fosters respectful and caring staff/student interactions by fundamentally changing the way schools address discipline and deal with student behavior.

Section 1: Introduction – 30 Minutes

In this section, participants will learn the history of Girls and Boys Town Education Model, understand the concept of “School a Positive Culture,” and learn about the factors that affect the behavior of students, as well as learn the importance of students being connected to schools.

Section 2: Preventing Problem Behavior – 1 ½ hours of instruction, readings, discussion, activities, and practical application

Participants will learn methods to proactively teach rules, procedures, consequences, and skills and to develop a plan for implementation in their classroom/building. They will also identify students’ skill deficits by task analyzing a skill that could be used in their classroom.

Section 3: Encouraging Positive Behavior – 2 hour of instruction, discussion, activities, and practical application

Participants will learn to identify some of the negative outcomes fostered by engaging in coercive patterns of teaching and correcting the behavior of their students. They will learn three types of effective praise and to identify when to use each type. They will also discuss the use of effective positive consequences to shape a student’s behavior.

Section 4: Correcting Problem Behavior – 2 hours of instruction, discussion, activities, and practical application

Participants will learn and role-play a continuum of methods for correcting students’ challenging behavior(s), teaching alternative behaviors, and using effective consequences. They will learn methods for managing classroom environments, oneself, and student learning during emotionally intense situations, as well as recognize possible outcomes when attempting to de-escalate a student’s inappropriate behavior.

Objectives: In this workshop, participants will:

- Learn the history of Girls and Boys Town Education Model.
- Understand the concept of “School a Positive Culture.”
- Learn about the factors that affect the behavior of students.
- Learn the importance of students being connected to schools.
- Learn methods to proactively teach rules, procedures, consequences, and skills.
- Learn to develop a plan for implementation in their classroom/building.
- Learn to identify students’ skill deficits by task analyzing a skill that could be used in their classroom.
- Learn to identify some of the negative outcomes fostered by engaging in coercive patterns of teaching and correcting the behavior of their students.
- Learn three types of effective praise and to identify when to use each type.
- Learn a continuum of methods for correcting students’ challenging behavior(s), teaching alternative behaviors, and using effective consequences.
- Learn methods for managing classroom environments, oneself, and student learning during emotionally intense situations.
- Learn to recognize possible outcomes when attempting to de-escalate a student’s inappropriate behavior.

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 and adolescents presenting with these types “challenging behaviors” in public and non-public school settings.

Level: Introductory

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

Workshop #11**CE: BACB, PSY**

10:00 AM - 5:00 PM

Del Mar AB

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

Engineering Generative Cognitive Repertoires in Young Children with Autism: Designing and Managing Relational Repertoires

RICHARD E. LAITINEN and Cheng Chu (Tucci Learning Solutions, Inc.)

Description: This workshop will review key principles and concepts that should be controlled during beginning, intermediate, and advanced stages of programming that establish, strengthen, and extend “cognitive” repertoires in young children with autism. The focus of the workshop will be on the identification and management of the simple and complex contingencies that promote the development of generative cognitive repertoires.

Objectives: Participants will learn to assess and design instructional contingencies that promote:

- simple and complex conditional stimulus control,
- simple and complex relational frames and networks,
- fluent performance, and
- generative (generalized) application.

Activities: Activities include:

- SAFMED study of basic concepts and principles
- Review of simple and complex conditional discrimination
- Review of match-to-sample and other conditional discrimination paradigms
- Application of match-to-sample and other conditional discrimination paradigms to an analysis of early intervention curriculum
- Participant mapping of conditional discrimination contingencies within the curriculum they currently employ in their practice of intensive early intervention
- Explicit development of teaching progressions that directly teach learner competencies for deriving untaught conditional discriminations and relational responding

Audience: Program managers (senior therapists, coordinators, clinical supervisors, lead therapists, etc.) who oversee the implementation of early intensive intervention programs for young children with autism.

Level: Intermediate

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

Workshop #12**CE: BACB, PSY**

10:00 AM - 5:00 PM

Elizabeth C

CE Instructor: Keven M. Schock, M.A., BCBA

Function Based Diagnosis and Treatment for Chronic Populations

KEVEN M. SCHOCK (R Plus, LLC) and Ennio C Cipani (National University)

Description: This six-hour workshop will cover a function-based diagnostic system for operant problem behaviors. Additionally, a three-category classification system will be advanced for classifying replacement behaviors. Dr. Cipani’s previous work in this area, the C-BAD system, has been updated in this workshop to cover a more comprehensive and usable diagnostic system. A numerical four category diagnostic system for classifying problem behaviors (direct access; DA 1.0, direct escape; DE 3.0, socially mediated access; SMA 2.0, socially mediated escape; SME 4.0), as well as sub-categories delineating specific reinforcers under each category (e.g., SMA 2.2, peer attention) will be presented. This numerical system parallels the format of traditional diagnostic systems used in medicine, with a behavioral function-based system.

The remainder of the workshop will cover the identification and selection of potential options for replacement behaviors, which fit each diagnostic category. The three-category classification system for diagnosing the current strength and breadth of the replacement behavior in the repertoire of the client/child will be presented.

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

- Identify the four major function based diagnostic categories of problem behavior.
- Discriminate the function based diagnostic category of problem behaviors presented in case examples.
- Identify specific function based diagnostic sub-categories of problem behavior and identify at least two options for behavioral interventions based on that diagnostic category.

- Complete a function based diagnostic table for a problem behavior.
- Identify the three diagnostic categories for assessing the strength and breadth of the current replacement behavior in the repertoire of the client.

Activities: Activities include didactic instruction regarding the diagnostic system, modeling of application of the diagnostic system to case exemplars, and participant application of the system in diagnosing and selecting treatment for case examples.

Schedule of activities:

1. Introduction, course overview, handouts
2. Presentation of the Utility of this diagnostic system,
3. Presentation of Socially mediated access category, subcategories
4. Presentation of Direct access category, sub-categories
5. Presentation of Direct & Socially mediated escape categories, sub-categories
6. Presentation of Replacement behavior options for major diagnostic categories
7. Presentation of a Diagnostic system for Replacement behavior
8. Modeling of the application of the diagnostic system
9. Participant application of the diagnostic system to case examples
10. Application to case examples from the participants

Audience: Applied behavior analysts, professors, clinicians, and educators

Level: Intermediate

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

Workshop #13	CE: BACB, PSY
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10:00 AM - 5:00 PM

Randle E

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

Functional Analyses in School Settings

MICHAEL M. MUELLER, Ajamu Nkosi, and Bryan J. Davey (Southern Behavioral Group, Inc.)

Description: This full day workshop will focus on the application of functional analysis within 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.

Two different reviews will begin the workshop. The first will be a review of current literature on functional behavioral assessments that include functional analyses conducted in public schools. Population characteristics, educational placement, functional behavior assessment methodologies and outcomes, and treatment selection and outcomes will be presented and discussed. The second will be a review of more than 70 functional analyses conducted in school settings over the past four years in public schools around the greater Atlanta, GA metropolitan area. Demographic, behavioral, and a variety of outcome and intervention data will be reviewed.

The reviews will be followed by the presentation of a comprehensive FBA model, which includes indirect, direct, and experimental measures. However, the discussion will focus on functional analysis. Further, the contextual factors that must be addressed prior to and during assessment in school settings will be presented. Some 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, unique conditions, and using other professionals as therapists.

Adult attention, peer attention, escape from task demands, escape from other stimuli, escape to attention, tangible, interrupt, alone, ignore, and multiple control conditions will be thoroughly reviewed and discussed. This will include issues related to implantation, therapist data to collect to provide within session analyses, planning, setting up the room, training, and making judgments when data take a variety of forms.

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

Workshop #14	CE: BACB, PSY
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10:00 AM - 5:00 PM
Oxford

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

Human Performance Engineering to Achieve Desired Results

GUY S. BRUCE (Appealing Solutions, L.L.C)

Description: Behavior analysis has spawned powerful technologies for helping people, but human service agencies often have difficulties implementing those technologies, a problem which limits their success. The most effective technologies will fail if they are not implemented correctly. This failure is a problem at the organizational, process and individual levels of performance.

Human performance engineering 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 the 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 their 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

- Defining the client's desired results and performance and
- 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

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 schools settings will conclude the workshop.

Objectives: At the conclusion of the workshop, participants 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).
- Setup a school-based FBA.
- Conduct a FA that is responsive to school contextual factors.
- Understand how and when to use dynamic or innovative test conditions.

Activities: Activities center on data collection, videos of analyses, and handouts. 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 "hands-on" 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.

Audience: Behavior analysts, practitioners, students, researchers, educational service providers, and others interested in functional analysis methodology and function based interventions.

Level: Intermediate

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

- Identifying their causes as defective resources, training, and 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 those solutions.

After collecting measures of improvement in performance and results, 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: Attendee activities include:

- Fluency practice - Participants will gain fluency in component skills of human performance engineering by practicing with flashcards and 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.
- Engineering 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 and efficiency of the solutions.
- Discussing 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 organizational, process, or individual levels. It can help agency directors change the flow of resources and feedback to and within their

organizations, so that their agencies can achieve their missions of helping people. It can help agency managers redesign work processes, so that staff are able to work together more efficiently to help people. It can help agency supervisors and trainers provide more efficient resources, training, and management practices, so that individual staff will be more effective in helping people.

Level: Intermediate

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

Workshop #15

CE: BACB, PSY

10:00 AM - 5:00 PM

Connaught

CE Instructor: Michael Miklos, M.S., BCBA

Improving Instruction in Verbal Behavior Classrooms through Competency-Based Performance Feedback

MICHAEL MIKLOS and William A. Galbraith (Pennsylvania Training and Technical Assistance Network)

Description: This session will address the process of observing and recording the instructional behavior of teachers during intensive teaching sessions of verbal behavior with children with autism. It will provide methods of evaluating performance within mixed VB sessions as well as during mand training. The session will review a general framework for classrooms that incorporate the analysis of verbal behavior as a central focus of instruction. A site review form that measures emersion of implementation will be described. Transcription coding procedures will be presented that are flexible and allow teachers and consultants to deliver competency-based performance feedback to instructional staff. The transcription code provides a record of multiple instructional variables including type of verbal operant trial presented, fidelity of error correction procedures, rate of student responding, and ratio of trials to reinforcement. The mand session feedback form provides observation data related to motivative variables, modeling and prompting of responses, and stimulus control variables. Opportunities to practice completing the transcription process will be provided. Manuals for transcription of intensive teaching and mand training feedback will be provided. A training video for intensive teaching procedures will also be provided for participants.

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

- Use criteria to document the degree to which classrooms are implementing applied behavior analytic interventions that incorporate the analysis of verbal behavior.
- Read transcription protocols from mand sessions and intensive teaching sessions.
- Observe, time, code and summarize instructional sessions involving mand training and the intensive teaching of facts, echoics, intraverbals, and listener responding.
- Identify key data obtained through observation processes to be used in providing consultative feedback to teachers.

Activities: The workshop will provide participants with information regarding various tools related to instructional feedback through brief lecture, video models, and demonstrations. Guided practice in reading transcription and mand training observation protocols will occur. Participants will practice coding basic verbal operants, error correction procedures, and timing procedures. Participants will observe and record behavior from both live demonstrations and video records of mand training and intensive teaching sessions.

Audience: Behavior analysts, consultants, teachers, and other professionals supporting classroom based programs for children with autism that incorporate the analysis of verbal behavior to guide language programming.

Level: Intermediate

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

Workshop #16

CE: BACB, PSY

10:00 AM - 5:00 PM

Annie AB

CE Instructor: Wayne S. Robb, M.A., BCBA

Informant, Descriptive, and Setting Assessments: Selecting the Right Problem and Right Tools

JOHN W. ESCH (ESCH Behavior Consultants, Inc.) and Wayne S. Robb (ARC of Indian River County)

Description: Behavior Analysts are often asked to complete functional behavior assessments (FBA) under conditions where time and other resources are in short supply, but expectations for a comprehensive assessment leading to immediate and effective treatment are high. It is therefore often necessary to collect, compile,

and report assessment information in ways that most efficiently produce results that are most likely to result in effective behavioral programming.

This workshop will present information and hands-on practice to assist the practitioner in determining the kinds of data to collect, getting useful data, and data analysis and reporting. In addition, selection of behavior dimensions and measurement of ancillary variables will be discussed. The importance of consideration of biological variables in the assessment process will also be discussed. Participants will be provided with information on identification of components of "broken" environments and strategies for measuring those components. Finally, information on analysis of contingency arrays from the consumer's viewpoint will be presented.

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

- Identify practical and ethical challenges that may arise in the assessment process.
- Identify advantages and disadvantages of informant and descriptive methods.
- Develop FAO based on informant and ABC data.
- Discriminate useful from not useful ABC data.
- Determine function from FAO and suggest treatment from function.
- Identify considerations in selecting dimensions of behavior to measure.
- Describe biological variables that may influence undesired behavior.
- Identify contextual variables that may affect the function of behavior.
- Describe and measure components of overall environments that generate or support undesired behavior.
- Analyze contingency arrays that support undesired behavior from the consumer's viewpoint.

Activities: Attendees will participate in didactic presentation and discussion. Participants will complete practice worksheets to ensure acquisition of skills. Ample time will be provided for questions from participants.

Audience: Practitioners, students, educational service providers, and others interested in functional assessment methodology.

Level: Intermediate

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

Workshop #17**CE: BACB, PSY**

10:00 AM - 5:00 PM

Elizabeth G

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

New Behavioral Challenges: Assessment and Treatment of Emotional Difficulties in Children

JEANNIE GOLDEN (East Carolina University)

Description: Children who have experienced abuse, neglect, and/or separation from parents often exhibit severe behavioral and emotional difficulties that can result in labeling with psychiatric diagnoses and expulsion from homes, schools, and various community programs. The assessment of the emotional level of development of these children is essential in providing effective treatment. The emotional level of development determines appropriate skills to teach and aids in the selection of appropriate reinforcers. Stages of emotional development and skills at each level will be provided. Participants will learn how to conduct a functional assessment related to emotional factors precipitating and maintaining target behaviors. Appropriate replacement behaviors will be identified. Specific case examples will be discussed of typically developing children who experience emotional difficulties due to abuse, neglect, and inconsistent parenting and children with developmental disabilities who are experiencing emotional difficulties. Participants will have an opportunity to discuss specific cases from their own professional settings and receive input and suggestions from the presenter.

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

- Tell why assessment of emotional level of development of children is critical in providing effective behavioral intervention.
- Tell how children's emotional development is affected by their early learning experiences.
- Describe the use of behavioral observation to assess the level of emotional development in children and identify appropriate target behaviors.
- Describe the use of an A-B-C tool in assessing emotional needs and identifying appropriate reinforcers.
- Describe behavioral techniques used to meet the emotional needs of children.
- Describe case examples of children with developmental disabilities and/or emotional disorders who have benefited

from behavioral interventions when their emotional needs were assessed and addressed.

- Describe how to assess and address the emotional needs of children in their own professional settings.

Activities: Participants will listen to didactic information and real-life case histories in homes, schools, and residential settings, receive relevant research and forms for assessment, view a PowerPoint® presentation and video clips, and present their own cases for feedback.

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

Level: Intermediate

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

Workshop #18**CE: BACB, PSY**

10:00 AM - 5:00 PM

Ford AB

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

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

DAVID A. CELIBERTI (Private Practice) and
Audrey Meissner (New Haven Learning Centre)

Description: Educators and other services 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 the 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 the workshop is primarily didactic, participants will be given many opportunities to engage in discussion and will participate in tasks that will concretize and synthesize the didactic information and increase the likelihood of later implementation.

Videotape vignettes of 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 already be familiar with behavior analytic teaching procedures, such as discrete trial instruction.

Level: Intermediate

Member: \$170 **Non-member:** \$185

Workshop #19

CE: BACB, PSY

10:00 AM - 5:00 PM

America's Cup C

CE Instructor: Katherine A. Johnson, M.A., BCBA

Running Effective Behavior Analytic Social Skills Groups

KATHERINE A. JOHNSON, Elizabeth Paige Adams, and Jennifer Blankenship (Advances Learning Center)

Description: Teaching social skills in a group setting requires a multitude of skills: grouping students in effective clusters, using group contingencies, taking data on multiple students at once, and individualizing prompt levels and reinforcement schedules while running effective activities that provide students with frequent opportunities to respond to social stimuli.

This workshop will teach specific learning activities that target skills in the domains of body language; conversation; independent, pretend, and cooperative play; social conventions; and perspective-taking. It will also provide training on how, when, and why to use group contingencies and give strategies for individualizing social instruction in a group setting.

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

- Use a variety of activates designed to provide students with frequent opportunities to respond to social cues.
- Facilitate activities that teach body language; conversation; independent, pretend, and cooperative play; social conventions; and perspective-taking.
- Group students into effective learning clusters.
- Use several different group contingencies and identify the reasons behind using each type of contingency.
- Collect data on multiple students.
- Individualize prompt levels and reinforcement schedules while running an instructional activity with several students.
- Take procedural integrity and reliability measures on social skills group leaders.

Activities: Following a personalized system of instruction approach, participants will work in groups to complete guided notes and case studies and participate in video-modeled activities and role-plays. There will be some lecture, but the majority of the workshop will be hands-on.

Audience: The audience can include BCBA's who train staff to run social skills groups; teachers, SLP's, behavioral instructors, or therapists who run social skills groups; school staff intending to implement social skills instruction as a part of their curriculum; and anyone currently running social skills groups or wishing to run them in the future.

Level: Intermediate

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

Workshop #20

CE: BACB, PSY

10:00 AM - 5:00 PM

Madeleine CD

CE Instructor: Faye Carter, M.S., BCBA

Social Skills: Assessment and Intervention Planning for Children with Autism

FAYE I. CARTER and Loc Le (Autism Spectrum Therapies)

Description: This presentation will focus on the assessment of social deficits and intervention development of social skills programs for school-aged children with autism. A variety of formal and informal social skills assessments will be reviewed. Presenters will impart a multi-modal approach for teaching social skills to children with autism. The presentation will involve a comprehensive review of approaches to teaching social skills including best practices and a data-driven decision-making model. The attendees will participate in hands-on work groups that will allow them to apply their new knowledge. This presentation will benefit individuals working with school-aged children with autism of all functioning levels.

Objectives: At the conclusion of the workshop, participants will:

- Demonstrate knowledge of available social skills assessments.
- Learn to write operationalized social skills goals based on social skills assessment results.
- Demonstrate knowledge of a variety of social skills programming options.
- Be able to design an individualized multi-modal social skills program for a child with autism.
- Learn to evaluate the integrity of social skills programs for children with autism.
- Learn to develop individualized data collection systems to effectively measure progress.

- Learn to analyze data to further inform programming.

Activities: Group discussion and small-group activities including lesson-planning.

Audience: Practitioners in the field of autism, specifically those interested in social skill instruction of school-aged children with autism.

Level: Intermediate

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

Workshop #21

CE: BACB

10:00 AM - 5:00 PM

Betsy A

CE Instructor: John W. Eshleman, Ed.D., BCBA

Standard Celeration Charting

Jesus Rosales-Ruiz (University of North Texas), Henry S. Pennypacker (University of Florida), Abigail B. Calkin (Calkin Consulting Center), John W. Eshleman (Optimal Instructional Systems), and CLAY M. STARLIN (University of Oregon)

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

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

- Write learning outcome statements using channel language that include frequency aims.
- Demonstrate accurate recording in three pinpoint areas.
- Read performance data charted on the SCC.

- Chart performance data charted on the SCC.
- Describe data on the SCC in terms of its frequency, celeration, and bounce.
- Describe SCC performance management systems helpful in improving performance in clinical and educational settings.
- Write at least five best bet interventions for improving student learning.

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: \$260 Non-member: \$275

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

Emma AB

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

Starting and Managing an ABA Service Provider Organization Using Performance Improvement Methods

MICHAEL WEINBERG (Professional Education Resources and Conference Services) and Joseph D. Cautilli (Children Crisis Treatment Center/Temple University)

Description: In this workshop, participants will receive information and instruction on how to start an ABA-based service provider organization and manage professional and/or care staff behavior using performance improvement methods based upon the OBM literature (e.g. Aubrey Daniels' performance improvement book, pinpointing, and other methods). Hiring methods, employee selection, setting targets, reinforcing staff performance, addressing problem performance, quality improvement, six sigma, statistical process control, behavior anchors, and other methods will be presented.

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

- State three key approaches for selecting staff.
- State and describe three methods to evaluate staff performance.
- State examples of staff improvement goals and improvement approaches.
- Identify and discuss the research base for performance improvement methods (at least three studies or references that are empirically derived).
- State key expected performance outcomes and ABA service delivery standards.
- State methods of assessing bases of problem performance and approaches to rectify these problems.
- State and demonstrate key data collection and display methods for staff performance.

Activities: During the workshop, we will:

- Identify the type and nature of service organization participants may wish to establish, or learn to manage, using PI methods.
- Identify systems to establish the organization and how it will carry out its mission. Participants will write sample mission and vision statements.
- Create a basic business plan for carrying out the mission and type of staff needed to carry it out, and create basic systems for staff selection using methods presented.
- Draft standards of performance and behavior analytic service delivery expected of their staff and organization.
- Create systems of staff performance measurement and goal setting, along with means of reinforcing desired and improved performance (and how it will be measured).
- Identify key methods for assessing and addressing problem performance.

Audience: Applied behavior analysts, human services managers, current and would-be founders or directors of a program, and entrepreneurs interested in establishing ABA-based service organizations.

Level: Introductory

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

Workshop #23**CE: BACB, PSY**

10:00 AM - 5:00 PM

Edward D

CE Instructor: Jacqueline M. Harth, M.S., BCBA

Teaching the Use of Natural Gestures to Children with Autism within an Intensive Behavioral Intervention Language-Based Curriculum

JACQUELINE M. HARTH, Cara Ann Dreyer, Elizabeth A. Isakson (Behavioral Dimensions, Inc.) and James E. O'Neill (Behavioral Dimensions - Minneapolis, MN) and Nancy G. Schussler (Behavioral Dimensions)

Description: A current review of the literature states that gestural communication is an important part of language development and expressive gestures have been successfully taught to children with autism using a combination of behavioral and naturalistic approaches. This workshop will present a program that systematically teaches both receptive and expressive gestures in phases by moving from a highly controlled environment (discrete trial training) through specific generalization phases until the child is responding with and to gestures in the natural environment. Expressive gestures in the program include simple communicative responses to request or reject with an emphasis on gaining the listener's attention before conveying the gestural message. The teaching of gesture strings that specify more complex communicative messages will also be addressed. Teaching receptive and expressive use of gestures may lead to improvement in behavioral issues and social communication in young children with autism.

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

- Describe the research that contains the rationale for teaching gestures to children with autism as a precursor for developing language.
- Describe the challenges in teaching gestures to children with autism.
- Set up programs and data systems to teach gestures in a discrete trial training session.
- Set up programs and data systems to teach the gestures in the generalization phases, including in the natural environment.

- Implement situational SD's to evoke the correct response within each acquisition phase.
- Use physical, positional, and imitative prompting to teach the gestures in each acquisition phase.
- Use thin reinforcement schedules until natural reinforcement for gesture use is attained.
- Develop activities to ensure maintenance of the child's skill of using natural gestures

Activities: Through the use of didactic presentation, handouts, videotaped examples, and competency-based practice, participants will learn how to implement Behavioral Dimensions' program that teaches children to use natural gestures to obtain the listener's attention and then request or reject tangible or social interactions. Additionally, programs that teach children to respond to the gestures of others will also be addressed. Participants will receive detailed program plans and data systems to use when implementing these programs. Since the goal of gesture training is to rapidly provide the child with a simple and effective communication system, data analysis and troubleshooting strategies will also be discussed. During role-play activities, experienced clinicians will provide feedback and answer questions regarding implementation and data analysis. Videotape of program implementation during each phase will be presented and participants will receive a CD-Rom of program implementation instructions, data sheets, and troubleshooting tips.

Audience: This workshop will benefit professionals who teach communication skills to children with autism and related disorders as well as others who are significantly involved in educational programming of learners with communication or behavioral disorders. Participants should be familiar with behavior analytic teaching procedures, such as discrete trial training.

Level: Intermediate

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

Workshop #24**CE: BACB, PSY**

10:00 AM - 5:00 PM

Elizabeth DE

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

The Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP

MARK L. SUNDBERG (Sundberg and Associates)

Description: Language development milestones charts are a common tool used by parents, pediatricians, psychologists, and speech and language pathologists to gauge an individual child's language development. While the charts are quite valuable, none of them provide milestones based on the distinction between the verbal operants. For example, there are no charts that provide mand and intraverbal developmental milestones, which are an important aspect of a child's language and social development. This workshop will present a new verbal behavior assessment tool, the VB-MAPP. This assessment tool is based on developmental milestones, as well as field-test data from over 60 typically-developing children and over 100 children with autism. The VB-MAPP is designed to easily identify the current skills for a child with autism across the verbal operants, including the listener repertoires and social behavior repertoires. In addition, the VB-MAPP will suggest specific IEP goals, where to place a child in a new version of the verbal behavior curriculum, and will correspond with the specific intervention procedures designed to teach the absent or defective repertoires (Sundberg, 2007). The VB-MAPP contains 150 verbal behavior milestones across three levels and 14 different skill areas, as well as a more detailed task analysis and progress scoring system for each verbal operant. The VB-MAPP can be used as an objective measure of an individual child's progress in any language intervention program, or as pre and post outcome measures of a language intervention program.

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

- Define and exemplify the basic elements of Skinner's analysis of verbal behavior.
- Describe the VB-MAPP and how it is different from other language assessments.
- Use the VB-MAPP to assess an individual child's language skills.
- Use the VB-MAPP to identify appropriate IEP goals for children with language delays.

- Use the Placement Guide to set up an intervention program for an individual child.
- Use the VB-MAPP and the more detailed task analysis of each verbal operant as an outline of the verbal behavior curriculum and progress scoring system.
- Describe how the VB-MAPP is linked to the verbal behavior intervention procedures.

Activities: Attendees will participate in didactic presentations, discussions, and exercises in the assessment of the verbal operants. Participants will receive a copy of the VB-MAPP with the placement guide, and the corresponding verbal behavior curriculum and intervention program (Sundberg, 2007).

Audience: Participants should have a good working knowledge of behavior analysis and some interest in the application of behavior analysis to language assessment and intervention for children with autism or other developmental disabilities.

Level: Intermediate

Member: \$195 **Non-member:** \$210

Workshop #25**CE: BACB, PSY**

10:00 AM - 5:00 PM

Randle D

CE Instructor: Janet L. Montgomery, M.S., BCBA

Training a Successful Caregiver Curriculum: Tips from the Florida Behavior Analysis Services Program (BASP)

JANET L. MONTGOMERY (University of Florida, Behavior Analysis Services Program), Catherine Williams (Behavior Analysis Services Family Safety Program), and Victoria Fogel (University of Florida)

Description: The caregiver curriculum that is being used in the statewide Florida Behavior Analysis Services Program (Florida BASP) has shown positive trends. The Florida BASP provides an average of 200 classes yearly along with 3,000 on-site visits encompassing 4,000 contact hours to 3,000 caregivers and children. Training outcomes to date encompassing five years of statewide caregiver training have shown cost savings, increased duration of child placements, and preventive research methods to identify children at risk. This workshop will present a brief overview of a fifteen-hour curriculum with emphasis on seven task-analyzed skills. In addition, pre- and post-class skills assessments during role-play situations will be reviewed. Specific training tips and caveats will be presented for each skill

along with the behavioral background and context. Participants will be required to actively participate as both “trainers” and “caregivers.” Directions for change in this curriculum in Florida will also be discussed in terms of specific areas of research for maximum effectiveness of all training components.

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

- Name seven behavioral skills taught in caregiver training sessions.
- List two components of each of the seven behavioral skills.
- Demonstrate role-play of two behavioral skills.
- List two basic teaching principles for training behavioral skills.
- Demonstrate two caregiver evaluation techniques.
- Identify the correct skill to use in two simulated scenarios.
- List six common parenting traps.

Activities: This workshop will be taught via lecture, modeling, role-play and feedback. Attendees will actively participate in small groups with opportunities to act the role of children, caregivers, and trainers, while learning the 15-hour care-giving curriculum. Each of seven task-analyzed skills will be discussed, practiced, and critiqued.

Audience: This workshop is designed for behavior analysts who want more information on the Florida Behavior Analysis Services Program’s training program for caregivers. The workshop will demonstrate and provide training guidance to teach a 15-hour behavioral care giving curriculum. The curriculum is created for caregivers who will work directly with children to change child behaviors. Although experience working with caregivers will be an asset, it is not mandatory. The uniqueness of this training is that it emphasizes the caregiver’s impact on environmental effects, which impact the child.

Level: Intermediate

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

Workshop #26	CE: BACB, PSY
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10:00 AM - 5:00 PM

Elizabeth F

CE Instructor: Kent Johnson, Ph.D.

Transforming Your Verbal, Social, and Motor Behavior Interventions with Morningside’s Generative Instruction

KENT JOHNSON, Joanne K. Robbins, Kristine F. Melroe, Marianne Delgado, and Nick Vu (Morningside Academy)

Description: Each year at the ABA convention, we offer workshops in how to teach reading, writing, or mathematics with our Morningside Model of Generative Instruction. In our Generative Instruction model, behavior is analyzed into its components in a method we call component/composite analysis. Components are then carefully sequenced to produce performance “for free” with minimal instruction. Explicit instruction is designed for each component. Enough practice materials are designed so that learners can reach fluency aims. Application is designed to combine component skills in real-world activities. When learners have already mastered many of the skills in an instructional sequence, further efficiency is achieved by developing diagnostic/prescriptive assessments to selectively teach only what is necessary.

At each workshop, many participants ask us how they could apply our Generative Instruction model to teach other verbal, motor, or social behaviors that their clients need to learn. This workshop will be devoted to that work.

Participants will receive a minimal amount of materials to allow them to participate in this workshop. We encourage participants to purchase Morningside’s “Applying Generative Instruction” three-ring binder available in the ABA Bookstore. It includes our Generative Instruction slideshow, worksheets, and model examples. Please purchase the notebook before you attend this workshop.

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

- Describe the components of the Morningside Model of Generative Instruction.
- Describe the components of their current lesson plans, programs, and interventions in terms of Morningside’s Generative Instruction model.

- Outline a detailed redesign of their current lesson plans, programs, and interventions to conform to Morningside's Generative Instruction model.
- Redesign part or all part of their current lesson plans, programs, and interventions to conform to Morningside's Generative Instruction model.
- Experience our methods of feedback and coaching as they work.

Activities: In the first half of the workshop, we will begin by teaching our Generative Instruction (GI) model, through slideshow lecture, demonstration, and enjoyable games to promote participant learning. We will then show model examples of GI programs outside of reading, writing, and math in motor learning, social skills, science, and other areas.

The second half of the workshop will be a work session. Each participant will apply Morningside procedures to make their own programs generative. Please bring any motor, social, or verbal objectives and programs that you currently use to teach your clients, and we'll coach you through the process of making them Generative!

Audience: Any teachers, clinicians, therapists, tutors, and college professors who want to make their teaching and interventions generative.

Level: Introductory

Member: \$305 **Non-member:** \$320

Workshop #27	CE: BACB, PSY
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10:00 AM - 5:00 PM

Elizabeth B

CE Instructor: Mary L. Barbera, R.N., M.S.N., BCBA

Using a Verbal Behavior Approach to Teach Children with Autism and Related Disorders

MARY L. BARBERA (Barbera Behavior Consulting)

Description: This workshop will utilize B. F. Skinner's analysis of verbal behavior to provide a framework for programming for children with autism and other developmental disorders or delays. In addition to providing participants with specific ways to improve positive behaviors such as language, this workshop will also include a review of ABA principles used to reduce negative behaviors such as crying and hitting. Through lecture, video examples, and small group activities, the participants will leave with

a better understanding of ABA/VB programming for a variety of learners.

Objectives:

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

- Describe two similarities and two differences between strict discrete trial teaching and the verbal behavior approach.
- Define and give three examples of each verbal operant.
- State the importance of pairing with reinforcement and mand training for early learners.
- Demonstrate teaching three signed mands to a non-vocal learner.
- Calculate the variable ratio schedule of reinforcement (VR) during an intensive teaching run-through and explain the importance of using a consistent VR during teaching.
- Be able to independently set up a child's known box and probe sheet.
- Name two antecedent and two reactive strategies that may decrease negative behaviors.

Activities: Lecture, demonstration and discussion, review of video examples, and practice within small groups.

Audience: Professionals and parents who would like to learn more about the verbal behavior approach.

Level: Introductory

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

Workshop #28	CE: BACB, PSY
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10:00 AM - 5:00 PM

Elizabeth H

CE Instructor: Eitan Eldar, Ph.D., BCBA

Using Physical Activity to Enhance Learning, Social Skills, and Self-Control with Autistic and Regular Populations

EITAN ELДАР (Zinman College, Israel)

Description: The presented model, based on the principles and procedures of "applied behavior analysis," emphasizes the uniqueness of movement as an ideal context to improve various abilities. Such a context enables teachers and clinicians to design a challenging learning atmosphere for their students.

The model is based on a series of scripts offering a simulation of real life situations. It can

support a specific clinical goal such as developing self-control; it can take a form of a yearly curriculum at kindergartens and schools, and it can serve as an extended behavioral program for individuals or small groups. The model has recently been implemented with autistic children on an individual level and as a preparation for inclusion.

The rationale behind the development of the model will be discussed and specific behavioral procedures and principles supporting the model will be cited. In addition, the structure of the model will be described, followed by different examples of its optional implementation. Components of the model, modified during the past 16 years, will then be portrayed. The workshop will conclude with recommendations and examples for utilizing the model in a variety of educational and clinical settings applicable to various populations. A special attention will be devoted to the potential of using these procedures as a part of an individual program for ASD populations and for supporting their inclusion in the regular education system.

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

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

Activities: Activities will include:

- A presentation of the theoretical background of the model, defining the rationale behind it.
- An open discussion on how physical activity can serve as a learning context.
- A video presentation illustrating the implementation of the model.
- Active demonstration games involving the workshop's participants.

- Planning drills in which participants will practice activity and program design based on the model.

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

Level: Intermediate

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

Workshop #29	CE: BACB, PSY
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10:00 AM - 5:00 PM

Elizabeth A

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

Using Sign Language Rather than Picture Selection as a Primary Communication Response Form for Hearing Children and Adults with Developmental Disabilities Including Autism

PATRICK E. MCGREEVY (Patrick McGreevy, Ph.D., P.A.) and Carl T. Sundberg (Verbal Behavior Center for Autism)

Description: Many children and adults with developmental disabilities, including autism, do not communicate using spoken words. At the present time, the most popular alternative communication response form includes selecting pictures manually or with an electronic device. This workshop, which is based on B. F. Skinner's analysis of verbal behavior and the work of Jack Michael, Mark Sundberg, Jim Partington, Vince Carbone, Patrick McGreevy, Carl Sundberg, and many others, provides participants with a "new" look at the advantages and disadvantages of sign language and picture selection as a primary communication response form with learners with developmental disabilities who are ambulatory and who exhibit fine motor skills. This workshop provides demonstrations of children and adults exhibiting sign mands, tacts, and intraverbals, and further demonstrations of competent signers learning to use portable, back-up picture selection when they are away from an audience of signers.

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

- Describe the importance of the echoic repertoire with respect to using spoken word as a primary communication response form.
- Describe when an alternative, primary communication response form – signing, selecting pictures manually, or selecting pictures with an electronic device – is necessary.

- Describe the advantages and disadvantages of sign language and picture selection as primary communication response forms.
- Describe and implement effective procedures for teaching sign mands.
- Describe how to transfer sign mands to facts and intraverbals.
- Collect data while teaching sign mands, facts, and intraverbals.
- Describe how to adjust teaching procedures when common problems occur.
- Describe how to use portable picture selection as a back-up response form for competent signers when they are away from an audience of signers.

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

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

Level: Introductory

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

Workshop #30	CE: BACB, PSY
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10:00 AM - 1:00 PM

Gibbons

CE Instructor: James Ball, Ed.D., BCBA

BI Capture™: A More Effective Way to Do Functional Behavior Assessments

JAMES BALL and Steve Lockwood (Youth Consultation Service (YCS))

Description: This presentation will focus on a grant that the YCS: Sawtelle Learning Centers received from Princeton Autism Technology to develop a more effective and efficient way to determine the function of behavior during a functional behavior assessment (FBA). It will discuss the function of behavior and how it effects and relates to the FBA process and the design of behavior reduction plans. The presenters will also discuss the current limitations of determining function of behavior and the profound effect this has on programming. A complete discussion of the use of BI Capture™ video technology will be explored with specific example to demonstrate the ease and accountability of its use. A hands on portion of the presentation will walk the participants through the use of the technology in the

classroom and beyond. Because of the nature of this presentation, a question and answer period will be provided.

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

- Identify three advantages of using BI Capture™ to determine the function of a behavior, as compared to paper and pencil assessment tools.
- State three ways BI Capture™ assists in creating a functional behavior assessment.
- Discuss three disadvantages of using a paper and pencil function of behavior tool when conducting a functional behavior assessment.

Activities: The participants will engage in the determination of the function of a behavior as based on the BI Capture™ technology.

Audience: Any professional that is involved in performing functional behavior assessments.

Level: Intermediate

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

Workshop #31	CE: BACB, PSY
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10:00 AM - 1:00 PM

America's Cup AB

CE Instructor: Kelly Ferris, M.A., BCBA

Effectively Correcting Student Errors during Fluency Based Instruction

KELLY J. FERRIS (Fabrizio/Moors Consulting), Heidi Calverley (University of British Columbia and Fabrizio/Moors Con), and Kristin Wilkinson and Amy King (Fabrizio/Moors Consulting)

Description: This workshop will teach participants the skills they need to correct greater than 90% of the errors their students make during instruction by teaching participants four key components in correcting student errors: identifying error patterns, aligning error patterns with error correction procedures, implementing the error correction procedures, and evaluating the effectiveness of the procedure. Participants will learn two powerful algorithms for correcting student errors: an algorithm based on Tom Gilbert's work in the area of Mathematics and an algorithm for rapidly establishing necessary conditional discriminations; both of these algorithms support instructor's ability to teach their student new responses quickly and effectively. The workshop will also teach participants how to evaluate error corrections and select which procedures are most effective at correcting errors with various skills with their specific learners. Such

evaluation allows the selection of error correction to be based on empirical data rather than on clinical impression. In addition, we will spend part of the workshop time teaching participants to train others in effectively correcting student errors and to evaluate their trainee's performance in this very important area in instructional delivery. Each workshop participant will receive a copy of all the materials presented during the workshop, including all videotape examples and forms.

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

- Evaluate error corrections and select which procedures are most effective at correcting errors with various skills with their specific learners.
- Conduct both types of corrections procedure.
- Evaluate the effectiveness of the corrections.

Activities: Participants will discriminate the difference between correct and incorrect corrections procedures, and practice delivering correction procedures.

Audience: Intermediate and advanced users of Fluency Based Instruction looking to enhance their instructional technology with effective correction procedures.

Level: Intermediate

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

Workshop #32

CE: BACB, PSY

10:00 AM - 1:00 PM

Emma C

CE Instructor: Jack Scott, Ph.D., BCBA

Enhancing Social Reciprocity of Children with Autism within Everyday Routines and Activities

DEBRA A. LEACH and Jack Scott (Florida Atlantic University)

Description: The presenter will discuss a study and conduct training related to enhancing the social reciprocity of children with autism within

everyday routines and activities. Topics will include understanding social reciprocity, training parents on specific strategies to promote social reciprocity, using video stimulated recall with the parents, and conducting coaching conferences with the parents to promote the development of long chains of back and forth interactions between the parent and the child.

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

- Define social reciprocity and describe the importance of focusing on developing social reciprocity with children with autism.
- Define and give examples of how to use specific strategies to enhance the social reciprocity of children with autism.
- Implement parent training on the strategies to promote social reciprocity.
- Understand the procedures of video stimulated recall and coaching conferences to enhance the parents' use of the strategies.
- Collect and analyze data related to social reciprocity.

Activities: Activities include:

- Understanding social reciprocity and how it relates to intervention for children with autism (lecture, handouts, discussion, video presentation, small group activity)
- Training on six strategies to promote social reciprocity (lecture, handouts, discussion, video presentation, small group activity)
- Training on data collection (lecture, handouts, individual practice with video presentation of parents and children)
- Training on video stimulated recall protocol and delivering coaching conferences (lecture, handouts, discussion)
- Research results (lecture, handouts, video presentation)

Audience: Behavior analysts, psychologists, speech-language pathologists, educators, and parents.

Level: Intermediate

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

Workshop #33 **CE: BACB**

10:00 AM - 1:00 PM

Cunningham C

CE Instructor: Carrie Hartman, M.S., BCBA

Excel with Excel®: A Behavior Analysts' Guide to Maximizing the Application of Microsoft Excel

CORAL E. LEE, Carrie Hartman, and Jorge Garcia (ACES)

Description: Microsoft Excel is among the most universally found software across most of the agencies/locations in which behavior analysts work and consult today. Microsoft Excel can be well suited to the needs of behavior analysts and their clients without incurring the added cost of purchasing more expensive and/or specialized software packages. The purpose of this workshop is to provide attendees with an understanding of the basic functions of Excel, and how they can be applied to the effective tracking and managing of data. Participants will learn to create a variety of documents to collect, organize, and analyze data, using the different functions and applications of Microsoft Excel. In addition, other ways of using Excel to organize and manage staff of behavior analysis programs will be discussed. Participants will be required to bring their own laptop. Both PCs and MACs are welcomed.

Objectives: At the conclusion of the workshop, the participant will demonstrate the ability to:

- Create data sheets in Excel by:
 - Changing the dimensions of cells in a worksheet
 - Creating a variety of borders
 - Formatting cells including merging cells and aligning text
- Graph sets of data in Excel using Line and Bar graphs including:
 - Clustered, stacked and percent stacked bar graphs
 - Line graphs with markers, stacked line, percent stacked line graphs.
 - Setting up simple spread sheets to graph data.
 - Setting up data on spread sheets to separate conditions.
- Modify graphs, including changing data range, plot area, gridlines, titles, axis labels, axis values, legend, data series, adding condition lines, adding labels, changing line types, and data points.

- Create spreadsheets and self-graphing datasheet using formulas to organize and manipulate data.
 - Setting up a simple data entry sheet for self-graphing for use by inexperienced Excel users.
 - Producing graphs for reports.

Activities: Each topic will consist of a demonstration and lecture portion, followed by guided activities and practice. Several examples of each skill will be presented. Participants will be asked to recreate a given data sheet, and then asked to create a data sheet to gather a given set of data. Several different methods of graphing will be discussed. Participants will be asked to graph a set of data, and then make specified modifications to the resulting graph. Various uses for spreadsheets, including self-graphing data sheets, will be demonstrated. Formulas will be reviewed, and then used within a spreadsheet to manipulate a set of data. Participants create a spreadsheet to solve a given program, and include formulas to transform raw data into more useful information.

Audience: Teachers, behavior analysts, therapists, parents, consultants, or anyone who manages and analyses large quantities of data and other information.

Level: Introductory

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

Workshop #34 **CE: BACB, PSY**

10:00 AM - 1:00 PM

Windsor B

CE Instructor: Erica R. Roest, M.Ed., BCBA

How to Incorporate Social Skills Curriculum Resources within ABA Programs for Young Children with Autism

ERICA R. ROEST and Selena Emond (Autism Behavior Consultants)

Description: The acquisition of Social Skills training is an integral part of any ABA program. While there are many options for teaching social skills through published curricula for typically developing children as well as for children with autism, it is often difficult for practitioners to take these instruments and utilize them with appropriate data collection systems, operational definitions, and measurement systems. This workshop will examine several curriculum resources for teaching social skills and show how to implement these resources in student programming. This will include how to choose appropriate target

behaviors, implement programming, how and when to incorporate peers, how to choose and utilize data collection systems as well as monitor progress.

Objectives: Participants will learn:

- How to choose appropriate standardized social skills assessments and other assessments to develop baselines.
- How to choose appropriate target behaviors for intervention.
- How to implement social skill curricula materials including the use of rule cards, role playing, self-monitoring, social scripts, and token systems.
- How to develop and utilize data collection systems and monitor student progress.
- About the current research on social skills training and students with autism.

Activities: Participants will participate in lecture, didactic training, role playing, and group exercises. Sample data sheets, lesson plans will be provided. Participants will also view video clips of training being conducted with students.

Audience: The target audience for this workshop is professionals working with young children with autism. The age range of students is between three and 10 years of age.

Level: Intermediate

Member: \$135 **Non-member:** \$150

Workshop #35

CE: BACB, PSY

10:00 AM - 1:00 PM

Windsor C

CE Instructor: Weihe Huang, Ph.D., BCBA

Solving Ethical Dilemmas in the Practice of Applied Behavior Analysis

WEIHE HUANG (Regional Center of the East Bay, California)

Description: This workshop is designed to increase participants' ability to ethically practice applied behavior analysis (ABA) by describing the characteristics of ethical dilemmas, discussing the Behavior Analyst Certification Board Guidelines for Responsible Conduct For Behavior Analysts®, and introducing an ethical decision making model. This approach incorporates codes of ethics for behavior analysts and ethical reasoning strategies. When making ethical decisions, many behavior analysts tend to believe that these decisions are solely based on the analysis of objective data and relevant evidences. However, in reality, the

decision-making process is also influenced by behavior analysts' values, as well as societal values including those of services recipients. Behavior analysts often encounter ethical dilemmas when these values conflict. In facing ethical dilemmas, behavior analysts need codes of professional conduct and ethically sound strategies to reach reasonable and practical resolutions. The Guidelines for Responsible Conduct for Behavior Analysts is helpful in many situations. In some cases, however, ethical dilemmas cannot be resolved by appealing to the existing guidelines or regulations. Part of this workshop is aimed at providing applied behavior analysts with ethical reasoning strategies in the event that the Guidelines for Responsible Conduct alone are insufficient. These strategies are based on the relevant experience of the presenter and the available literature in the field of behavior analysis and related areas. The emphasis of the discussion will be on the application of the model to various clinical settings, including natural homes, residential facilities, day programs, and educational programs.

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

- Recognize ethical issues in the field and their importance to the general public as well as to behavior analysts.
- Understand primary ethical principles that underline both societal values and the content of Guidelines for Responsible Conduct for Behavior Analysts.
- Identify and analyze ethical dilemmas that are often encountered by behavior analysts and other service providers.
- Assess and realize the usefulness of Guidelines for Responsible Conduct as a tool in making ethical decisions.
- Use the six steps delineated in the Ethical Decision Making Model to resolve ethical dilemmas that are likely to occur in the ABA service delivery process.

Activities: This workshop will use cases both provided by the presenter and generated by participants to illustrate the implementation of Guidelines for Responsible Conduct for Behavior Analysts and the steps in the Ethical Decision Making Model. Participants of this workshop will be encouraged to (1) identify their values and to associate these values with primary ethical principle; (2) recognize the characteristics of ethical dilemmas in the field of ABA; and (3) apply codes in Guidelines for

Responsible Conduct and six steps specified in the Ethical Decision Making Model to the case that involves ethical dilemmas.

Audience: Behavior Analysts, educators, and service providers in the field of applied behavior analysis.

Level: Advanced

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

Workshop #36

CE: BACB

2:00 PM - 5:00 PM

America's Cup AB

CE Instructor: Laura Kenneally, Ed.D.

"Why Don't They Do As We Say?" Using Functional Assessments to Address Non-Adherence in Applied Environments

KATHLEEN MCCABE-ODRI and Laura Kenneally (Advance, Inc./ Partners in Learning Inc.)

Description: Using Iwata's model defining the four basic functions of behavior, this workshop addresses common adherence challenges faced by behaviorists in applied settings of homes and schools. Detailed environmental analysis strategies are presented to assess the possible contingencies that may improve or prevent adherence. Data collection and programming options are explained and presented via lecture, video examples, and hands-on activities for participants. Materials include sample questionnaires to use with parents and teachers to assess readiness to begin interventions, as well as formats to assess environmental aspects that may strengthen or weaken consistent implementation of treatment protocols.

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

- Use a functional assessment approach to address treatment non-adherence with teachers in classroom environments.
- Use a functional assessment approach to address treatment non-adherence with parents in home/community environments.
- Apply interventions/strategies to improve adherence per function.
- Measure effectiveness of treatment adherence interventions.

Activities: Activities include lecture, video examples, data samples, and small group interaction using functional assessment measures to troubleshoot actual and sample treatment adherence challenges.

Audience: Behavior consultants working in applied settings such as home and public schools.

Level: Intermediate

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

Workshop #37

CE: BACB, PSY

2:00 PM - 5:00 PM

Windsor B

CE Instructor: Laura Schreibman, Ph.D.

An Introduction to Pivotal Response Training

LAURA SCHREIBMAN (University of California, San Diego), Aubyn C. Stahmer (Rady Children's Hospital, San Diego), Marie L. Rocha and Jessica B. Suhrheinrich (University of California, San Diego), Sarah A. Dufek (University of California, San Diego Psychology), and Rebecca Couch Gutierrez, Allison Cunningham, and Michele Stone (University of California, San Diego)

Description: Participants will receive didactic teaching on the techniques and components of pivotal response training (PRT) and methods of implementing PRT with a variety of children. Pivotal response training (PRT) is a naturalistic behavioral intervention that is founded on behavioral principles and soundly supported in the scientific literature (cf. National Research Council, 2001). PRT was developed to facilitate stimulus and response generalization, increase spontaneity, reduce prompt dependency, and increase motivation. PRT was designed based on a series of studies identifying important treatment components. The "pivotal" responses trained in PRT are motivation and responsivity to multiple cues (i.e., increasing breadth of attention). Strategies used in PRT include clear and appropriate prompts, child choice, turn-taking, interspersal of maintenance tasks, reinforcing attempts, responding to multiple cues, and a direct response-reinforcer relationship. In contrast to the other procedures, which have focused almost exclusively on increasing verbal and nonverbal communication skills, PRT has been adapted to teach a variety of skills, including symbolic (e.g., Stahmer, 1995) and sociodramatic play (e.g., Thorpe, Stahmer, & Schreibman, 1995), social skills (e.g., Pierce & Schreibman, 1995, 1997; Koegel, Carter, & Koegel, 2003), and joint

attention (e.g., Rocha, Schreibman, & Stahmer in press; Whalen & Schreibman, 2003).

Participants will be expected to have a basic understanding of applied behavior analysis. Participants will receive examples of using PRT with children of varying functioning levels. Methods of examining specific child response to PRT will be taught. The workshop content will include the following:

- An overview of PRT and how it is used to improve language, play, and social interaction in children with autism.
- An introduction on how to implement pivotal response training in one-on-one settings with a variety of children.
- Practice using a new tool designed to assist in determining whether a child can be expected to respond well to PRT.
- Video examples of correct and incorrect use of PRT steps.
- Group exercises involving program development using case study examples.
- Methods for assessing fidelity of implementation of PRT procedures.
- Troubleshooting common questions that arise when using PRT.

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

- Describe the specific components of the PRT intervention package.
- Describe the benefits and results of implementing PRT with children with autism.
- Conduct an assessment to determine individual child responsivity to PRT.
- Understand how PRT can be used to improve language functioning
- Understand methods of implementing PRT in one-on-one settings with children of varying ability levels.

Activities: Activities will include:

- Didactic teaching on PRT steps and its effectiveness.
- Small group activity involving developing a PRT program for a child with autism (case example provided) including troubleshooting difficulties implementing PRT.
- Individual practice coding videotapes of children with autism for responsivity to PRT.

- Individual practice coding videotapes of adults implementing PRT for fidelity of implementation of treatment procedures.

Audience: Professionals with a basic understanding of applied behavior analysis and experience working with children who have autism.

Level: Intermediate

Member: \$135 **Non-member:** \$150

Workshop #38

CE: BACB, PSY

2:00 PM - 5:00 PM

Maggie

CE Instructor: Debra Anne Rausch-Harris, Ph.D.

Cultural Sensitivity: Applying Behavioral Principles with the Latino Population

DEBRA ANNE RAUSCH-HARRIS, Monica Corrales, J. Ernesto Corrales, and Charles Wigle (Motiva Associates, San Diego)

Description: Cultural differences can often be a barrier to providing effective behavioral intervention services to families of children with autism. Common challenges include identifying a challenging behavior when part of a cultural norm, obtaining an accurate assessment of a behavior, explaining principles of reinforcement and extinction, and ensuring follow through with behavioral interventions.

This workshop is designed for psychologists, educators, and other individuals working within the Latino community. A basic understanding of behavioral principles is helpful, although a review of behavioral strategies will be given. Role modeling will be used to allow participants to gain practical experience in implementing strategies as well as increasing awareness of common issues with Latino families.

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

- Increase understanding of common issues to consider in using behavioral approaches with Latino families.
- Assess individual and family behavior in a multicultural context and develop treatment procedures based on such assessments.
- Comprehend and apply knowledge of Latino culture to behavioral work with families.
- Demonstrate knowledge behavioral strategies and their application to applied behavioral analysis in a multicultural context.

Activities: Workshop activities will involve both large and small group activities that involve designing specific interventions relevant to the Latino culture, role playing, and an interactive presentation format.

Audience: This workshop is geared towards professionals providing behavioral services to the Latino population.

Level: Introductory

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

Workshop #39	CE: BACB, PSY
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2:00 PM - 5:00 PM

Cunningham C

CE Instructor: Vicci Tucci, M.A., BCBA

Instructing Naïve Learners for Formal Instructional Opportunities in School and Home Settings

DONNA LEFEVRE (Pennsylvania Training and Technical Assistance Network) and Aaron Wood, Jawantey K. Morris, and Vicci Tucci (Tucci Learning Solutions, Inc.)

Description: The purpose of this workshop is to coach participants through formulating and delivering the early lessons of the CLM Curriculum.

The Competent Learner Model Curriculum (CLM): Lessons 1-16 has been designed to assist instructors in 'understanding' and delivering the required instructional and behavioral contingencies required to prepare naïve learners for formal instructional conditions better known as 'work' conditions. The emphasis in this workshop will be placed on the first few lessons of the CLM Curriculum. The core naïve learner repertoires are based on Skinners' verbal operants.

Some of the methods/contingencies used in these lessons are not 'typical' of what behaviorally-oriented instructors expect to see happen when instructing learners. At first, most instructors exposed to the early lessons assume that the learners are only 'playing' since it appears that they are not expected to make the learners 'work.'

However, as an instructor studies the lessons, s/he begins to appreciate the design of the lessons. These lessons are designed to rely on conditioning learning as a reinforcing activity for naïve learners. As a result, the instructor will **not** have to rely on coercive practices to induce/motivate the learner to participate in instructional conditions.

Objectives: Upon completing the workshop, participants will be able to state:

- What repertoires and component skills are to be developed.
- What contingencies are required to develop the basic learner repertoires.
- How the parts of the instructional conditions are arranged to provide schedules of reinforcement required to establish and strengthen repertoires.
- How to make conspicuous to the instructors the 'hidden' contingencies imbedded in the instructional and behavioral contingencies (i.e., lessons).

Activities: Participants will study the lessons to determine the behavioral contingencies required for naïve learners and instructors to be successful.

The presenters will illustrate via video examples some of their experiences in coaching district staff in delivery of the lessons (i.e., behavioral contingencies).

The presenters will also provide some suggestions for overcoming some of the obstacles (e.g., deficits of learners labeled autistic) involved in implementing a curriculum in school and home settings with naïve learners.

Audience: Behavior analysts, school district administrators, parents, teachers, school psychologists, and other staff serving students with autism and related disorders including preschool general education classes.

Level: Introductory

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

Workshop #40	CE: BACB, PSY
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2:00 PM - 5:00 PM

Windsor C

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

Treatment Strategies for Increasing the Number of Children with Autism who Reach Normalcy

GLEN O. SALLOWS, Tamlynn Graupner, and Michelle Sherman (Wisconsin Early Autism Project)

Description: Several published curricula describe in detail the necessary skills to teach children with autism, and the discrete-trial procedure is easily learned by most staff. Yet, most EIBI programs described in the literature were not able to replicate the findings described by UCLA.

In our own study, 49% of 35 children in treatment achieved "normal functioning" after four years. We will present their data and show video tape interviews of the children. We will describe the staff skills and treatment strategies discovered over 12 years of work that contributed to the positive outcome of these children. These include staff training and supervision methods as well as specific skills such as increasing parental involvement and cooperation, learning to interpret the child's ongoing behavior, building generative language, teaching and generalizing language and social interaction skills, troubleshooting and addressing tantrums and inattention, and working with teachers and schools.

Objectives: Participants will learn:

- Effective methods of staff training and supervision.
- Specific staff skills necessary to work effectively with parents and to maximize the number of children achieving normalcy.

Activities: Lecture handouts and video tape examples of treatment strategies will provide participants with information necessary to develop effective training and supervision practices.

Audience: This workshop is appropriate for program administrators and clinical supervisors working in intensive behavioral programs.

Level: Intermediate

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

Workshop #41	CE: BACB, PSY
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2:00 PM - 5:00 PM

Emma C

CE Instructor: Dan Hursh, Ph.D., BCBA

We Know We Have to Do it, but How? Schools' Search for Teaching Social Skills

COLLEEN DAVIS (Tucci Learning Solutions, Inc.), Marcia Brown (Gilroy Unified School District), Dale Falcone and Valerie Rodriguez (Tucci Learning Solutions, Inc.), Linda McNulty (LRC Consulting, Child Advocate and Parent), Karen Serrano (Teacher, Parent Cooperative Social Skills Trainer), and Dan Hursh (Tucci Learning Solutions, Inc.)

Description: With an ever greater number of learners with autism being included in regular education classrooms, districts are being asked to develop individual students' social, academic, pragmatic language, and executive functioning skills. This was the case in Gilroy, California. In response to this need, this school district and Tucci Learning Solutions, Inc. collaborated on the

design and implementation of programs to promote the development of these needed skills.

These programs utilized multiple resources already in place within the school district; including para-educators already serving students within classrooms and common testing instruments. Added to these extant services were some relatively inexpensive, "public domain" curricula, and a "coaching" program that provided guided support and assistance to the teachers and aids in learning to apply the principles of behavior analysis to the development of each skill area. This recipe resulted in the successful implementation of social and study skills programs for elementary and middle school students with autism and related disabilities.

The purpose of this workshop is to coach participants through the process of applied behavioral engineering of "off-the-shelf" resources to achieve similar goals and results.

Objectives: Upon completing the workshop, participants will be able to identify:

- What repertoires and component skills are to be developed.
- What resources (publicly available curricula, assessments, etc.) are available for teaching the targeted repertoires and component skills.
- How available resources may be evaluated and assessed for use in teaching the targeted repertoires and component skills.
- How engineered resources may be arranged and rearranged given the required contingences or programming.
- How the principles of behavior analysis are successfully applied to these small groups and skill development.

Activities: Participants will discuss the competencies required of behavior analysts, district staff, parents, and students required to make these simple but effective programs achievable.

As a child advocate and parent of a student with autism, Linda McNulty (LRC Consulting), will discuss the need to incorporate social skills training and related services into individualized education programs. Linda will share her experiences on how teams can work successfully towards those ends.

Marcia Brown, Director of Special Services for Gilroy Unified School District, will address the

importance of providing these supplementary services and how her school district has been successful in these provisions (as well as suggestions to improve similar programs).

The presenters from Tucci Learning Solutions, Inc. will also describe some of their experiences in coaching district staff and parents on monitoring and delivery of various curricula, behavioral contingencies, as well as data collection procedures and analysis for social skills training groups for grades 1, 2, 4, 7-8, and 9-10.

Karen Serrano will discuss her experience as a teacher, parent, and new social skills trainer. She is the leader of an after-school parent cooperative program addressing social and study skills for students ages seven to eleven.

Also, several curricula options for addressing the deficits common for students with autism and related disorders at various levels will be explored, demonstrated in videos, and role-played.

The presenters will give some recommendations for being successful in this process and obtaining resources and funding for these types of programs. An open forum for a discussion directed by the participants will also be held.

Audience: Behavior analysts, school district administrators, parents, teachers, school psychologists, and other staff serving students with autism and related disorders included in regular education classes.

Level: Introductory

Member: \$115 **Non-member:** \$130

Workshop #42

CE: BACB, PSY

6:00 PM - 9:00 PM

Douglas A

CE Instructor: Mavis Tsai, Ph.D.

ACT and FAP: An Experiential Integration in Effecting Personal and Client Change

MAVIS TSAI (Independent Practice) and Joanne Dahl (Uppsala University)

Description: In order for clinicians to help others, we must first heal ourselves. In this workshop, we will address how the principles of ACT (acceptance and commitment therapy) and FAP (functional analytic psychotherapy) relate to 1) the importance of compassion for ourselves and others, and 2) potent methods we can use to bring forth our own and our clients' best selves and act in true valued directions. We will be challenging participants to be more open, vulnerable, aware and present as we use experiential exercises that focus on all aspects

of your experience, including mind, body, feelings, and spirit.

Objectives: Participants will:

- Learn a conceptual understanding of the basic principles of ACT and FAP so that they can more effectively facilitate growth and change—their own, as well as their clients'.
- Learn a behavioral rationale for experiential exercises.
- Experience powerful techniques and exercises that can help participants (and their clients) to stay open and to move forward compassionately in their lives by: a) getting in touch with their values, longings, purpose, and vision, and b) going to frightening places within themselves with acceptance and validation.
- Learn how to viscerally embrace the discomfort of not knowing, of unpredictability, of impermanence.

Activities: Brief didactic introduction of ACT and FAP, experiential exercises in pairs and small groups, and audience discussion.

Audience: Anyone who is interested in learning more about ACT and FAP through the use of experiential exercises for personal growth as well as for clinical work.

Level: Introductory

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

Workshop #43

6:00 PM - 9:00 PM

Edward AB

Behavior Analysis of Peak Personal Athletic Performance and Physical Fitness

STEPHEN RAY FLORA (Youngstown State University)

Description: The topic of this workshop is applying behavior analysis to athletic, exercise, healthy weight maintenance, and nutritional diet behaviors so that individuals can achieve their peak personal athletic performances and optimal physical fitness and health. The workshop will not turn attendees into Olympic gold medal winners, but teach the application of behavior analysis to their, or their clients', athletic, physical fitness, and health-related behaviors to aid in the achievement of their peak possible performances, fitness, and health, given each person's limitations, including, but not limited to, employment, family obligations, age, current fitness, prior accomplishments, or disability. How the pursuit of health and physical fitness through the setting of, and

striving for, athletic goals may add value to one's life or aid in the pursuit of one's non-athletic chosen life directions will be evaluated. Medical, health, behavioral, and psychological benefits of exercise, athletic participation, and physical fitness is covered.

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

- State many of the medical, health, behavioral, and psychological benefits of exercise, athletic participation, and physical fitness.
- Perform functional assessment of current health and fitness related behaviors.
- Perform a task analysis of skilled athletic performance.
- Use the concepts of optimal physiological arousal, periodization, and supercompensation in designing a personalized training program.
- Use objective measures to assess overtraining, nutritional, and sleep deficits.
- Identify personalized motivations, incentives, and values for athleticism and physical fitness.
- Understand the importance of, and use goal setting, task analysis, pinpointing, skill gaps, realistically achievable goals, practice/workout schedules, and publicly posted goals to achieve fitness and/or peak performance.
- Use data collection, charting, and graphing to optimize fitness, athletic, and nutritional behaviors.

Activities: Participants will be guided through the presented information with PowerPoint slides, worksheets, and small group activities. The activities may include, but not be limited to, defining obstacles to fitness and athleticism objectively and behaviorally; practice pinpointing specific behaviors involved in successful athletic performance; identifying behaviors to chart and graph; perform task analysis of skilled athletic performance; begin designing a fitness program incorporating periodization; identify behavioral and physical signs of overtraining; discuss and identify real versus imagined, non-objective limitations of living a healthy, fit life; and discuss the incorporation of a fit lifestyle in the pursuit of one's non-athletic chosen life directions and values.

Audience: The target audience is bachelor-, Master's-, and doctorate-level behavior analysts interested in learning to apply behavior analytic principles in the pursuit of physical fitness and healthy living, and those interested in applying behavior analysis to achieve peak personal athletic performances. Peak personal athletic performance is a personally defined target. For one individual, it may be winning an international distance triathlon; for another, it may be being able to walk a round of golf instead of having to use a golf cart; for another, it may be to improve one's score in the local dart league; and for another it may be to improve one's health to the point that one is able to take one's grandchildren to the park without experiencing physical distress.

Level: Introductory

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

Workshop #44

CE: BACB, PSY

6:00 PM - 9:00 PM

America's Cup D

CE Instructor: Victoria Stout Kubal, M.S., BCBA

Behavioral Relaxation: Training and Scale

VICTORIA STOUT KUBAL and Amber Mahal (University of California, San Francisco, Fresno Department of Family and Community Medicine)

Description: Relaxation techniques are an integral part of the successful treatment of those exhibiting anxiety-related, pain-related, and/or anger-related behaviors. The sooner a client learns relaxation and other types of self-control techniques, the safer his/her internal and external environments may become. In addition, due to limitations in funding, providers must often demonstrate that extensive treatment progress has been made within a relatively short period of time.

Poppen's (1998) Behavioral Relaxation Scale (BRS) is an assessment tool for measuring the progress of an individual demonstrating the 10 overt relaxed behaviors taught to criterion with Behavioral Relaxation Training (BRT). BRT can be an effective part of treatment for individuals with emotional/mental disorders, hyperactivity, schizophrenia, traumatic brain injury, physical limitations, and/or restricted cognitive/intellectual capabilities.

This workshop will provide an opportunity to experience Poppen's (1998) Upright Behavioral Relaxation Training (URT) by means of labeling, modeling, imitation, practice, and corrective feedback. Once workshop participants are proficient in demonstrating URT and can verbally describe these 10 relaxed behaviors

and corresponding examples of unrelaxed behaviors, then they will be taught assessment of URT using the BRS. Finally, participants will learn how to calculate inter-rater reliability of the BRS across observers (participant and instructor).

Objectives: By the end of the workshop, each participant will be able to:

- Position his/her own body in alignment with the 10 overt relaxed behaviors from Upright Behavioral Relaxation Training (URT).
- Write a description of each of the 10 overt relaxed behaviors from URT in his/her own words and provide corresponding examples of unrelaxed behaviors.
- Give another individual appropriate feedback so that the other individual can correct himself/herself according to the 10 URT postures.
- Observe, record, and assess another individual's performance of the 10 relaxed behaviors from URT by accurately using the Behavioral Relaxation Scale (BRS).
- Accurately calculate BRS inter-rater reliability between himself/herself and the instructor.

Activities: Activities will include:

- **Verbal Behavior:** Listen to a presentation regarding the physiological effects of relaxation, the history of using relaxation training to treat psychological and physical disorders, and Poppen's development of Behavioral Relaxation Training and the Behavioral Relaxation Scale.
- **Labeling and Modeling:** View a live demonstration of the 10 postures included in Upright Behavioral Relaxation Training (URT). Each relaxed posture will be labeled, described topographically, and demonstrated physically.
- **Modeling and Imitation:** Learn how to breathe diaphragmatically, then imitate the other 9 relaxed behaviors of URT while viewing an instructor as model. After each participant has proficiently demonstrated each posture separately, he/she will practice relaxing all 10 areas at the same time.
- **Feedback:** Practice silently while the instructors are giving each participant individual corrective feedback. Later,

workshop participants will form pairs and alternate practicing URT and giving each other corrective feedback.

- **Criterion Tests:** Take URT Written Criterion Test; score one another's criterion test. Take BRS Written Criterion Test; score one another's criterion test.
- **Assessment:** Behavioral Relaxation Scale (BRS) scoring methodology will be explained and demonstrated. All observers, including the instructor, will simultaneously score the BRS for the model.
- **Reliability:** Calculate inter-rater reliability score between participant and instructor.

Audience: The target audience for this workshop is comprised of BCBA's and BCABA's who work with the following populations: clients with anxiety disorders, pain-related difficulties, or anger management problems; individuals with traumatic brain injury; persons exhibiting hyperactive or repetitive behaviors; clients exhibiting schizophrenic behaviors; and persons who experience an extreme amount of "stress." Professionals with a strong interest in behavioral medicine, clinical behavior analysis, family and child therapy, and/or health and fitness training will also benefit from attending this workshop.

Level: Introductory

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

Workshop #45

6:00 PM - 9:00 PM
Mohsen AB

Choosing Autism Interventions: Overviews of Popular Autism Interventions and Combinations That Work

TERESA A. GRIMES and Steven J. Ward (Whole Child Consulting)

Description: There are many interventions claiming to improve aspects of performance in individuals with autism. The presenters will provide an overview of a variety of interventions and share their experiences in successfully combining programs to create individualized treatment plans. The team will present information on assessing specific needs and matching them with the most appropriate intervention approach. Presenters will discuss how to choose measures to ensure progress.

Objectives: Individuals attending the workshop will:

- Be able to describe of a variety of autism interventions and what each claims to address.
- Learn to identify and target areas of specific need in individuals with autism (communication, social, compliance, etc.).
- Decide what measures to employ to ensure the intervention is effective.
- Correctly complete at least three different measurement instruments.

Activities: Attendees will use:

- Flash card activities to associate intervention names with what they claim to address
- Discussions and assistance in assessing general individual needs
- Practice using a number of essential assessment tools (standard celeration charts, time samples, etc.)

Audience: Parents and treatment providers wanting an overview of a variety of interventions.

Level: Intermediate

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

Workshop #46 **CE: BACB, PSY**

6:00 PM - 9:00 PM

Del Mar AB

CE Instructor: Leigh K. Grannan, M.S., BCBA

Demonstration Classroom for Preschool Learners with Autism: Targeting the Core Deficits of Autism within Group Activities

Melanie A. Rose (Southern Illinois University, Carbondale), Jenny C. Martin (Southern Illinois University), and LEIGH KAROLE GRANNAN (Southern Illinois University, Carbondale)

Description: The Center for Autism Spectrum Disorders at Southern Illinois University at Carbondale is a comprehensive applied behavior analysis regional center for children with autism, their families, and service providers. The program offers assessment, training, individual and group therapy, and consultation services. The focus of this workshop is the program's Lab to Promote Social Interaction, a demonstration classroom for preschool learners with autism. Primary child goal areas of this lab include attending, imitation, manding, and peer interaction. This workshop will provide examples of creative

ways to teach these skills individually and in a group setting. Film footage will be included.

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

- Identify appropriate goal areas to teach in a group to young children with autism.
- Increase attending, imitation, manding, and sharing within group activities using creative, preferred activities.
- Incorporate individual goals based on different learner skill levels within common group activities.
- Use discrete trial training and incidental teaching within everyday routines and play.

Activities: Participants will view film footage of creative group activities to target attending, manding, imitation, and peer interaction. Explanation and conceptual framework will be shown via PowerPoint. Sample lesson plans, activity steps, and helpful Web sites will be provided.

Audience: This workshop is designed for individuals currently implementing or interested in programs to teach young children with autism. Participants should have some knowledge of applied behavior analysis.

Level: Intermediate

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

Workshop #47 **CE: BACB, PSY**

6:00 PM - 9:00 PM

Randle E

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

Developing Competencies for Participation in Direct Instruction Curriculum

Cathy L. Watkins (California State University, Stanislaus), KARRIE GRAMA (Behavioral Therapist), and Christina Bracewell Lovaas (Tucci Learning Solutions, Inc.)

Description: This workshop will teach attendees how to plan for and instruct naïve learners for participation in direct instruction (DI) programs. Naïve learners are children who lack the fundamental skills to effectively participate in structured curriculum and instruction. Because they typically lack the participation competencies to engage in cued, choral responding, and sustained active responding throughout scheduled instructional periods, naïve learners require systematic programming to develop these skills. Participants will be oriented to the Competent Learner Model (CLM) and its approach and tools for developing

participation competencies. Individual cases will be discussed and used to apply what is learned to actual cases. Motivational strategies, data collection techniques, and assessment procedures for determining direct instruction readiness will also be discussed.

Objectives: Workshop participants will:

- Learn the features of direct instruction and the guidelines necessary for running direct instruction programming, such as pacing.
- Monitor group and individual performance in DI programming.
- Learn to teach to mastery and make instructional conditions.
- Determine when learners are ready to participate in direct instruction.
- Learn how to establish and strengthen learning repertoires such as echoic behavior.

Activities: Participants will:

- Study the direct instruction contingencies and practice the guidelines.
- Take data based decisions via provided scenarios.
- Assess their learner to determine if that learner is ready for DI programming.

Audience: Behavior analysts, parents, and other staff serving students with autism and related disorders included in regular education classes.

Level: Introductory

Member: \$115 **Non-member:** \$130

Workshop #48	CE: BACB, PSY
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6:00 PM - 9:00 PM

Madeleine CD

CE Instructor: Rosa C. Martinez, Ph.D., BCBA

EIBSC: Early Intervention Behaviorally Scripted Curriculum

ROSA C. MARTINEZ (The Children's Center for Early Intervention)

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 ages 0-3 on the autism spectrum.

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

- Define autism spectrum disorder.
- Assess a child in a natural learning environment.

- Identify skill and deficit areas based on an individual child's assessment data to target developmentally appropriate instruction.
- Individualize a curricular program based on individual child deficits and use a behavioral template to develop further programming.

Activities: Activities include:

- 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 delivery of discrete trials or learn units. The target audience is center-based and home-based service providers of ABA for children on the autism spectrum.

Level: Intermediate

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

Workshop #49	CE: BACB, PSY
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6:00 PM - 9:00 PM

America's Cup AB

CE Instructor: Maria R. Ruiz, Ph.D., BCBA

Enhancing Behavior Analytic Practices with Feminist Principles

MARIA R. RUIZ (Rollins College) and Christeine M. Terry (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. The feminist research agenda could be advanced by a behavioral framework. While behavior analysts have had relatively little to say about feminist psychology, the two communities share the goal of creating better environments for people to live in. 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. We will also examine how a behavioral framework might advance the feminist research agenda. Finally, we will consider the benefits to behavior analysts of participating with feminist psychologists in pedagogical, clinical, and research programs.

Objectives: At the conclusion of the workshop, participants 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.
- Identify four ways in which the behavioral approach might fortify feminist research.
- Identify four ways in which behavior analysts might benefit from integrating a feminist perspective into their pedagogical, research, and clinical practices.

Activities: Lecture material will be presented with PowerPoint, videos, small group activities, and experiential exercises.

Audience: This is an introductory workshop for behavior analysts interested in feminist psychology and exploring how its principles might be integrated into our professional practices. Women's Studies Programs have expanded across college and university campuses over the past two decades. This workshop will provide faculty members and graduate students interested in cross-disciplinary pedagogy an opportunity to examine foundational principles of feminist psychology and consider a creative integration of behavior analysis and women's studies. Behavior analysts involved in research and clinical practice will have an opportunity to consider how various sources of subtle behavioral control which have been the focus of feminist research have pertinence in our research and clinical programs.

Level: Introductory

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

Workshop #50	CE: BACB, PSY
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6:00 PM - 9:00 PM

Madeleine AB

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

Ethical Issues in the Assessment and Treatment of Behavioral Disorders

R. M. (DUKE) SCHELL (J. Iverson Riddle Developmental Center)

Description: This workshop will focus on ethical issues related to the assessment and treatment of severe behavioral disorders and the management of treatment plans that address them. Ethical issues will be discussed across several treatment settings including homes, schools, mental retardation and mental health facilities, and community settings.

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

- Describe ethical issues that have influenced the general use of behavioral assessment and treatment procedures.
- Describe the effects of ethical issues and precedents on the everyday practice of behavioral assessment and treatment with consumers (i.e., people directly receiving behavioral assessment and treatment services).
- Describe assessment and treatment procedures in the area of staff training and support (performance management/organizational behavior management).
- Describe ethical 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 current ethical information will be followed by casebook-style discussions based on experiences of the presenter as well as composite examples that raise ethical issues in assessment and treatment for severe behavior disorders and the management of plans related to their treatment.

Audience: Psychologists and behavior analysts involved in the development, supervision, and management of assessment and treatment procedures and applied research with people with behavioral disorders.

Level: Intermediate

Member: \$115 **Non-member:** \$130

Workshop #51 **CE: BACB, PSY**

6:00 PM - 9:00 PM

Cunningham B

CE Instructor: Jon S. Bailey, Ph.D., BCBA

Ethics II: The Advanced Course

JON S. BAILEY (Florida State University/Florida Association for Behavior Analysis) and Mary R. Burch (American Kennel Club)

Description: This workshop is a follow up to last year's Ethics workshop. In this highly interactive session, participants will work on individual ethics scenarios, analyzing them to determine what the Behavior Analyst Certification Board Guidelines for Responsible Conduct For Behavior Analysts® recommend and then spelling out a course of action. Participants will then present their case and the resolution to an ethics review committee of five other participants and debate and discuss the relevant issues. Each committee will pick one scenario for discussion with the whole group. The instructors will guide the discussion.

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

- Analyze scenarios and determine appropriate sections for guidance using the Index to the BACB Guidelines.
- Develop an ethically appropriate course of action to resolve the ethical problem.
- Present and defend their solution with an ethics review committee.
- Fluently analyze ethics scenarios and determine appropriate action if given a new scenario.

Activities: The presenters have selected and prepared 30 ethics scenarios that represent a cross-section of contemporary behavior analysis practice. In addition, an Index to the BACB Guidelines has been prepared that will allow participants to analyze ethics scenarios and determine the relevant sections of the code. This workshop represents the essence of active learning by participants as they acquire the skills necessary to analyze ethical problems as they arise.

Audience: Participants who have previously had Ethics I at the ABA convention in 2006 or who have extensive knowledge of the BACB Guidelines for Responsible Conduct.

Level: Advanced

Member: \$115 **Non-member:** \$130

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

6:00 PM - 9:00 PM

Windsor B

CE Instructor: Tina G. Patterson, M.Ed., BCBA

Evaluation of Psychotropics and Environmental Variables to Determine Function of Behaviors for Individuals with Disabilities

TINA G. PATTERSON (Consultant)

Description: This workshop will review the functional behavior assessments and resulting positive behavior support plans of individuals with Schizophrenia and Attention Deficit Hyperactivity Disorder. Discussion will focus on the evaluation methods of medical reports, psychiatric records, pharmacological data, and behavioral plans. Participants will learn techniques for working with physicians, psychiatrists, and caregivers to record data, evaluate records, and implement plans. Participants will participate in cooperative group discussions and develop an individualized positive behavior support plan.

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

- Evaluate medical, psychiatric, and pharmacological data and translate it to variables for single-subject analysis.
- Use data-gathering strategies when working with medical professionals and care givers.
- Create a four-strategy positive behavior support plan.
- Formulate functional hypotheses for individuals with psychiatric disorders.
- Discuss limitations of collecting data and implementing behavior plans for individuals with psychiatric disabilities.

Activities: Activities include video tape review, cooperative group participation, didactic discussion with question and answer activities, handouts, and individual practice creating positive behavior support plan.

Audience: Professionals working with individuals with disabilities: behavior analysts, psychologists, counselors, nurses, health care providers, social workers, teachers, researchers, and graduate students.

Level: Intermediate

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

Workshop #53**CE: BACB**

6:00 PM - 9:00 PM

Emma C

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

Graphing with Microsoft Excel

Sarah E. Roberts (Behavioral Dimensions), EMILY R. MONN (University of Minnesota), and Kimberly A. Schulze, Eric Rudrud, and Mark Monn (St. Cloud State University)

Description: Participants will be provided with systematic instruction on graphing single-subject research designs using Microsoft Excel. Single-subject designs covered include: ABAB, Multiple Baseline, Alternating Treatments, and Cumulative Records. Participants will also learn to graph session-by-session learner acquisition data. Participants will be provided with a CD providing detailed text instructions, a streaming video with demonstrations, and templates for learner acquisition data.

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

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

Activities: Participants will be provided with step-by-step instruction and practice in graphing single-case designs using Microsoft Excel. It is strongly encouraged that participants 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: \$110 **Non-member:** \$125

Workshop #54**CE: BACB, PSY**

6:00 PM - 9:00 PM

Oxford

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

How to Design Efficient Learning Programs to Improve Staff Performance and Consumer Outcomes: Part One of a Two-Part Workshop

Outcomes: Part One of a Two-Part Workshop

GUY S. BRUCE (Appealing Solutions, L.L.C)

Description: Behavior analysis has spawned powerful technologies for helping people, but human service agencies often have difficulties

implementing those technologies, a problem which limits their success. The most effective technologies will fail if they are not implemented correctly. One cause of this failure is that staff persons lack the knowledge and skills they need to implement behavior-analytic technologies accurately. To solve this problem, agencies need efficient training programs that will provide staff with the knowledge and skills they need.

This two-part workshop is designed to teach participants a method for designing efficient training programs so that staff will become competent in the skills they need to help their clients achieve their goals.

In Part I, participants will learn how to: 1) define their agency's desired results (consumer outcomes), 2) define the work processes necessary to achieve those results, 3) define the individual staff performance necessary to achieve those results, 4) define the knowledge and skills (learning objectives) necessary to achieve the desired results, 5) design valid measures of each learning objective, 6) evaluate the current knowledge and skill of each staff person, and 7) specify the learning objectives that each staff person needs to master.

Objectives: After collecting information about a client's desired results and the performance necessary to achieve those results, the learner will define

- the agency's desired results,
- work processes, staff performance, and
- knowledge and skills (learning objectives) necessary to achieve those results.

Given a set of learning objectives that specify the knowledge and skills that staff persons need to achieve desired consumer outcomes, the designer will

- develop valid tests for each objective,
- collect and evaluate measures of the current knowledge and skills of each staff person, and
- prescribe an individualized curriculum consisting of the learning objectives each staff person needs to master in order to produce desired consumer outcomes.

Activities: Activities will include:

- Fluency practice: Participants will gain fluency in component skills of designing efficient learning programs by practicing with flashcards, measuring and graphing their own learning efficiencies.
- Practice solving human performance problems: Participants will practice the skills needed to design efficient learning programs using case studies provided by the instructor.
- Design an efficient learning program: Each participant will define at least one learning objective, design a valid measure of the skill or knowledge specified by that objective, design an efficient learning program to achieve that objective, and plan for evaluating and improving the program's learning efficiency in achieving that objective.
- Discuss efficient learning programs: Participants will discuss their instructional design 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 improving staff performance, when poor staff performance is due to ineffective or inefficient staff training programs. The instructional design process taught by this workshop may also be used to improve the learning efficiencies of the training programs provided to service recipients.

Level: Introductory

Member: \$125 **Non-member:** \$140

Workshop #55

6:00 PM - 9:00 PM

Cunningham C

Improve Your Oral Presentations

NED CARTER (Swedish Associations of Local Authorities and Regions, Stockholm, Sweden) and Thomas E. 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 since 1999 and almost all participants 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 questions.
- 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: \$105 **Non-member:** \$120

Workshop #56**CE: BACB, PSY**

6:00 PM - 9:00 PM

Molly AB

CE Instructor: Robert F. Putnam, Ph.D., BCBA

Improving Classroom Behavior Support Practices through Applied Behavior Analysis Interventions

ROBERT F. PUTNAM, Kimberly Their, and Marcie W. Handler (The 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 in order 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.
- A data-based decision process used with teachers to modify classroom behavior support practices.
- 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: \$105 **Non-member:** \$120

Workshop #57

6:00 PM - 9:00 PM

Gregory AB

Increase Learning in Children with Autism Spectrum Disorders Through Parent Education Training

LYNN YUAN, Barbara Kimmel, and Gina Dileo (The 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, participants 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: This 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 that gives parents an opportunity to present their work and receive feedback from the instructor.

Audience: This introductory 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: \$115 **Non-member:** \$130

Workshop #58

CE: BACB, PSY

6:00 PM - 9:00 PM

America's Cup C

CE Instructor: Abigail Calkin, Ph.D.

Inner Behavior: Changing Thoughts, Feelings, and Urges

Abigail B. Calkin (Private Practice) and EMMA F. COBANE (TreeHouse School)

Description: This workshop looks at thoughts, feelings, and urges as inner behaviors that a person can observe, count, and change. It reviews the history of private events and Inner behavior, and includes some charts of people who have counted inner behaviors in the past 40 years. The workshop also teaches how to use

the Standard Celeration Chart to record the frequencies and changes of any inner behavior.

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

- State the research background and their familiarity with research on observing and changing inner behavior.
- Define thoughts, feelings, and urges and name specific examples of each.
- 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 to identify, list, count, record, and change inner behavior and to practice these skills. There is a minimal amount of lecture on the literature and successes of this technique.

Audience: Psychologists, clinical behavior analysts, parents, and teachers of regular or special education children, including those with behavior disorders.

Level: Intermediate

Member: \$120 **Non-member:** \$135

Workshop #59

CE: BACB, PSY

6:00 PM - 9:00 PM

Elizabeth DE

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

Intensive Early Intervention: Key Clinical Interventions Which Lead to the Best Outcomes

ERIC V. LARSSON and Kara L. Riedesel (Lovaas Institute Midwest) and Charryse M. Fouquette (Lovaas Institute Midwest/University of Kansas)

Description: Children with autism can recover from their symptoms when the family is able to access intensive services that address the child's clinical needs on a 24-7 basis. These clinical interventions should be flexible, dynamic, and accountable. The best outcomes are obtained if the focus of therapy is to develop spontaneity, creativity, and responsiveness; all of which occurs independently of the need for specialized treatment. The typical best outcomes will comprise age-appropriate empathy, observational learning, creative language, and mutual friendships. We have presented recent workshops in which an immense amount of such

clinical interventions were rapidly presented. This workshop will focus on key interventions that have clearly played a significant role in producing recovery in our clinical practice.

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

- List five key features of effective clinical interventions for producing recovery.
- Give examples of specific clinical interventions that conform with the key features.
- Identify clinical interventions that are likely to result in spontaneity, creativity, and responsiveness.

Activities: The workshop will be comprised entirely of didactic instruction accompanied by video-taped demonstrations. The content will be designed to give a deep understanding of how intensive early intervention works; as well as practical examples.

Audience: Practitioners in early intervention, parents who are actively engaged in therapy for their children, and academics who are researching innovative programming in early intervention.

Level: Intermediate

Member: \$113 **Non-member:** \$128

Workshop #60

CE: BACB, PSY

6:00 PM - 9:00 PM

Elizabeth C

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

Making Play Fun and Functional for Young Children with Autism at Home and at School

BARBARA A. METZGER (Sam Houston State University), Angela L. Poletti (North Clackamas School District), Liza Lindenfeld (Juneau School District), Louise B. Southern (Private Practice), and Sabrina Mong (The Barber Center)

Description: Autism is characterized by major deficits in play skills. We have developed an approach to teaching play that emphasizes the function, rather than the structure, of play. We will discuss the various aspects of play, including: why play is important; the hierarchy of play; kinds of play; assessing motivation during play; expanding play; incorporating language in play; and playing with peers. There will be an emphasis on teaching mands for social reinforcers during play. We will be presenting video footage of assorted types of play and showcasing individual students at varying levels of play ranging from non-social to reciprocal social and beginning pretend

play. We will present descriptive data of how much time is spent in different types of play during home-therapy sessions and how the type of play changes as the child develops. We will share practical considerations in setting up play in school-based settings and how to facilitate play in group settings. Play is not just another program and play should, by definition, be fun.

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

- Identify activities that structurally resemble play but do not function as play.
- Discriminate between non-social, social, and reciprocal play activities.
- Discriminate between manding for social and non-social reinforcers.
- Assess motivation for a play activity.
- Differentiate between requirements of play activities at home and in a school setting.
- Schedule play at home and at a school setting.
- Select peers at home and at a school setting.

Activities: Attendees will: listen to a PowerPoint presentation, watch video examples, read play handouts, practice generating play ideas, practice assessing motivation during play, and practice teaching manding for social reinforcers in the context of play.

Audience: Parents, behavior analysts, and school district personnel who work with young children with autism.

Level: Intermediate

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

Workshop #61	CE: BACB, PSY
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6:00 PM - 9:00 PM

Elizabeth A

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

RFT 101: An Introduction to Relational Frame Theory

DANIEL J. MORAN (Trinity Services) 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 participants' 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, participants 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 6 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.

Audience: This workshop is for people with limited exposure to relational frame theory.

Level: Introductory

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

Workshop #62**CE: BACB, PSY**

6:00 PM - 9:00 PM

Windsor C

CE Instructor: Jocelyn Thompson, LCSW, BCBA

Self-Management: Promoting Autonomy for Individuals with Autism and Other Developmental DisabilitiesJOCELYN THOMPSON and Robert Haupt
(Autism Spectrum Therapies)

Description: This workshop is designed to introduce participants to the concept of self-management. Through a review of current research and ABA principles, participants will learn a conceptual framework for setting up and implementing a self-management program for children with autism and other developmental disabilities. Assessment tools and intervention strategies will be addressed in addition to goal selection, various data collection systems, and the importance of consultation with contingency managers (e.g. parents, teachers, classroom aides). Terminology and descriptions of the various aspects of self-management programs such as self-monitoring, self-selecting, self-recording, and self-reinforcing will be discussed and illustrated through case studies and video presentations. Using the information presented in the workshop, participants will be given the opportunity to design an individualized self-management program.

Objectives: At the conclusion of the workshop, participants will:

- Have a better understanding of the concept of self-management as it relates to ABA.
- Be able to assess clients for the appropriateness of self-management programs and develop goals accordingly.
- Be able to identify and implement the four components of a self-management program.
- Be able to use a variety of data collection systems for self-recording and to evaluate the effectiveness of a self-management program.

Activities: The workshop will include both a didactic training and small group activities. Attendees will be provided with numerous informational handouts, including sample data collection systems, and will be given the opportunity to ask questions and present information as it relates to self-management. Participants will be given the opportunity to

work in small groups and create an individualized self-management program for one of their clients.

Audience: Individuals working with children, adolescents, and adults in the field of applied behavior analysis would benefit from this workshop.

Level: Intermediate

Member: \$115 **Non-member:** \$130

Workshop #63

6:00 PM - 9:00 PM

Edward D

So You Want to Hang out a Shingle: Practical and Legal Considerations of Private Practice

CHRISTOPHER L. SCHWILK (Shippensburg University) and Elaine Rae Schwilk (Capital Area Intermediate Unit)

Description: This is an introduction to going into private practice with a focus on developing a product/service, understanding legal requirements, and locating resources to help with business plan development. Participants will receive instruction in how to develop a business concept. Additionally, participants will learn federal legal requirements as well as how to find and meet requirements of various states. Participants will receive (at no cost) handouts to help develop a focused business plan.

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

- Distinguish between non-profit and for profit business models.
- Identify three federally/state funded resources in your local community to assist with business development.
- Identify federal and state legal requirements necessary for private practice.
- Do a self-evaluation of your motivation and skill set and compare your results to typical entrepreneurs.
- State the parts of a typical business plan.

Activities: Activities will include:

- Overview of business models (non-profit/profit; sole-proprietor/partnership/limited liability company/corporation)
- Self-assessment of motivation and skills using the Small Business Administration Questionnaire

- Exercise on identifying federal and state resources that includes viewing Internet sites that offer free on-line publications and on-line business consulting
- Describe the components of a service oriented business plan. Outline the key parts and have participants begin thinking about how their business concept can be developed more fully through each part of the business plan.

Audience: This workshop is for individuals who may be considering going into private practice. People who are interested in consulting or direct service can benefit from this workshop. The skills that will be taught in this workshop will be helpful for those who are beginning to explore the idea of going into private practice or for those who have made the decision but need guidance as to where to begin.

Level: Introductory

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

Workshop #64	CE: BACB, PSY
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6:00 PM - 9:00 PM

Cunningham A

CE Instructor: J. Tyler Fovel, M.A., BCBA

Specifying and Developing Individualized Curricula for Students with Autism and Related Diagnoses

J. TYLER FOVEL (Strategic Alternatives)

Description: Behavior analysts and special educators are routinely involved in choosing and individualizing skill programs for students from a comprehensive standard curriculum. This process must follow a logical and systematic process based on objective assessment to achieve a program that is balanced, technologically sound, follows proper sequence and scope, and, especially, provides comprehensive and comprehensible instructions to all implementers in the crucial areas of reinforcement strategy, setting design and presentation of materials, attention and engagement strategies, specification of target performance, use of helping prompts, and error correction methodology. The individualized student curriculum must include such detailed specifications for individual skill programs as well as sequences and combinations of skill programs and they must be included both at the initial point of implementation as well as throughout the cycle of program revision as the student progresses.

This workshop will present an organized system for choosing student skill programs and

individualizing program specifications in all of the areas above. The instructor will discuss behavioral principles and relevant research guiding methodological choices. Original specialized software will be demonstrated as an aide to the process and a copy of the software will be provided to each participant free of charge.

Objectives: Upon completion of the workshop the student will be able to:

- List and describe the domains of a standard early childhood curriculum.
- Describe techniques to objectively assess students with respect to the standardized curriculum.
- Name typical patterns of strengths and weaknesses of students and discuss curriculum options.
- Discuss the relative benefits and applications of combined and sequenced skill programs.
- Name and discuss several specific typical skill program combinations and sequences.
- Create novel skill program combinations and sequences according to the principles presented in the workshop.
- Identify and discuss six areas of crucial skill program specification and link research studies and established behavioral principles to each area.
- Follow an outline to write specifications for a sample skill program in all six areas.
- Navigate the demonstrated software to choose and specify a sample student curriculum including specifications in all six areas.

Activities: Attendees will: analyze sample curriculum assessments, specify strengths and weaknesses of hypothetical students, and list appropriate skill programs from a standardized curriculum; review a sample student profile and curriculum and create several sequences of skill programs; and write program specifications for a sample student skill program sequence

Audience: Behavior analysts and special educators

Level: Intermediate

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

Workshop #65**CE: BACB, PSY**

6:00 PM - 9:00 PM

Elizabeth B

CE Instructor: Sonja R. de Boer, Ph.D., BCBA

Successful Inclusion Practices for Children with Autism Spectrum Disorders (ASD)

SONJA R. de BOER (University of Washington Autism Center)

Description: While more and more children with autism spectrum disorder (ASD) are being included in the general education classroom, there is little evidence of a concerted effort being made to provide the training that is necessary to ensure the success of all students and to ease the stress of the inclusion process. Many children with ASD are not reaching the level of success to which they are capable due to the lack of preparation of the individuals responsible for their education.

The presenter will discuss the key components contributing to the success of inclusion of children with ASD and the applied behavior analytic (ABA) instructional methods that need to be considered and utilized with children with ASD within the general education environment. Recent research will be presented regarding the experience and opinions of general education teachers who have included children with ASD in their classrooms. This workshop will also discuss the difficult process of analyzing the progress of the child being included. The focus will be to provide the participants with practical ABA-based strategies that they can immediately apply with any child with ASD being included in the general education environment upon return to their home or school.

This workshop is designed for parents, paraeducators, teachers, consultants, behavior analysts, and administrators who are including children with ASD within the general education environment. Take-home materials will be provided for each participant. There will be time incorporated within and throughout the session for group work, discussion, and questions participants may have.

Objectives: As it concerns each child with an autism spectrum disorder, with no regard to race, age, level of ability or amount of inclusion time they might be receiving, each participant will depart from this workshop with the ability to:

- Identify the key components contributing to the success of an inclusion program.
- Utilize methods for analyzing a student's progress and the effectiveness of

instructional methods being utilized with the student.

Activities: As it concerns the inclusion of children with ASD in the general education classroom, workshop participants will participate in the following activities:

- Fill out a questionnaire regarding their experience
- Listen to a presentation regarding the key components of inclusion, specific methods for intervention, and for analyzing progress
- Small group discussion
- Large group discussion

Audience: Parents, school administrators, behavior analyst consultants, special education teachers, inclusion facilitators, paraeducators - all in regards to children with ASD.

Level: Intermediate

Member: \$115 **Non-member:** \$130

Workshop #66**CE: BACB, PSY**

6:00 PM - 9:00 PM

Betsy B

CE Instructor: Kristen M. Villone, Ph.D.

The ABC's of Consulting in School Districts

KRISTEN M. VILLONE (Melmark) and Noelle M. Green (Haddonfield School District)

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 consulting experience) and a relatively new consultant (with 10 years clinical experience) will offer unique perspectives on strategies and approaches they have found invaluable.

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

- Describe common types of services most often requested by school districts.
- Identify/address the primary “client” and/or presenting problem(s).
- Understand the importance of body language, staff perceptions, documentation, and communication during classroom observations.
- Have a better sense of a consultant’s role (and how to establish boundaries).
- Learn common mistakes made by consultants and how to avoid them.
- Obtain a “blueprint” of how to set up/conduct classroom observations.
- Obtain a “blueprint” of the veteran consultant’s basic ABA training seminar.
- Learn strategies that build teamwork and motivate staff when you’re a “visitor” in their “home.”
- Have a better understanding of the interpersonal dynamics and contingencies in school districts.
- Develop a better understanding of how to address ethical issues 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. 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: \$105 **Non-member:** \$120

Workshop #67

CE: BACB, PSY

6:00 PM - 9:00 PM

Annie AB

CE Instructor: Scott C. Cross, M.A., BCBA

The Art and Science of Peer Integration (Play Dates) in the Lovaas Model

Scott C. Cross and O. IVAR LOVAAS (Lovaas Institute)

Description: A repertoire of play behavior forms the framework for social interactions. Play and socialization have increasingly become an important topic for behavior analysts in autism intervention. This is especially true considering data from Sallows & Graupner’s (2005) replication of the Lovaas (1987) study. In Sallows & Graupner, 48% of children demonstrated rapid learning achieving substantial cognitive, language, adaptive, social, and academic growth. Among this group, the number of hours of structured home-based peer integration (play dates) was significantly related to teachers’ ratings of social skills. Structured peer integration is again highlighted as an integral component of the most recent replication (Cohen, Amerine-Dickens, & Smith, 2006). This workshop is intended to demonstrate the principles, curricula, and evaluation procedures of interventions to teach play and social skills and extend teaching into structured peer integration sessions. Examples of peer integration for children of varying ages and across the spectrum will be highlighted.

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

- List the phases of programming for children with autism.
- List play programming associated with each phase and be able to link play and language programming pre-requisites.
- Describe strategies for conducting peer integration for rapid learning children.
- Describe strategies for conducting peer integration for moderate learners.
- Explain how to structure initial play dates to ensure peers are viewed as reinforcing agents.
- List the peer integration strategies used to facilitate interaction, cooperative play, responding the peer’s directives, and giving peer’s play directives.
- Describe the peer normative play and social data presented.

- Explain the data collection strategies and procedures associated with peer integration evaluation and curriculum development.

Activities: Attendees will participate in didactic presentation of material, view videotaped examples of the peer integration procedures, and will leave the workshop with printed copies of the curriculum and data collection forms. Additionally, participants will leave with a DVD of the lecture portion of the presentation.

Audience: Parents, special educators, behavior analysts, speech pathologists, and behavior analysts.

Level: Intermediate

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

Workshop #68	CE: BACB, PSY
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6:00 PM - 9:00 PM

Randle D

CE Instructor: Barbara Endlich, M.S., BCBA

Use of Shared Control to Increase Motivation in Children with Autism during Applied Behavior Analytic Intervention

BARBARA ENDLICH, Lorin McGuire, Mayu Fujiwara, Shannon Cernich, Jane Kim, and Elisha M. Villanueva (Autism Spectrum Therapies)

Description: ABA-based intensive intervention is empirically shown to be the most effective known treatment for children with autism. Many intensive ABA-based intervention programs utilize discrete trial training (DTT). DTT approaches are highly effective; however, have limitations when used in isolation as an instructor-directed methodology. This workshop will present strategies that can be used to encourage children to take an active role in the learning process (learner-directed instruction), while maintaining instructional control. Shared control between instructor and child has been shown to build motivation for the learner, as demonstrated by increased person-engagement with the instructor, spontaneous initiation of learning opportunities, and decreased occurrence of challenging behavior during treatment sessions. This workshop will present recent research supporting the use of shared control as well as demonstrate applications of these techniques by case study exemplar.

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

- Demonstrate knowledge of current research in the field of autism supporting inclusion of motivation-building strategies during ABA teaching.

- Recognize the differences between instructor-directed and learner-directed teaching and identify advantages and disadvantages of each.
- Identify and apply various strategies used to increase shared control, including choice-making, turn-taking, and environmental arrangements.
- Assess appropriateness of materials, teaching routines, and reinforcement selections in establishing shared control.
- Recognize and apply additional strategies to encourage children to take an active role in the learning process.

Activities: This workshop will facilitate attendee participation by use of case examples provided by the presenter and generated by participants to illustrate application of learning objectives. Activities will include video demonstration, small group activity, and opportunity for question-answer.

Audience: The target audience will be practitioners and parents in the field of autism. Attendees should have familiarity with ABA-based treatments for children with autism spectrum disorder. This workshop will benefit practitioners and parents who have experienced difficulty motivating their child for learning and whose children present with challenging behaviors during treatment sessions.

Level: Intermediate

Member: \$115 **Non-member:** \$130

Workshop #69	CE: BACB, PSY
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6:00 PM - 9:00 PM

Edward C

CE Instructor: Joseph D. Cautilli, Ph.D., BCBA

Using Curriculum Based Measurement to Track Response to Intervention

JOSEPH D. CAUTILLI (Children Crisis Treatment Center/St. Joseph's University) and Michael Weinberg (Professional Education Resources and Conference Services)

Description: Response to intervention is critical to the new IDEA for the diagnosis of children with learning disabilities. Given the background and training of most BCBA's in scientifically-based reading instruction, graphical representation of data, and evaluation of performance, BCBA's have a critical role in helping school psychologist to diagnose learning disabilities. This workshop aims to refresh BCBA's in the basics of curriculum based measurement (CBM), a scientifically-based

method using fluency to judge children's reading, writing, and math performance. Current practices in education allow for school psychologists to refer to BCBA's to measure reading performance, implement a scientifically-based instructional program for reading, evaluate the child's performance, and state if the child is progressing under scientifically-based reading instruction. This workshop will deal mainly with the evaluation and measurement of student performance using CBM, as well as interpreting the data.

Objectives: When given a child to assess reading performance, workshop participants will:

- Select three suitable paragraph's at the child's possible grade levels.
- Conduct the reading probes.
- Take the probe data and compare it to norms
- Select the appropriate grades that the child is reading independent, instructional, and frustrated.

Given a child's current reading performance, participants will:

- Graph data and project future performance.
- Be able to plot a minimum progress line and determine if the child is making progress to instructional sessions.

When given a child to assess for writing performance, participants will:

- Select proper story starters.
- Generate a three-minute reading probe.
- Use probe data to determine the child's writing levels for writing instruction.
- Graph data and create a minimum progress line.
- Evaluate if the student is making progress to scientifically-based writing instruction.

Activities: Participants will practice skills in:

- Data gathering methods for CBM
- Conducting and scoring probes
- Developing performance-based measures
- Implementing a reading program using CBM
- Implementing a writing program using CBM

Audience: Educators, special educators, behavior analysts working in educational settings, and those interested in learning CBM approaches.

Level: Introductory

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

Workshop #70

CE: BACB

6:00 PM - 9:00 PM

Emma AB

CE Instructor: Scott Helsinger, M.S., BCBA

Using Excel to Analyze Functional Behavior Assessment Data within Descriptive Analyses

SCOTT HELSINGER and Andrew S. Bondy
(Pyramid Educational Consultants)

Description: The collection of functional behavior assessment data using forms that require narrative data within descriptive analyses is common. Although this data is helpful in assisting in determining functions of behavior, the data is cumbersome to collect, is hard to interpret, and is often not summarized or quantified. This workshop provides participants with a means to collect functional behavior assessment data in a user-friendly manner and then demonstrates how to use Excel to analyze the data and graph results. This workshop will provide participants with an alternative to ABC narrative data collection that allows the researcher to enter data into a spreadsheet, create a database, create pivot tables reports, and graph results. Finally, examples of datasets will be used to demonstrate how visual inspection of pivot table reports is used to develop hypotheses regarding function of behavior.

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

- Create data sheets that allow objective data to be entered into an Excel Spreadsheet.
- Enter data into an Excel spreadsheet using the data sheet mentioned above.
- Create pivot table reports that allow correlations between behavior and antecedents, behavior and settings, behavior and activities, behavior and time of day, behavior and consequences, and consequences and outcomes.
- Use Excel to graph results of the pivot table reports.

- Use the graphs to create hypotheses regarding functions of behavior.
- State the advantages and disadvantages of this type of descriptive analysis.

Activities: Participants will be provided with lecture and demonstration of descriptive functional assessment. Participants will need to have access to a computer or equivalent that has Excel software in order to practice how to use Excel to create databases, create pivot table reports, and graph results of the pivot tables.

Audience: Individuals who are responsible or interested in functional behavior assessment.

Level: Intermediate

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

Workshop #71	CE: BACB
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6:00 PM - 9:00 PM

Maggie

CE Instructor: William F. Potter, Ph.D., BCBA

Using Revolution Software for Experimental, Training, and Organizational Purposes

WILLIAM F. POTTER and Jessica Bailey
(California State University, Stanislaus)

Description: Revolution is an easy-to-learn software environment that can be used to create computer-based instruction or experimental arrangements or used for organizations purposes. The English-like language makes learning and writing the code relatively easy compared to other programming environments. An overview of the software will be presented, as well as some exercises and examples of programs relevant to behavior analysts. Please bring your laptop. E-mail wpotter@csustan.edu if you have questions or cannot bring a laptop.

Objectives: At the conclusion of the workshop, participants will:

- Understand the structure of the revolutions programming environment (stacks, cards, objects, messages, and message paths).
- Be able to create a simple program.
- Become familiar with some solutions to common problems that might arise in behavioral research or computer-based training and how to solve those problems.

Activities: Participants will be exposed to the general structure of the revolution software, as well as have hands-on experience programming simple programs in revolution. Materials will be supplied to aid out of class learning.

Audience: Behavior analysts who are interested in using the computer for experimentation, computer-based learning (e.g. discrete trial training), or organizational purposes (to electronically organize materials, etc).

Level: Introductory

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

Workshop #72	CE: BACB, PSY
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6:00 PM - 9:00 PM

Gibbons

CE Instructor: Shelly Cota, M.S., BCBA

Using Video Modeling to Teach Play to Young Children with Autism

SHELLY R. COTA, Rebecca P. F. MacDonald,
Theresa Cerrone, 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, participants 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, considering 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: \$105 **Non-member:** \$120

#1 Special Event

5/25/2007 7:00 AM - 10:00 PM
Randle AB

Society for the Quantitative Analyses of Behavior

Chair: Alliston Reid (Wofford College)

ABA thanks the Society for Quantitative Analysis of Behavior (SQAB) for sponsoring tutorials focusing on quantitative analysis. ABA encourages its members to take advantage of the SQAB program that occurs immediately before the ABA program. The SQAB program includes many presentations on quantitative applications in behavior science. A separate registration fee and badge are required to attend the SQAB meeting.

#1a Special Event

5/25/2007 9:00 PM - 10:30 PM
Elizabeth FGH

Reception for SABA Donors

Chair: Frances K. McSweeney (Washington State University)

This reception honors ABA members who made a donation to the Society for the Advancement of Behavior Analysis (SABA) in 2006 and 2007. We are very grateful to the generosity of those that support the activities of ABA and SABA through their donations. These contributions support student fellowships, the international development grant, and grants for students who are presenting authors during ABA events.

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∫QAB

Society for the Quantitative Analyses of Behavior
30th Annual Meeting, May 24 – 26, 2007
Manchester Grand Hyatt, San Diego, CA, USA

Thursday Evening, May 24 *located in Randle AB*

Cash Bar & Registration (5:00-8:00+)

Friday, May 25

Registration, Coffee & Pastries (7:00-8:30) *located in Randle AB*

Randolph C. Grace, *University of Canterbury*— President's Introduction (8:30)

Ralph R. Miller¹ & Daniel S. Wheeler², ¹*SUNY-Binghamton* and ²*Johns Hopkins University*

Interactions between competing stimuli: Confirmation of some surprising predictions of the SOCR model of Pavlovian responding (8:45)

Bernard Balleine, *University of California, Los Angeles*

Goal-directed and habitual instrumental actions (9:20)

Break – Refreshments (9:55-10:15)

Matthew C. Bell, *Santa Clara University*

Signal effects and resistance to change (10:15)

Timothy A. Shahan & Christopher A. Podlesnik, *Utah State University*

Quantitative analyses of observing and attending (10:50)

Daniel T. Cerruti, *Duke University*

Time and conditioned reinforcement (11:25)

Lunch (12:00-1:30)

Geoffrey White, *University of Otago*

Diffusion in time predicts rate of forgetting (1:30)

Armando Machado, *University of Minho*

Numerosity differentiation in the pigeon: Problems, data, and models (2:05)

Kimberly Kirkpatrick & Anna Wilkinson, *University of York*

Visually-guided capture of moving objects by pigeons: Effects of disappearance and occlusion. (2:40)

Break – Refreshments (3:15-3:30)

Carlos F. Aparicio, *University of Guadalajara – CEAA*

Dynamics of Choice: Studies with rats (3:30)

James MacDonall, Fordham University

Earning magnitudes of reinforcers influences choice (4:05)

Michael Lampion Commons¹ & Alexander Pekker², ¹Harvard Medical School and ²University of Texas

Additive discounting models of reinforcement (4:40)

Business meeting (5:30 – 6:15)

Poster Session & Cash Bar (6:30 – 9:00) located in Randle AB

Saturday Morning, May 26

Registration, Coffee & Pastries (7:00-8:15) located in Randle AB

Thomas R. Zentall & Rebecca A. Singer, University of Kentucky

A discrete-trial contrast effect and its implications for 'cognitive dissonance' theory and the delay reduction hypothesis (8:15)

John Wixted, Laura Mickes, & Peter Wais, University of California, San Diego

Signal-detection theory: A comparison of the Direct Rating Method vs. ROC Analysis (8:50)

Break – Refreshments (9:25-9:45)

Francis Mechner, The Mechner Foundation

A language for the formal description of complex behavioral contingencies (9:45)

Peter Killeen, Arizona State University

Foundations of science: [Check One] Contingency Complexity Causality Codability (10:20)

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

Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

Author	Affiliation	Title	Discussant
James MacDonall	Fordham University	Getting Started in Quantitative Analyses of Behavior	Alliston Reid, Wofford College
Peter Killeen	Arizona State University	The Law of Affect	Marc Branch, University of Florida
Robert Cook	Tufts University	Stimulus Control	Thomas Zentall, University of Kentucky
Peter D. Balsam	Barnard College and Columbia University	Time, Uncertainty and Anticipation	Ralph Miller, SUNY-Binghamton

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

SQAB Program Chair, at Alliston.Reid@wofford.edu



ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL

ABA SAN DIEGO 2007

SATURDAY, MAY 26, 2007

- Day Schedule
- Workshops
- Opening Event/SABA Awards
- Sessions
- Business Meetings
- Presidential Scholar's Address
- Behavioral Bash

Saturday, May 26

	ROOM	7:30 - 8:00	8 AM :00 :30	9 AM :00 :30	10 AM :00 :30	11 AM :00 :30	12 PM :00 :30	1 PM :00 :30	2:00 - 2:30	
Ground Level	Douglas A							#19 AUT Ch: Harris BACB		
	Douglas B					#8 Opening Event & SABA Awards BACB		#39 EAB PILGRIM BACB		
	Douglas C							#38 DDA PIERCE BACB		
	Douglas D	ABA Cooperative Bookstore								
Second Level	Manchester Ballroom/Foyer	2007 ABA Exhibit								
	Elizabeth A	#W93 OSNES & Vidovic BACB/PSY							#32 VRB Ch: Sundberg BACB	
	Elizabeth B	#W75 WRIGHT BACB/PSY							#11 VRB Ch: Garcia	
	Elizabeth C	#W85 BRITTON, et al. BACB/PSY								
	Elizabeth DE			#6 International Development Branch					#20 DDA Ch: Littleton BACB	
	Elizabeth F	#W86 TSAI, et al. BACB/PSY							#34 AUT Ch: Schreiman BACB	
	Elizabeth G	#W74 MORAN BACB/PSY							#35 AUT Ch: Tincani	
	Elizabeth H	#W76 ROSS BACB/PSY							#31 AUT Ch: Hall	
	Elizabeth Foyer	Pre- and On-Site Registration; Continuing Education; and START								
	Betsy A		#3 SJG Meeting	#4 Chapter Meeting						
	Betsy B								#16 CSE Ch: DeNoble	
	Betsy C	Speaker Ready Room								
	Edward AB	#W89 PYLES BACB							#23 CBM Ch: Kohlenberg	
	Edward C	#W92 ADCOCK, Murrell, O'Brien BACB/PSY							#37 CBM Ch: Greene BACB	
Edward D	#W99 HEERING, Flood & Stait BACB							#33 CBM Ch: Pace BACB		
Gregory AB			#5 Newcomer's Session	# Newcomer's Program				#30 CSE Ch: Sperry BACB		
Molly AB	#W83 MAGUIRE, et al. BACB/PSY							#18 DEV Ch: Novak		
Third Level	Oxford	#W88 BRUCE BACB/PSY								
	Windsor B	#W90 REID, Parsons, & Green BACB/PSY								
	Windsor C	#W101 MERBITZ & Merbitz BACB								
	Emma AB	#W81 BLACKWELL BACB								#44 OBM Ch: Agnew
	Emma C	#W77 CAUTILLI & Weinberg BACB/PSY							#12 OBM Ch: Hyten	
	Annie AB	#W96 GRIMES & Pollard-Licklider BACB/PSY							#21 DDA Ch: Kahng BACB	
	Maggie	#W91 RAY & Ray BACB/PSY							#17 DDA Ch: Ringdahl	
	Ford AB	#W73 HOKO, et al. BACB/PSY							#24 DDA Ch: Wallace BACB	
	Ford C	#W79 ZHOU BACB/PSY							#26 BPH Ch: Saulsgiver	
	Madeline AB	#W78 O'CONNOR & Mudgal BACB/PSY							#29 EAB Ch: Bruner	
	Madeline CD	#W95 CHU, et al. BACB/PSY							#22 EAB Ch: Lattal	
	Del Mar AB								#28 EAB Ch: Keogh	
	Fourth Level	Mohsen AB	#W82 STENHOFF, et al. BACB							#9 TBA PHILLIPS
Randle AB		#73 SOAB Conference							#13 SOAB McDONALL	#41 SOAB KILLERN #43 OTH Ch: Rivers
Randle D		#W80 FABRIZIO, et al. BACB/PSY								
Randle E		#W87 WHITE, et al. BACB/PSY								
Cunningham A		#W94 MONTGOMERY, et al. BACB/PSY							#25 TPC Ch: Burgos	
Cunningham B		#W98 GRANNAN, Rose, & Martin BACB/PSY							#10 TPC DOUGAN	#42 TPC Ch: Kepp
Cunningham C		#W100 GRAMA, et al. BACB/PSY							#15 EDC Ch: Berens	
Gibbons										
America's Cup AB									#14 EDC Ch: Osnes BACB	
America's Cup C		#W84 OGLE, et al. BACB/PSY							#36 EDC Ch: Vargas BACB	
America's Cup D		#W97 DAHL & Ovefelt BACB/PSY							#27 EDC Ch: Lane	

LEGEND

☐ = B. F. Skinner Lectures

☐ = 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

Saturday, May 26

ROOM	2:30 - 3:00	3 PM :00 :30	4 PM :00 :30	5 PM :00 :30	6 PM - 7:30 PM	7:30 PM - 8:30 PM	8:30 PM - 11:30 PM	
Douglas A	#49 AUT Ch: Stoddard		#75 AUT Ch: Smith BACB					
Douglas B	#52 VRB BACB VARGAS	#72 AUT BACB AHEARN		#101 Presidential Scholar			Behavioral Bash 10:30- 12:30 AM	
Douglas C	#46 TPC REPSTEIN	#71 OBM BACB PENNYPACKER						
Douglas D	ABA Cooperative Bookstore							
Manchester Ballroom/Foyer	2007 ABA Exhibit				POSTER SESSIONS			
Elizabeth A			#89 VRB Ch: Potter					
Elizabeth B			#100 VRB Ch: White					
Elizabeth C			#77 VRB BACB Ch: Wood					
Elizabeth DE	#57 DDA BACB Ch: Pipkin		#98 DDA Ch: Willis BACB					
Elizabeth F	#66 AUT BACB Ch: Howard		#90 AUT Ch: Kawa					
Elizabeth G	#51 AUT Ch: Holman		#73 AUT Ch: DeBar					
Elizabeth H	#58 AUT Ch: Almeida		#95 AUT Ch: Hillman					
Elizabeth Foyer	Pre- & On-Site Registration; Continuing Education; & START							
Betsy A								
Betsy B			#83 CSE BACB Ch: Montgomery					
Betsy C	Speaker Ready Room							
Edward AB			#80 CBM Ch: Cushing			#113 OTH Ch: Wamhoff	#116a OTH Ch: Jostad	
Edward C	#55 CBM BACB Ch: Goh					#110 Social Responsibility SIG		
Edward D	#54 CBM Ch: Reeves		#85 CBM ADAMS					
Gregory AB	#60 CSE Ch: Walder							
Molly AB	#45 DEV QIN	#47 DEV BLAIR	#82 DEV BACB Ch: Novak					
Oxford						#112 EAHB SIG		
Windsor B								
Windsor C								
Emma AB	#44 OBM Ch: Agnew							
Emma C	#47 OBM Ch: Hwang		#79 OBM Ch: Alvero					
Annie AB	#62 DDA Ch: Johnson		#99 DDA Ch: Alexander					
Maggie	#50 DDA Ch: Mackay		#76 DDA BACB Ch: DeLeon					
Ford AB	#56 DDA BACB Ch: Karsina		#88 DDA Ch: Wright					
Ford C			#74 BPH Ch: Lacey			#114 Rehab SIG		
Madeline AB			#78 EAB Ch: Zarcone			#108 Applied Animal Behavior		
Madeline CD	#64 EAB Ch: Hackenberg		#93 EAB Ch: Weatherly					
Dol Mar AB	#61 EAB Ch: McHugh		#97 EAB Ch: Drayton			#111 Clinical BA SIG		
Moshen AB	#48 TBA PHILLIPS		#85 TBA SHAPIRO			#109 Behavioral Medicine		
Randle AB	#41 cont'd	#69 SOAB COOK	#96 SOAB BALSAM			#115 Autism SIG (7:30-9 PM)		
Randle D	#43 cont'd BACB		#81 OTH BACB Ch: Annetta				#121 Western Michigan U.	
Randle E							#119 U. of North Texas	
Cunningham A	#48 TPC Ch: Eleazar		#84 TPC Ch: Mueller				#118 University of Kansas	
Cunningham B	#42 cont'd	#70 TPC Ch: Tourinho	#87 TPC Ch: Tonneau					
Cunningham C		#53 EDC Ch: Murphy	#92 EDC Ch: Fasko				#116 SIG Español	
Gibbons								
America's Cup Ab	#65 EDC BACB Ch: Shriver		#86 EDC Ch: Eyro				#117 U. of Florida	
America's Cup C	#59 EDC Ch: Ray		#91 EDC Ch: Ferreri				#120 Utah State U.	
America's Cup D	#63 EDC Ch: Jackson		#94 EDC Ch: Kirsch					

Ground Level

Second Level

Third Level

Fourth Level

Workshop #73**CE: BACB, PSY**

8:00 AM - 11:00 AM

Ford AB

CE Instructor: Cara M. Cappalli, M.S.Ed., BCBA

ABA, Autism, and Public Schools: Moving from Fantasy to Reality

Cara M. Cappalli (ACES - Village School) and Jill G. Emmerich, Coral E. Lee, Donn Sottolano, and JAMES A. HOKO (ACES)

Description: As the number of students diagnosed on the autism spectrum rises, the need for effective programming has continued to grow. While many private schools/organizations have had success in fundraising, development, and educational affiliations/endowments, a large group of public/collaborative schools and non-profit organizations are attempting to provide programs of similar quality in the absence of similar resources. ACES is a regional educational service center for the 26 school districts in south central Connecticut. Over the past three years, ACES has taken the initiative to develop an EIBI program for young children on the autism spectrum, and an accompanying follow-up program for children aged 8 and up. This workshop will outline the transformation from where the program began, to its current state. Topics to be covered are as follows: determination of the need to develop a program, selection criteria, how to work with parents and districts who are not actively seeking ABA programming, trans-disciplinary team formation, how to work effectively and collaboratively with professionals from a variety of disciplines, forming leadership teams among the professional staff, program components that can and cannot be compromised, operational and financial issues, hiring, staff training, and parent involvement and training.

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

- Understand the trials and tribulations involved in establishing ABA programs in public schools/agencies or in other resource-limited environments.
- Develop strategies to adapt to unique environmental circumstances, including political, organizational, and financial strains/limitations.
- Have knowledge of what potential road blocks can be avoided and ideas to deal with those that cannot be avoided.

- Develop trans-disciplinary teaming approaches, including working collaboratively with special educators, speech pathologists, and occupational therapists.
- Understand the components essential to maintaining effective programming.

Activities: Attendees will participate in didactic lecture, discussion, and a question and answer session. Video and graphic illustration will be utilized throughout the presentation. Accompanying DVD and handouts will be provided.

Audience: Behavior analysts, administrators, special education teachers, and other professionals working in public or private educational settings with students diagnosed on the autism spectrum or other developmental disabilities. This workshop is primarily geared to those working to establish or improve programming in environments with concerns similar to those described.

Level: Introductory

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

Workshop #74**CE: BACB, PSY**

8:00 AM - 11:00 AM

Elizabeth G

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

ACT in Practice: Case Conceptualization in Acceptance and Commitment Therapy

DANIEL J. MORAN (Trinity Services) 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. 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 *ACT in Practice: Case Conceptualization in Acceptance and Commitment Therapy* (Bach & Moran, 2007, New Harbinger).

Objectives: At the conclusion of the workshop, participants will:

- Be 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.

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

Workshop #75

CE: BACB, PSY

8:00 AM - 11:00 AM

Elizabeth B

CE Instructor: C. Baker Wright, Ph.D., BCBA

Asperger's Syndrome: Behavioral Characteristics and Treatment in Schools and the Community

C. BAKER WRIGHT (Behavior Management Consultants, Inc.)

Description: This workshop will be presented in three sections: 1) description and discussion of the diagnostic criteria for Asperger's Syndrome, 2) specific behavioral considerations and treatment options, and 3) reviews of individual cases from assessment to treatment. This will be an interactive workshop where attendants will participate individually and in small groups in each of the three core areas presented.

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

- Recognize key diagnostic behaviors symptomatic of Asperger's Syndrome.
- Recognize certain environmental components that are common triggers for the difficult behaviors exhibited by children with Asperger's Syndrome.
- Better assess and treat difficult behaviors exhibited by children with Asperger's in the community and in school settings.
- Provide in vivo training for social interaction skills specific to children with Asperger's Syndrome.

Activities: Activities will include:

- Review and assessment of diagnostic information/referrals for children thought to have Asperger's Syndrome. Attendants will review specific cases and evaluate them for behavioral symptoms of Asperger's Syndrome in addition to the DSM-IV diagnostic criteria.
- Review specific scenarios of real life cases and determine treatment options. Attendants will receive case studies and will be asked to review the information, determine the essential behavioral symptoms, pose questions for further data collection, and provide interaction guidelines for treatment.

- Attendants will review other cases from beginning to end and will participate in a "beginning to end" case study/case management of other real-life cases. Attendants will be encouraged (and will receive documentation at the beginning of the workshop) to review cases in which they have been involved. These cases will also be reviewed.

Audience: Behavior analysts, behavior specialists, teachers, parents, caregivers working with children with Asperger's Syndrome or those who have the opportunity to do so in the future.

Level: Introductory

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

Workshop #76	CE: BACB, PSY
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8:00 AM - 11:00 AM

Elizabeth H

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

Asperger's Syndrome: Overview and Clinical Interventions

ROBERT K. ROSS and Beth Anne Miles
(BEACON Services)

Description: Individuals with a diagnosis of Asperger's Syndrome present a wide array of unique challenges to teachers and parents. This workshop is designed to provide participants with a clearer understanding of the markedly different learning profile of learners with Asperger's Syndrome. Additionally, the participants will be taught how to modify instructional practices to enable acquisition and reliable demonstration of a broad range of skills, including social skills and adaptive behavior. Issues such as constant arguing, difficulty in taking the perspective of others, the seeming need to be "right" all of the time, and challenges related to honesty and limited empathy for others will be directly addressed from both an intervention and etiology perspective.

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

- State at least three differences in the learning profile of persons with Asperger's Syndrome from that of "typical" learners.
- Discriminate the difference between verbal knowledge and physical performance of skills in persons with Asperger's Syndrome

- Describe at least two effective and ineffective instructional practices in instruction of a person with Asperger's Syndrome.
- Develop instructional programs to teach social skills or social behavior to a person with Asperger's syndrome.

Activities:

Asperger's Syndrome Workshop Proposed Schedule

Overview of Asperger's Syndrome: 30 minutes

- History
- Core symptoms
- Differential Diagnosis

Understanding the Learning Profile: 45 minutes

- Visual learning strengths
- Response to language instruction
- Instructional support "Critical Keys"
- What we would like to help- versus what actually helps
- Perspective taking issues (including Theory of Mind)
- Concrete and abstract thinking and learning
- Knowing versus doing (how to demonstrate comprehension)
- Desire to always be "right" and its implications for those who support them

Break: 15 minutes

Misconceptions regarding reasons for some of the learning and behavioral challenges: 45 minutes

- Kids with AS can't learn social skills
- They have an inability to process and understand complex social rules
- They do not have the ability to emphasize with the "feelings" of others
- Do we just teach them this skill very badly and in ways that do not result in learning the skills
- The effects of verbal correction

Specific teaching methods and supportive strategies for addressing: 45 minutes

- Improving Social Interactional skills
 - With peers
 - With adults

- Isolative or stigmatizing behavior: Why it happens and what you can do about it
- Oppositional behavior, or why I like to argue
- Rigidity: Building flexibility and interest in change
- Control Issues: Why I need to learn to let others be "in charge" and specific strategies to accomplish this

Audience: Clinicians and teachers working with children with AS and parents of children with AS.

Level: Intermediate

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

Workshop #77	CE: BACB, PSY
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8:00 AM - 11:00 AM

Emma C

CE Instructor: Joseph D. Cautilli, Ph.D., BCBA

Behavioral Counseling: Assessment and Intervention Techniques

JOSEPH D. CAUTILLI (Children Crisis Treatment Center/ St. Joseph's University) and Michael Weinberg (Professional Education Resources and Conference Services)

Description: This workshop will provide participants an opportunity to learn essential clinical skills necessary for individual behavior counseling assessment and intervention treatment approaches. Basics will be reviewed, including identifying client behavior, teaching clients to collect data, goal-setting, functional assessment interviews, use of FA data to determine effective treatment, contingency management, self-management, covert sensitization, systematic desensitization, and others. Participants will engage in small group activities to practice use of behavioral counseling methods for use in individual therapy sessions using behavioral methods and approaches.

Objectives: By the end of this workshop, participants will learn:

- To state the difference between "behavioral counseling" and other behavioral approaches.
- What types of behavioral problems are best suited to behavioral counseling approaches.
- To identify at least three behavioral counseling intervention methods.

- To define "behavioral counseling microskills -" How many microskills are there in this approach?
- To state how functional assessment is integrated into microskills.
- To describe how to use functional assessment in therapy sessions.
- To explain how clients are taught and encouraged to take and report data on behaviors.
- To describe effective implementation of techniques such as self-management, systematic desensitization, and other behavior management approaches in behavior counseling sessions.

Activities: Group break-out activities to practice the various techniques, including:

- Identifying behaviors
- Goal-setting in sessions
- Shaping client to shift from "feelings" to behavior
- Encouraging data collection and use of self-report and data monitoring
- Use of "microskills"
- Interviews for functional assessment
- Incorporating FA results into intervention
- Altering consequences of client behavior
- Use of reinforcement; being solution-focused
- Self-management techniques
- Systematic desensitization vs. flooding
- Covert sensitization

Audience: Behavioral practitioners, behavior therapists, outpatient counselors, and applied behavior analysts.

Level: Intermediate

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

Workshop #78**CE: BACB, PSY**

8:00 AM - 11:00 AM

Madeleine AB

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

Caregivers as Therapists: How to Train Caregivers to Conduct Functional Behavioral Assessment and Develop Treatment

JULIA T. O'CONNOR (The Kennedy Krieger Institute) and Dipti Mudgal (The Kenendy Krieger Institute, Johns Hopkins School of Medicine)

Description: As the functional behavior assessment methodology extends from the highly controlled clinical context to homes, schools, and community settings, involving family and caregivers in this process is an area that has generated much attention and interest. Caregiver participation in behavioral assessment allows the clinician to establish a context that more closely replicates the natural environment. Involving caregivers also aides in providing skills that may be needed when implementing the treatment in more naturalistic settings. This workshop is designed to prepare professionals to train caregivers in the functional analysis and treatment development process. The primary focus will be to assist the professionals in training parents and caregivers of children with developmental disabilities about analyzing behavior and developing treatment strategies based on the function of behavior. Besides didactics, participants will have the opportunity to practice in small groups and receive feedback from the presenters. Materials provided during this workshop will include questionnaires about defining target behaviors, identifying target situations, and conducting stimulus preference assessment. In addition, sample data collection sheets and handouts describing the principles of applied behavior analysis and conducting functional analysis will be provided.

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

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

- Assess caregiver's procedural integrity on implementation of the functional analysis and treatment.

Activities: Participants will be involved in didactic presentation, discussion, and interactive activities (e.g., role-play).

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

Level: Intermediate

Member: \$115 **Non-member:** \$130

Workshop #79**CE: BACB, PSY**

8:00 AM - 11:00 AM

Ford C

CE Instructor: Liming Zhou, Ph.D., BCBA

Community-Based Behavior Analysis for Adults with Developmental Disabilities: Assessment, Treatment, and Evaluation

LIMING ZHOU (Midsouth Behavior Clinic)

Description: This workshop provides a technical roadmap for behavior analysts on how to provide behavior analytic services for adults with developmental disabilities/mental retardation who live in the community settings (group home, family home, and other supported living arrangement). The workshop focuses on practical questions such as how to conduct appropriate behavioral assessment based on individual needs, how to develop reinforcement-based treatment procedures based on functional assessment, how to prevent and intervene self-injurious behavior, 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 the effectiveness of behavioral treatment program. While studying various real cases, the instructor will first briefly review selected ABA literature, and then guide audience to practice and learn behavior analysis and behavior therapy techniques that are proven to be effective.

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

- Understand and conduct basic behavior assessment, including 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 behavioral treatment program.

Activities: Didactic lecture includes literature review, case study, technical analysis, data analysis, and program evaluation. Group discussion will be encouraged. Handout will cover sample of assessment tools and sample of reinforcement-based procedures with data sheets. 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 and administrators of private and government agency serving adults with developmental disabilities, and parents of individuals with developmental disabilities. Participants should have basic knowledge of applied behavior analysis.

Level: Introductory

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

Workshop #80	CE: BACB, PSY
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8:00 AM - 11:00 AM

Randle D

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

Designing Effective Instructional Materials for Students with Autism and Related Developmental Disabilities

MICHAEL FABRIZIO, Kelly J. Ferris, Lesley Lucas, and Rebecca Phillips (Fabrizio Moors Consulting)

Description: The design of instructional materials plays as crucial a role in quality intervention as systematic instructional procedures. Participants will learn how to select and create materials controlling for critical and variable attributes of concepts to ensure students learn appropriate stimulus discriminations. Examples and practice opportunities will be provided across all areas of instruction: basic to advance language skills, reading, math, and writing instructional materials.

Objectives: Participants will learn how to identify the critical and variable attributes of a teaching a concept and determine how to create the smallest set of materials to ensure students to not learn under inappropriate stimulus control.

Activities: Attendees will:

- Identify the definition of inappropriate stimulus control
- Identify the definition of appropriate stimulus control
- Design and create materials under appropriate stimulus control guidelines

Audience: Teachers, parents, educational assistants, and consultants providing instruction to students with autism or other developmental disabilities, utilizing a wide variety of instructional arrangements.

Level: Introductory

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

Workshop #81	CE: BACB
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8:00 AM - 11:00 AM

Emma AB

CE Instructor: Terence G. Blackwell, Jr., M.S., BCBA

Developing the Private Practice Model: Succeeding in Your Own Business

TERENCE G. BLACKWELL (Verbal Behavior Institute)

Description: An updated presentation from the ABA International convention in Chicago, regarding a review of the steps required to develop a private practice as a behavior analyst. Attendees will review marketing, fee setting, contracting, cash flow techniques, networking and sub-contracting as strategies to leverage their skills into a successful private practice.

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

- Develop a start-up operating budget.
- Demonstrate an understanding of the concept of establishing a USP (unique market proposition), to develop a private practice.
- Establish fees and contracts that are competitive.
- Identify and articulate obstacles to overcome and potential solutions in creating a private practice.

Saturday, May 26

Activities: Activities will include:

- Audience participation, discussion regarding impediments to starting a private practice
- Develop an operating budget for a small private practice
- Identify a market and create a start up marketing plan

Audience: BCBA's and BCABA's seeking to establish their own small business.

Presentation will build on experience of the authors in founding and developing several successful small to medium size businesses since leaving the employ of large corporations.

Attendee should expect to establish a private practice model business in a target group or industry within the next 12 months.

Level: Introductory

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

Workshop #82

CE: BACB

8:00 AM - 11:00 AM

Mohsen AB

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

Efficient Use of Excel for Behavior Analysis and Practitioners to Graphically Communicate Outcomes

DONALD M. STENHOFF (University of Kentucky), Bryan J. Davey (Southern Behavioral Group, Inc.), and Eleazar Vasquez, III (Utah State University)

Description: Visual display of data is imperative when communicating functional relationships and intervention outcomes with consumers and fellow practitioners. BCBA's are expected to have knowledge in using graphs to convey results. However, simply possessing knowledge of visual displays may not transfer to effective or efficient software use. Excel is an efficient way for behavior analysts to create graphs. Excel graphs convey effect across multiple-baseline, alternating treatment, and reversal designs. In addition, standard celeration charts and cumulative review graphs are often used to display client progress. These graph types are often used to display interview results (e.g., FAST, MAS), preference assessment, structural and functional analyses, treatment (i.e., DRA, DRNO, FCT, etc) and discrete trial program outcomes. While Excel can be difficult to use, this workshop will provide participants with hands on training promoting effective use. Workshop mini-lessons include creating spreadsheets and data sets,

graph construction, manipulation of graph components (e.g., axes, phase change lines). Instructors will provide several models, followed by opportunities for participants to practice with feedback. Additionally, workshop instructors will provide an Excel CD tutorial that will assist participants in future Excel projects. Participants are required to bring a laptop with the Excel application.

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

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

Activities: Participants will be provided concise instruction and several models, followed by two case examples completed with instructor support to ensure skill acquisition. Finally, participants will complete a case example that allows them to solve challenges inherent in the Excel application. The case examples 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: Behavior analysts, graduate students, and researchers.

Level: Introductory

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

Workshop #83**CE: BACB, PSY**

8:00 AM - 11:00 AM

Molly AB

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

Ensuring Procedural Integrity of Clinical Programming in Applied Settings

Daniel Almeida, HELENA L. MAGUIRE, Frank L. Bird, and Rita M. Gardner (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 eight 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, as well as procedures for training supervisors to implement these systems. The goal of workshop will be 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, participants 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, videotape review, and simulations with performance feedback.

Audience: Clinicians, consultants, administrators, and teachers responsible for providing clinical services to individuals with challenging behavior in school, residential, or adult service settings.

Level: Intermediate

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

Workshop #84**CE: BACB, PSY**

8:00 AM - 11:00 AM

America's Cup C

CE Instructor: Cara Ogle, M.A., BCBA

Establishing Rule-Governed Behavior to Assure for the Implementation of ABA Programming in Public Education Settings

CARA OGLE (San Marcos Unified School District) and Rae-Ann Lepitzki and Christina Bracewell Lovaas (Tucci Learning Solutions, Inc.)

Description: A hallmark of human behavior is that it can verbally governed and controlled. In combination, direct-acting and verbally governed contingencies create an exponential potential for human adaptation and problem solving. Many disciplines (e.g., medicine, engineering, science, etc.) have established and maintain elaborate training environments that bring about human behavior under the influence of ideal admixtures of verbally-governed and direct-acting contingencies. This workshop will present strategies and procedures for engineering similarly effective training environments for developing adaptive problem solving repertoires in professional and paraprofessional educators that reflects the joint control of empirically validated verbally-governed and direct-acting contingencies.

Objectives: At the conclusion of the workshop, participants will:

- State the five characteristics for sustained programming.
- Determine the side-effects of consultation versus collaboration
- Be able to foster sustainable programming
- List the learning solutions necessary for collaboration and implementation.

Activities: Activities will include:

- Practice assessing learner's environments
- Complete an action plan to begin to create a plan to collaboratively work with educational settings.

Audience: Teachers, para-professionals, BCBA's, and CBABA's

Level: Intermediate

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

Workshop #85**CE: BACB, PSY**

8:00 AM - 11:00 AM

Elizabeth C

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

Ethics: Behavior Analysis in Practice

LISA N. BRITTON, Brook B. Wheatley, Lori A. Graves Murry, and Shawn David Bryant (The Spectrum Center)

Description: The purpose of this workshop is to provide the participants with critical thinking and communication skills related to ethical practices as a behavior analyst in clinical settings. In particular, we will provide training in the following areas:

- The Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts®
- Presenting oneself as a professional within his/her expertise
- Defending the behavior analytic approach with other professionals

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

- Describe the BACB code of ethics in their own words. They will be able to describe potential challenges behavior analysts face in clinical settings and ways they and others can adequately deal with these challenges.
- Articulate their areas of expertise and discuss methods of ensuring that they practice within their expertise.
- Articulate the behavioral perspective in a way that is not offensive to other professionals and that will obtain buy-in from those professionals.

Activities: *The Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts®:* Participants will review the specific BACB code of ethics. They will divide into groups and discuss scenarios related to challenges with which behavior analyst are often faced in a clinical setting. Participants will have an opportunity to discuss ways of addressing these challenges with each other. *Presenting oneself as a professional within his/her expertise:* As behavior analysts in clinical settings, we are often asked to engage in assessment and treatment outside our expertise. Participants in this workshop will discuss this dilemma and role play ways of professionally addressing this issue.

Defending the behavior analytic approach with other professionals: As behavior analysts working in a multi-disciplinary team, we are often faced with the dilemma of defending the behavior analytic approach with other professionals. Behavior analysts are notorious for coming across as "dogmatic" and unwilling to listen to other professionals. The participants in this workshop will discuss this issue and role play methods of communicating the behavior analytic perspective without offending other professionals.

Audience: Behavior analysts working in applied settings (e.g., special education, group homes, etc.).

Level: Introductory

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

Workshop #86**CE: BACB, PSY**

8:00 AM - 11:00 AM

Elizabeth F

CE Instructor: Mavis Tsai, Ph.D.

Functional Analytic Psychotherapy: Creating and Harnessing Powerful Therapeutic Relationships

MAVIS TSAI (Independent Practice) and Mary D. Plummer, Christeine M. Terry, Reo Newling, Gareth I. Holman, and Robert J. Kohlenberg (University of Washington)

Description: As behavior analysts and clinicians engaged in outpatient mental health treatment, we share the common goal of creating maximally effective and efficient therapeutic relationships. In this workshop, we introduce how functional analytic psychotherapy (FAP), a third-wave behavior therapy built upon radical behaviorism, uses emotional intimacy in the therapist-client relationship to achieve this goal. FAP is a comprehensive, laboratory data-informed, and integrative approach to therapy providing a framework for understanding the moment-to-moment contingencies in the therapy interaction. Participants will learn how to facilitate client change by using contingent responding to in-session occurrences of the client's problems and improvements. Furthermore, we discuss how the therapeutic relationship can be intensified in order to maximize the reinforcing effects of the therapist's responses. We will explain how therapists' genuine feedback to clients regarding the impact of their behaviors on the therapeutic relationship leads to the behavioral change desired. Because FAP requires therapists to remain acutely aware of the ongoing transaction between client and

therapist, the principles of functional analysis will be reviewed and the importance of self-awareness and strategies for using the client-therapist relationship as a therapeutic tool will be practiced.

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

- Use FAP case conceptualization.
- Identify and evoke clinically relevant behaviors.
- Use natural reinforcement of in-vivo behavior to improve clinical outcomes.
- Use a functional analysis to assess and interpret client behavior and develop treatment plans.

Activities: This workshop combines didactic presentation, videotaped clinical case material, exercises, and facilitated discussion. The five central principles of FAP will be reviewed with corresponding video clips of the principles in action with clients. Attendees will then have the opportunity to experience the application of these principles via in-vivo work with techniques frequently used in FAP. FAP is unique in that the treatment is tailored to the needs, history, and abilities of each client; consistent with this, the workshop presenters will use FAP strategies and techniques to tailor the workshop to the needs, history, and abilities of the attendees and to help participants apply the workshop strategies to their particular practice and client population. Emphasis will be placed on experiential learning, in addition to didactics.

Audience: The workshop is aimed at several audiences. One is the behavior analyst who is interested in an introduction to behavior analytic techniques and a behavior analytic interpretation of the therapeutic process. 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 is invited to attend. Although the focus of the workshop will be on working with adult mental health outpatients with generally intact cognitive functioning, we welcome discussion of how these methods may apply to other populations. Because clinical material is being presented, the workshop is open only to faculty, graduate students, or professionals.

Level: Introductory

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

Workshop #87

CE: BACB, PSY

8:00 AM - 11:00 AM

Randle E

CE Instructor: Sara White, Ph.D., BCBA

Generalization and Maintenance in Discrete Trial Programs for Children with Autism

Sharon E. Baxter (ABLE Clinic), Michelle Karren (St. Cloud State University), Rachel D. Russell (ABLE Developmental Clinic), and SARA WHITE (Binghamton University)

Description: Children with autism often have difficulty generalizing skills taught within discrete trial instruction to activities in their daily lives. When designing comprehensive behavioral and educational programs, behavior analysts should consider the long-term goals for all skills being taught. This workshop will describe and demonstrate generalization and maintenance activities for common discrete trial programs, such as matching, gross motor imitation, and conversational programs. Examples will include children of varying functional levels and at different stages of programming.

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

- Plan generalization activities for common discrete trial programs.
- Plan maintenance activities for common discrete trial programs.
- Consider long-term outcomes for common discrete trial programs when designing behavioral and educational programs for children with autism.

Activities: This workshop will include the following activities:

- Lecture-based instruction on long-term goal planning, generalization, and maintenance
- Video examples of generalization and maintenance activities
- Group activities on designing generalization and maintenance activities
- Group activities on long-term goal planning

Audience: This workshop will be designed for parents and professionals working with children with autism. While most concepts discussed will be relatively basic in nature, it would be beneficial for participants to be familiar with discrete trial instruction for children with autism and the terminology used within this instructional methodology.

Level: Intermediate

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

Workshop #88

CE: BACB, PSY

8:00 AM - 11:00 AM

Oxford

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

How to Design Efficient Learning Programs to Improve Staff Performance and Consumer Outcomes: Part Two of a Two-Part Workshop

GUY S. BRUCE (Appealing Solutions, L.L.C.)

Description: Behavior analysis has spawned powerful technologies for helping people, but human service agencies often have difficulties implementing those technologies, a problem which limits their success. The most effective technologies will fail if they are not implemented correctly. One cause of this failure is that staff persons lack the knowledge and skills they need to implement behavior-analytic technologies accurately. To solve this problem, agencies need efficient training programs that will provide staff with the knowledge and skills they need.

This two-part workshop is designed to teach participants a method for designing efficient training programs so that staff will become competent in the skills they need to help their clients achieve their goals. Participation in Part II of this workshop is limited to those who have completed Part I.

In Part II, participants will learn how to design efficient learning programs and to evaluate their current learning efficiencies. The steps include designing 1) instructions, 2) practice exercises, and 3) feedback that speed learning; 4) collecting and evaluating data on current learning efficiencies, and 5) recommending changes in the design of the learning programs to improve their learning efficiencies.

Objectives: Given a set of learning objectives that specify the knowledge and skills that staff persons need to achieve desired consumer outcomes and the information from a content analysis of each knowledge or skill, the learner will design a learning program that includes a)

instructions, b) practice exercises, and c) feedback necessary to speed learning. Given the data necessary to evaluate a program's current learning efficiency, the learner will a) chart and b) evaluate those learning efficiencies.

Given examples of inefficient learning programs, the learner will recommend some design changes that might improve their current learning efficiencies.

Activities: Activities will include:

- Fluency practice: Participants will gain fluency in component skills of designing efficient learning programs, by practicing with flashcards, measuring and graphing their own learning efficiencies.
- Practice solving human performance problems: Participants will practice the skills needed to design efficient learning programs using case studies provided by the instructor.
- Design an efficient learning program: Each participant will define at least one learning objective, design a valid measure of the skill or knowledge specified by that objective, design an efficient learning program to achieve that objective, and plan for evaluating and improving the program's learning efficiency in achieving that objective.
- Discuss efficient learning program: Participants will discuss their instructional design 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 improving staff performance, when poor staff performance is due to ineffective or inefficient staff training programs. The instructional design process taught by this workshop may also be used to improve the learning efficiencies of the training programs provided to service recipients. Please note that participation is limited to those who completed Part I of this workshop.

Level: Introductory

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

Workshop #89**CE: BACB**

8:00 AM - 11:00 AM

Edward AB

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

Introduction to Behavioral Consultation

DAVID A. PYLES (Behavior Change Systems, Inc.)

Description: This presentation provides an overview of the behavioral consultation process. Often, individual case consultation is sought, but the effectiveness of appropriate interventions is limited or impeded because the necessary and sufficient behavioral systems are not in place. This presentation instructs attendees in the programmatic infrastructure needed to provide effective behavioral intervention. It also provides attendees with relevant questions to ask in individual case consultations to develop effective, ethical, and practical interventions. Furthermore, this workshop provides guidelines to assist in setting responsible clinical priorities.

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

- Discuss reasons for procuring behavioral consultation.
- Differentiate between systems issues and individual case issues.
- Ask relevant questions to assist in deriving effective interventions.

Activities: Didactic instruction, examples, and audience participation in analyzing applied situations.

Audience: M.A. and Ph.D.-level behavior analysts

Level: Introductory

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

Workshop #90**CE: BACB, PSY**

8:00 AM - 11:00 AM

Windsor B

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

Motivating Human Service Staff: Maximizing Work Effort and Work Enjoyment

DENNIS H. REID (Carolina Behavior Analysis & Support Center, Ltd.) and Marsha Parsons and Carolyn W. Green (J. Iverson Riddle Center)

Description: This workshop will describe strategies for maximizing work effort and enjoyment among support staff in human service agencies. Initially, an evidence-based, behavioral process for training and managing staff performance will be presented in terms of step-by-step procedures for supervisors and staff trainers. The focus will then be on how to

ensure staff not only work diligently and proficiently, but also enjoy their day-to-day work. Strategies to be discussed include staff training procedures that are most preferred by staff, how to monitor staff performance in a manner acceptable to staff, providing supportive and corrective feedback in a manner generally preferred by staff, and how to make a supervisor's feedback more reinforcing to staff. Routine procedures supervisors can implement to enhance the overall enjoyment of the staffs' work environment will likewise be described. The latter procedures are based on research that assessed the desirability of respective management strategies from staffs' perspective, a survey of over 1,000 experienced supervisors (and former support staff) regarding their views on the best and worst things supervisors can do to motivate staff, and recent research demonstrating how to make highly nonpreferred work tasks more desirable for staff.

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

- Describe six key steps of a behavioral approach to staff training and supervision.
- Describe what research has shown regarding the type of performance feedback that is usually most and least acceptable to staff.
- Describe a means of systematically monitoring staff performance that typically is well received by staff.
- Describe three supervisory actions that survey research has shown to enhance staffs' enjoyment with their work environment and three actions shown to impede enjoyment.
- Describe an evidence-based strategy a supervisor can use to enhance staff preference for a strongly disliked work task.

Activities: Activities of participants will include:

- Listening to instructor lecture/presentations
- Viewing PowerPoint summaries of key points
- Completing pencil and paper activities relating to scenarios depicting applications of key points
- Viewing role-play demonstrations of target procedures by instructors

- 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)
- Opportunities to ask questions of instructors and receive instructor answers

Audience: The target audience includes anyone who either supervises staff or is dependent on staff for carrying out programmatic procedures (e.g., authors of behavior support plans). The workshop will be most relevant for supervisors and managers in group homes, related residential settings, and adult day treatment sites for people with developmental disabilities; consultants; and supervisors in school settings serving people with special needs.

Level: Intermediate

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

Workshop #91

CE: BACB, PSY

8:00 AM - 11:00 AM

Maggie

CE Instructor: Roger Ray, Ph.D.

Prompting and Fading in Behavior-Analytic Instructional Design: Can We Learn Anything from Vygotsky?

JESSICA M. RAY (University of Central Florida) and Roger D. Ray ((AI)2, Inc. / Rollins College)

Description: Pioneering examples from the beginning of behavior modification technologies in the 1950s and 1960s illustrate clear applications of successive approximation techniques applied not only to the shaping of desired behaviors, but also in presenting and fading supportive antecedent “behaviorally prompting” conditions. But just as the shaping of behavior has remained largely an art, rather than a clearly delineated engineering science, so too have the rules remained unspecified for how and when to prompt desired behaviors, as well as how and when to fade the use of such prompts to attain a broader ecological generalization in behavioral emission.

The paucity of behavioral research on this topic becomes even more critical when one considers instructional design from a behavioral perspective. On the contrary, the educational research literature is replete with detailed discussions and even descriptive assessments of a seemingly parallel activity inspired by Vygotsky’s articulation of a “Zone of Proximal Development” wherein maximal use of “scaffolding” activities are deemed important in

advancing student behavioral development to more fluent levels of expression. In this workshop we will illustrate such prompting and fading in the design of an adaptive intelligent software system created for teaching observers to code behaviors in observational research and/or behavioral intervention settings. This system, called Train-to-Code, has been shown to be an efficient and effective automated training system for training observation skills.

Especially relevant to this particular workshop is the incorporation of a sample training task in Train-to-Code using a taxonomy describing alternative forms of scaffolding behaviors used by an adult reading books to preschool children. The activities depicted are examples of scaffolding used as pre-reading skill development activities for preschoolers. By focusing on what functions the adult behaviors are serving with respect to prompting child interactions with the book and its content, we hope to sensitize educational researchers to this important facet of instructional design when guided by behavioral-analytic perspectives.

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

- Describe how software-based prompting and shaping procedures have been designed to teach observational and intervention-identification skills in someone else (observers).
- Apply behavioral antecedent-stimulus prompting principles to teach or train more effectively.
- Build a simple alternative behavioral coding scheme to use for analyzing prompting antecedent events.
- Use alternative levels of successive approximation to identify expert intervention-identifications in a selected video of scaffolding behavior.

Activities: Activities will include an interactive review of observational foundations, including identification of antecedents, behaviors, and consequences (i.e., a full contingency analysis), as well as applications of methods of sequential analysis; introduction to and detailed use of a new software system that uses prompting and behavioral shaping principles to teach observation and prompting skills; hands-on experience in creating coding schemes; actually coding behavior via a video; and analyzing session data.

Audience: Teachers and trainers who have a need for teaching others through effective use of antecedent prompting as well as response shaping.

Level: Intermediate

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

Workshop #92 **CE: BACB, PSY**

8:00 AM - 11:00 AM

Edward C

CE Instructor: Amy Murrell, Ph.D.

Relational Frame Theory Analysis of Acceptance and Commitment Therapy: Theoretical Issues and State of the Data

AMANDA C. ADCOCK, Amy Murrell, and Karen Michelle O'Brien (University of North Texas)

Description: Burgeoning amounts of research are being devoted to third wave therapies for the treatment of a variety of psychiatric problems. One such therapy is acceptance and commitment therapy (ACT). ACT utilizes focus on the present moment, acceptance, and defusion techniques to facilitate committed action in valued directions. Some may wonder by simply reading this list how ACT is a behavior analytic therapy. This workshop intends to review the theory that underlies ACT, relational frame theory (RFT), in order to explain the ties between ACT and behavior analysis and identify areas that are in need of further research. In order to do this, a quick review of the literature leading up to RFT, including generalized operants, stimulus equivalence, and early work in arbitrarily applicable relational responding, as well as RFT-driven account of the development of the self will be covered. Each component of ACT will be analyzed via RFT, and the state of the data on each component will be discussed with the expectation that attendees will discuss ideas for empirical research on these analyses of the components of ACT.

Objectives: At the conclusion of the workshop, the participant will be able to analyze therapeutic approaches from an RFT perspective and develop research protocols in attempts to address these analyses.

Activities: Participants will be asked to engage in experiential mindfulness exercises used in acceptance and commitment therapy (ACT). Following each exercise, this experience will be analyzed using behavior analysis, specifically RFT. After examining the literature and state of the research on RFT, participants will be asked to engage in scholarly debate and conversations to develop empirical projects to

further investigate the RFT analysis of ACT and other third wave therapies.

Audience: This workshop is designed for an audience with some working knowledge of ACT, and at least an interest in RFT. The focus of the workshop will be on examining and furthering the research on RFT and ACT. Therefore, the audience will likely be researchers interested in these topics in any variety of settings and populations.

Level: Intermediate

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

Workshop #93 **CE: BACB, PSY**

8:00 AM - 11:00 AM

Elizabeth A

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

SCOOP Recording: 10-Minute Time Samples to Capture Contingency Management

PAMELA G. OSNES and Joel Vidovic (Behavior Analysts, Inc.)

Description: This workshop will orient participants to the Systematic Carousel Observation of Performance (SCOOP) direct observation instrument that was empirically-validated by Stokes and Osnes (1987) for use as a staff/parent training and monitoring instrument in preschool and home settings. Twenty years later, SCOOP continues in use in school, home, and agency settings to measure the interactions and contingencies between caregivers and students/clients. SCOOP consists of 29 operationally-defined behaviors, with the primary observation focus on the caregiver's behavior. Continuous, partial interval recording is done in 10-minute time samples, and yields data useful in functional behavior assessments in addition to its utility in ongoing data collection and staff/parent monitoring. In addition to the quantitative data produced by SCOOP, qualitative dimensions are monitored as well. Both data sets are summarized, and a systematic feedback system is used to provide information about the data. After initial orientation to the instrument, workshop participants will practice scoring using videotaped segments.

Objectives: Participants will:

- Receive orientation to the history and function of the SCOOP direct observation system.
- Practice entering SCOOP codes onto the SCOOP recording sheet with data provided by the presenters and will summarize the data.

- Complete the SCOOP criterion-based feedback form using hypothetical data provided by presenters.
- Practice using the SCOOP system to code videotaped segments.

Activities: Activities will include:

- Didactic overview of the SCOOP recording system
- Verbal identification of SCOOP categories by participants
- SCOOP practice recording of videotape segments

Audience: Human services professionals, educators, parents, and graduate and undergraduate students.

Level: Introductory

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

Workshop #94

CE: BACB, PSY

8:00 AM - 11:00 AM

Cunningham A

CE Instructor: Janet L. Montgomery, M.S., BCBA

TAGteach: Using an Acoustic Marker, Unique Phrasing, and Positive Reinforcement to Enhance Teaching and Learning

Theresa McKeon (TAGteach International), JANET L. MONTGOMERY (University of Florida, Behavior Analysis Services Program), Victoria Fogel (University of Florida), Jose A. Martinez-Diaz (Florida Institute of Technology & ABA Tech), Ernest A. Vargas (B.F. Skinner Foundation), and Keri Gorman (TAGteach)

Description: This workshop will define the principles of teaching with acoustical guidance (TAG), present current applications, and introduce the methodology. TAGteach is a new application of operant conditioning principles that allows for more effective teaching and learning of physical and cognitive skills. TAGteach uses an audible conditioned reinforcer as an event marker, condensed phrasing of directions, and positive reinforcement as core elements of the methodology. The game-like nature of this method sparks creativity and reduces stress for teacher and learner. The efficiency of this system allows for pinpoint focus and a reduction of excessive language.

The workshop will incorporate video, demonstrations, and engaging practical exercises to spark creativity and encourage active participation in the learning and teaching process.

Objectives: Participants will learn:

- The use of tag as a marker, information, and positive reinforcement.
- To use an audible marker to strengthen the learning process.
- To identify and create clear achievable goals called tag points.
- To deliver these tag points using exclusive TAGteach phrasing.

Activities: An introduction to the basic fundamentals of TAGteach will be enhanced with videos of various disciplines and populations using tag techniques. Attendees will participate in interactive exercises that provide the opportunity to practice using the audible marker (tagger). In line with the TAGteach approach, the exercises will be directed towards encouraging creativity and gaining a new perspective on teaching and learning.

Audience: This workshop is designed for behavior analysts and others who want to gain knowledge about the TAG methodology. TAGteach has been successfully used across diverse populations including: autism, caregivers, detention centers, therapists, classroom teachers, and in the sporting community including, professional golfers, gymnasts, and rock climbers.

Level: Introductory

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

Workshop #95

CE: BACB, PSY

8:00 AM - 11:00 AM

Madeleine CD

CE Instructor: Cheng Chu, M.A., BCBA

Tailoring and Modifying Contingencies Based on Current Competencies Related to Toileting

CHENG CHU, Rebecca Franklin, Colleen Davis, and Rachel Tololi (Tucci Learning Solutions, Inc.)

Description: Potty training a child with learning delays can be a frustrating experience for everyone involved. It seems that there are many resources on the World Wide Web, as well as other avenues, offering programs that will successfully toilet train a child. However, when following one of these programs, unexpected issues and concerns do arise and pose as obstacles preventing a successful toilet training process. Such frustrating experiences leave one to question the steps that might have been missed or to even dismiss the effectiveness of the program. This workshop will address these potential "missing steps" and examine the readiness of the child, as well as the concerns of

parents and educators who will be teaching the toileting skills. Furthermore, we will examine the potential contingencies available to parents and educators allowing the individualization of a toilet training program.

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

- State the prerequisite behavior both for the instructor and the learner before starting a toilet training program.
- State the potential contingencies for the toilet training program.
- Select the most appropriate contingency based on the current competencies of the learner and the instructor.
- Examine how to arrange the learning environment to promote an efficient toilet training program.

Activities: Presenters will provide potential models of training programs that parents and educators can select from. Attendees will study the necessary potential contingencies and practice following the guidelines and practice at making data based decision via provided scenario.

Audience: Behavior analysts, parents, teachers, and other staff serving students with learning disabilities who are not yet toilet trained.

Level: Introductory

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

Workshop #96	CE: BACB, PSY
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8:00 AM - 11:00 AM

Annie AB

CE Instructor: Teresa A. Grimes, M.S., BCBA

The Association Method: Application for Language Disorders and Non-Vocal Individuals with Autism

TERESA A. GRIMES (Whole Child Consulting) and Judy Pollard-Licklider (Pollard-Licklider Clinic)

Description: Overview and applications of the association method. Video, lecture, guided notes, and practice sessions introduce the method and its applications to severely impaired and non-vocal individuals. Presenters will be available to answer questions and direct participants to sources of further information.

Objectives: Participants will:

- Be able to define association method and describe how it is different from other approaches.
- Be able to list multi-dimensional aspects.

- Create fundamental materials.
- Apply the method at basic/entry level.

Activities:

- Break out in flash card triads for practice with terms
- Use of guided notes fill-ins to facilitate understanding and memory
- Break out into groups to create fundamental materials
- Break out into groups to practice basic/entry level applications

Audience: Parents and professionals who work with individuals who are non-vocal or who have severe language disorders.

Level: Introductory

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

Workshop #97	CE: BACB, PSY
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8:00 AM - 11:00 AM

America's Cup D

CE Instructor: Joanne Dahl, Ph.D.

Third Wave Behavior Therapy Applied to Clinical Supervision

JOANNE DAHL (Uppsala University) and Karin Ovefelt (Swedish Behavior Therapy Association)

Description: The purpose of this workshop is to conceptualize, illustrate, and provide the opportunity to practice both acceptance and commitment therapy and dialectic behavior therapy in a clinical supervisory set up.

Objectives:

Participants will learn:

- How supervision is conceptualized and approach with DBT and ACT.
- How the therapeutic relationship is distinguished using ACT and DBT with supervisees.
- How to use the ACT and DBT skills of supervision.

Activities: Role play, group activities, dramatization of metaphors, such as the bus metaphor and chess metaphor, and experiential group and pair exercises.

Audience: Anyone interested in clinical supervision.

Level: Intermediate

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

Workshop #98**CE: BACB, PSY**

8:00 AM - 11:00 AM

Cunningham B

CE Instructor: Leigh K. Grannan, M.S., BCBA

Toilet Training Children with Autism: Case Studies and Procedures

LEIGH K. GRANNAN and Melanie A. Rose
(Southern Illinois University, Carbondale), Jenny
C. Martin (Southern Illinois University)

Description: Various toilet training interventions have been identified and discussed in the literature. This workshop will present an overview of toilet training procedures used with children with disabilities. Common elements of effective programs will be discussed.

The Center for Autism Spectrum Disorders at Southern Illinois University at Carbondale is a comprehensive applied behavior analysis regional center for children with autism, their families, and service providers. Consistent with findings in the literature, needs assessments have identified toilet training to be a parent need and priority for children receiving autism intervention services through the Center. Case studies of family consultations, including footage of parent implementation of interventions, will be presented.

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

- Identify effective toilet training interventions.
- Recognize toileting readiness skills.
- Arrange an environment to promote toileting success.
- Pinpoint barriers to implementing a successful toilet training program.

Activities: Case study film footage will be reviewed and effective toilet training procedures will be discussed.

Audience: Parents and professionals interested in toilet training children with autism.

Level: Intermediate

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

Workshop #99**CE: BACB**

8:00 AM - 11:00 AM

Edward D

CE Instructor: Paul Heering, M.A., BCBA

Utilizing Microsoft Excel: Beyond Single Subject Graphs and Standard Spreadsheets

PAUL W. HEERING (Rplus), William A. Flood
(May South, Inc.), and Jennifer Tait (Baird
Center for Children and Families)

Description: Since its initial introduction in 1982, Microsoft Excel has been used in many disciplines, including behavior analysis. Most behavior analysts have used Excel throughout their careers. Most behavior analysts can format a spreadsheet and create a graph, but this is only a small part of what Excel can do. This workshop is designed for those that have experience making spreadsheets and creating graphs but may feel that have hit a ceiling in what they can do. This workshop is designed to show participants they (and the presenter) are far from the ceiling, as Excel can do much more than most behavior analyst know of. In an interactive setup, participants will learn about and practice many techniques that can be used to create interactive spreadsheets including lookup tables, cells linked between tabs and/or documents, summing of non numbers, if-then statements, and much more.

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

- Use standard Excel formulas such as Min, Max, Count, Average, and Sum.
- Link cells between multiple documents or tabs, in which information entered in one location appears in another location.
- Use conditional formats to allow Excel to automatically change the format of cells (i.e., background color, font size, font color, etc.) depending on what is entered in each cell.
- Automatically count the number of cells meeting a certain criteria within a certain range. For example, count the number of times "Late" is typed on a timesheet.
- Create "if statements" that tell Excel to put different information in a cell depending on what is entered in another cell.
- Use lookup tables to allow Excel to enter specific information entered in tables in separate locations. For example, lookup the ABA host city, number of participants, number of workshops, and number of presenters simply by entering the year.

- Use time-saving techniques such as autofill, formula pasting, and templates.

Activities: This workshop will be an interactive training lesson where participants are walked through specific techniques, given specific tasks to practice using these techniques, and utilize these techniques in combination with one another.

Audience: The target audience would have experience using Microsoft Excel, be able to create spreadsheets and graphs, and have a working knowledge of computers.

Level: Intermediate

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

Workshop #100

CE: BACB, PSY

8:00 AM - 11:00 AM

Cunningham C

CE Instructor: Dan Hursh, Ph.D., BCBA

What's My Motivation? Successful Instruction of 'Naïve' or Challenged Learners Requires Creative, Appropriate Utilization of Individualized Motivational Systems

KARRIE GRAMA, Aaron Wood, and Cassie Cole (Tucci Learning Solutions, Inc.) and Dan Hursh (West Virginia University)

Description: The purpose of this workshop is to equip participants to effectively coach staff/clients on how to develop, implement, and monitor effective motivational systems.

Workshop participants will become proficient with using and/or coaching others to use various motivational systems, including a token economy, to develop and maintain learner participation across home, school, and community environments. Participants will receive instruction on assessing learners to identify potential reinforcers, conditioning potential reinforcers to have value, and determining which type of motivational system might be most compatible with a particular learner. Participants will learn to incorporate various schedules of reinforcement that are commonly used in conjunction with motivational systems to establish, strengthen, and maintain desired behavior. Step-by-step strategies for utilizing motivational systems will be discussed in detail, with a focus on functional, feasible application across settings. Each participant will be coached on how best to develop or assist others to develop these systems. They will be provided with materials to create a token economy system that can later be utilized with their own learners or clients, and will engage in

practice sessions where they will be coached on effective use of the system they have created.

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

- Identify (potential) reinforcers and/or condition neutral stimuli to have value for specific learners.
- Identify an appropriate motivational system i.e., token economy.
- Develop the motivational system.
- Effectively implement and coach others to implement the system using the appropriate schedule(s) of reinforcement for establishing, strengthening and/or weakening selected behavior.

Activities: Participants will practice creating a motivational system/token economy that is useful for both a) implementation with their learners and b) teaching staff or clients how to effectively apply the system to increase successful participation among students.

The presenters will illustrate (via video examples) experiences in coaching public education staff in delivery of motivational systems/token economies used to maintain and increase participation across instructional conditions.

The presenters will also provide coaching for overcoming some of the obstacles and common mistakes involved in implementing a motivational system.

Audience: BCBA's, BCABA's, classroom teachers, instructors, parents, paraprofessionals, and trainers.

Level: Introductory

Member: \$120 **Non-member:** \$135

Workshop #101

CE: BACB

8:00 AM - 11:00 AM

Windsor C

CE Instructor: Charles Merbitz, Ph.D., BCBA

www.AimChart.com: Celeration Charts over the Web

CHARLES MERBITZ (Chicago School of Professional Psychology) and Ben Merbitz (aimchart.com)

Description: Sometimes we need to share charts with multiple stakeholders, such as parents, team members, administrators, and referring sources. When learners plot data at home, their paper chart is not easily accessible. In residential settings, charts should be available to each shift and to supervisors anywhere. Also, it is often revealing to stack charts from several learners

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or several pinpoints from one learner, and see bigger patterns. WWW.AimChart.com answers these needs and many more.

The Web site holds PT data securely, shows charts, and facilitates chart analysis. Learners login and see a chart with all previous data plotted. They can drag and drop today's data on screen to update the chart. It is Web-based so charts are available 24/7 to authorized parties.

You can instantly stack dots/celerations across learners, pinpoints, and time. See all of your data in these ways and more.

Workshop attendees will learn and practice with AimChart's easy-to-use tools to set up, collect, save, and analyze charts and control access for groups and individuals. Future developments will be discussed. Participants receive an AimChart institutional account (minimum value, \$100). Attendees, please bring a laptop with WiFi or Ethernet, and contact Ben Merbitz (ben-aba@xig.net) to discuss equipment.

Objectives: At the conclusion of the workshop, participants 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 data on daily or weekly 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 any Sunday as a Zero date for 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
 - One minimum system requirement for AimChart

Activities: AimChart workshop activities include explanation and hands-on practice with AimChart data and files.

Participants will learn and practice the use of Aimchart's controls to establish a complete data collection and analysis cycle. The cycle includes setup of student accounts with passwords, defining Actions, and assembling Groups. Participants then enter data and practice the use of AimChart's data visualization and analysis tools. Finally, printing and communication of results will be explained and practiced.

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.

Level: Introductory

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

#2 Special Event

5/26/2007

7:00 AM - 11:30 AM

Randle AB

Society for the Quantitative Analyses of Behavior

Chair: Alliston Reid (Wofford College)

ABA thanks the Society for Quantitative Analysis of Behavior (SQAB) for sponsoring tutorials focusing on quantitative analysis. ABA encourages its members to take advantage of the SQAB program that occurs immediately before the ABA program. The SQAB program includes many presentations on quantitative applications in behavior science. A separate registration fee and badge are required to attend the SQAB meeting.

#3 Business Meeting

5/26/2007

8:00 AM - 8:50 AM

Betsy A

Special Interest Group (SIG) Business Meeting with the ABA Presidents

Chair: Thomas S. Critchfield (Illinois State University)

Purpose: To discuss issues related to ABA's 26 SIGs with SIG representatives. SIGs are a critical component of ABA International and provide additional services and support to members with specialized interests. SIGs provide a forum for information exchange and a vehicle to promote a particular area of interest.

#4 Business Meeting

5/26/2007

9:00 AM - 9:50 AM

Betsy A

Affiliated Chapters Meeting

Chair: R. Douglas Greer (Columbia University Graduate School and Teachers College)

Purpose: Representatives of ABA affiliated chapters meet to review the activities of the Affiliated Chapters Board, the status of chapters, and to network. ABA has 60 chapters, 31 in the United States, with members in 40 US states, and 29 international chapters.

#5 Special Event

5/26/2007

9:30 AM - 10:20 AM

Gregory AB

Newcomers' Session

Chair: Jack Michael (Western Michigan University)

The newcomers' session provides an overview of ABA, its history, structures, and functions as an international locus of the field. Awards, special interest groups, and other features will also be addressed. Dr. Michael, one of ABA's original members, will review ABA's origin and organization and describe the principles of behavior analysis that form the scientific foundation of the field.

#6 International Special Event

5/26/2007

10:00 AM - 11:20 AM

Elizabeth DE

International Development Brunch

Chair: Simon Dymond (University of Wales, Swansea)

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

conducted at ABA. All members are welcome. We expect conference attendees from 30 countries to join us for foo, networking and updates.

#7 Business Meeting

5/26/2007

10:30 AM - 11:20 AM

Gregory AB

For Newcomers: A Roadmap to the Autism Program at the ABA Convention, 2007

Chair: Jack Scott (Florida Atlantic University)

This session is intended for newcomers to the ABA convention. Anyone is welcome. An event as large as ABA may seem overwhelming to newcomers—whether professionals or parents. Jack Scott is the Autism Program Area Senior Co-Coordinator and he will provide information on the various session formats and then offer a roadmap or set of suggestions for the most helpful presentations and events for a first time ABA attendee interested in Autism.

#8 Special Event

5/26/2007

11:30 AM - 12:50 PM

Douglas BC

Opening Event: Society for the Advancement of Behavior Analysis Awards

Chair: Frances K. McSweeney (SABA President, Washington State University)

2007 SABA Awards

Award for Distinguished Service to Behavior Analysis: Teodoro Ayllon (Behavioral Consultant)



Dr. Teodoro Ayllon has extensive experience working with children, adolescents, and families. He lectures on a therapeutic approach that regards problematic behavior, largely, as a child's effort to deal with, and control, his social environment. As it happens, the typical parental efforts to deal with problematic behavior have unintended consequences that tend to maintain negative patterns of behavior. Therefore, the treatment strategy is to replace ineffective parental practices with practices that encourage a child to seek positive experiences with his family.

Dr. Ayllon is a Licensed Psychologist in the State of Georgia, and maintains a private practice in Atlanta. He is Professor Emeritus of Psychology at Georgia State University in Atlanta. He received his B.A. and M.A. degrees from the University of Kansas, and his Ph.D. degree in Clinical Psychology from the University of Houston in Texas. Dr. Ayllon is a Fellow of the American Psychological Association, and holds Board Certification, Diplomate in Clinical Psychology (ABPP).

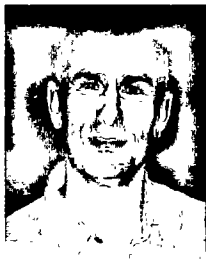
Over the years, Dr. Ayllon has served as a consultant to psychiatric hospitals, prison systems, and schools, as well as private organizations and state and federal agencies. He has published over 80 scientific articles, and four books on therapeutic methods involving the emotional and behavioral problems of adults, teenagers, and children. They include, Ayllon & Azrin, *The Token Economy: A Motivational System for Therapy and Rehabilitation*, 1968; Ayllon, Milan, Roberts, & McKee, *Correctional Rehabilitation and Management: A Psychological Approach*, 1979; Ayllon & Freed, *Stopping Baby's Colic*, 1989; Ayllon, T., *How to Use Token Economy and Point Systems*, 1999 (2nd Ed.).

Abstract: Early experimental research in applied settings showed that the social environment affects a wide range of human behavior through differential consequences. First, we demonstrated that staff in mental hospitals often maintain the patients' symptoms by the social attention that they produce. Next, we demonstrated that most of these symptoms can be eliminated and adaptive ones established in their place by using a "real world" system of incentives for engaging in constructive, "normal" behavior. We have systematically replicated these findings in varied environments, including a medium-security prison, a school for the trainable retarded, regular schools, and, most recently, in a rehabilitation hospital. A parallel line of research on the influence of home

environments indicates that parents can eliminate problem behaviors by differentially reinforcing their children's adaptive behaviors.

The cumulative results of these and other applied studies show that many of the human problems observed in clinical, rehabilitation, educational, and work settings can be minimized by altering the social environments to maximize adaptive behavior.

Award for International Dissemination of Behavior Analysis: Eitan Eldar (Zinman College, Israel)



Dr. Eitan Eldar is the founder and director of the Applied Behavior Analysis Center (Teaching, Community Services & Research) at the Zinman College in Israel. He has been widely acknowledged by the educational community for his extraordinary efforts to fulfill the goals, values, and mission of disseminating behavior analysis. He has written numerous papers and books, authored the first applied behavior analysis (ABA) textbook in Hebrew, and served as the first chairman of the Israeli Association of Applied Behavior Analysis. Dr. Eldar designed a model for individual full inclusion in general education settings for autistic students that has been adopted by the Ministry of Education countrywide.

Dr. Eldar has organized workshops and conferences on various topics related to the enhancement of services the ABA science can offer to improve the quality of daily living for parents, para-professionals, and educators.

Throughout the past three decades, Dr. Eldar has been the leading supervisor of countless intervention programs aimed at helping children identified as having behavior difficulties or learning disabilities to successfully cope in regular educational settings. His unique innovative model, which integrates physical activity and games as a context for behavioral rehabilitation, has been warmly adopted by schools countrywide.

Abstract: During the past 20 years the education system in Israel has gradually changed its attitude towards behavior analysis – from rebuff to unswerving support.

The planned process of dissemination was based on the following principles: training of educators from the various sectors; providing support in basic implementation of quality behavioral programs in schools; maintaining ongoing cooperation with superintendents; rehabilitating pupils with severe behavior problems with which the education system had not succeeded in coping and returning these pupils to the system; writing books in Hebrew; maintaining a systematic research replication program in areas pertaining to the improvement of behavior and the inclusion of pupils with difficulties; and using common language. A unique model was developed that integrated ABA with physical education and sport. This strategy helped to ease the introduction of ABA into the schools and many principals saw it as a suitable way to deal with severe challenges. Fading out the physical education component in some cases left ABA as the central educational means used by the school. The dissemination strategy, data about the graduates (three in the first year; 40 this year), and the extent of interest in ABA services shown by the education system will be presented.

Award for Public Service in Behavior Analysis: Henry S. (Hank) Pennypacker (University of Florida)



Dr. Henry S. (Hank) Pennypacker, Professor Emeritus in Psychology at the University of Florida, received his Ph.D. under Gregory Kimble from Duke University in 1962. Professor Kimble introduced him to Ogden Lindsley in 1961 and a lifelong friendship developed that led Hank into the field of behavior analysis. Focusing on education, Hank developed with Jim Johnston a behavioral technology of college teaching that influenced the careers of many leaders in the field. Later they produced a basic methods text, which will soon appear in its third edition. As Chairman of the Peer Review Committee in Florida during the late 1970s, Hank launched and led the effort to train and certify behavioral service delivery workers. This evolved into the present BCBA program. For the past 40 years, he has focused on

building and disseminating a technology of proficient manual breast examination as a means of early detection of breast cancer. This serves as the platform for his work on technology transfer.

Saturday, May 26

Hank served as President of the Florida Association of Behavior Analysis and the Association for Behavior Analysis International, and has been Chairman of the Board of Directors of the Cambridge Center for Behavioral Studies since 2001.

Abstract: Over the past 25 years, basic behavior analytic concepts and terminology have slowly seeped into the vernacular of the culture. Terms like 'reinforcement' and 'consequences' are now in general use. Recently, two programs aimed at coping with urban poverty, notable for their use of incentives at the level of individual behavior, were launched amid widespread publicity. At least one is enjoying considerable success. Absent was any mention of the concept of contingencies or of the contribution of our field.

Even as behavior analysis is now making implicit contributions in the public policy arena, there is an intense need for our expertise in the realm of international aid and development. Noncontingent dispersal of vast sums of aid money has created a number of cultural and humanitarian disasters and, in some cases, diminished our own national security. I will propose a mechanism that will give leaders in our field an opportunity to educate policy makers in the field of international development regarding the benefits of contingency analysis in organizations.

Award for Impact of Science on Application: 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 30 books and nearly 400 scientific articles, his career has focused on a behavioral analysis of the nature of human language and cognition and the application of this to new interventions. In 1992, he was listed by the Institute for Scientific Information as among the top 30 psychologists in the world based on the citation impact of his writings. Dr. Hayes has been President of Division 25 of the American Psychological Association and the Association for Behavioral and Cognitive Therapies, and was the first Secretary-Treasurer of the Association for Psychological Science (previously the American Psychological Society). He served a five-year term on the National Advisory Council on Drug Abuse in

the National Institutes of Health. In 2000, Division 25 awarded him the Don F. Hake Award for Exemplary Contributions to Basic Behavioral Research and Its Applications.

Abstract: Current research seems to suggest that relational operants exist, they impact other behavioral processes, and that they are a core feature of language and cognition. If that is the case, we have a new way forward to deal with complex human behavior, but we are also likely to see a confusing period inside behavior analysis.

Award for Enduring Programmatic Contributions in Behavior Analysis: The May Institute Dennis C. Russo, Ph.D., ABPP will accept the award on behalf of May Institute.

May Institute was founded in 1955 in the seaside village of Chatham, Massachusetts, by Dr. Jacques M. May and his wife, Marie-Anne. Their vision was to help children with disabilities, including their twin boys with autism, lead the fullest lives possible.

Today, the Institute (annual budget, \$100M) is one of the largest organizations of its kind in the world, with centers from Maine to Florida and Massachusetts to California. Each year, May Institute provides behavioral services to more than 26,000 children and adults with autism and other developmental disabilities, brain injury, mental illness, and behavioral healthcare needs. The Institute's 2,200 employees include more than 40 licensed and credentialed doctoral-level professionals with significant experience in behavior analysis—a concentration of expertise that rivals that of many universities. These senior-level experts are joined by over 50 staff with BCBA and BCABA certification.

May Institute is unique in the extent to which it has systematically utilized the principles and methods of behavior analysis in its administrative organization and management practices. The majority of its executive and senior management staff, and over 90% of its senior clinical staff, hold doctoral-level degrees and/or BCBA certification and are highly experienced in behavior analysis.

Specialized programs for children and adolescents include six private schools for students with autism, a school for students with brain injury, and 22 community-based group homes. The Institute operates 77 group homes and 25 supported living apartments for adults with autism,

developmental disabilities, or psychiatric disorders, and seven regional day treatment and vocational rehabilitation programs. Its 38 behavioral health programs for children and adults include clinics, hospital-based programs, and community drop-in centers. May Institute also provides home-based and early intervention services to well over 500 families and consultation to more than 200 public school systems annually.

The Institute's publication record over the past 25 years includes over 340 peer-reviewed journal articles, book chapters, and books. Its professional staff have conducted over 1,700 invited presentations to international, national, and regional audiences. In 1998, the Institute established an APA-accredited internship program with an applied behavioral track, and has since trained 67 pre-doctoral clinical psychology interns and 36 post-doctoral fellows. In partnership with May, Northeastern University offers a Master of Science degree in applied behavior analysis, which has been granted to over 740 graduate students to date.

Perhaps the Institute's most enduring contribution to the field has been its instrumental role in bringing behavior analysis into the public domain on an unprecedented scale, helping to bridge the gap that might otherwise exist between a research-based methodology and the mainstream application of that methodology. After five decades of unsurpassed expertise and exceptional care, May Institute continues to profoundly impact the lives of the children and adults it serves.

Award for Contribution to the Foundation of ABA: Jerry Mertens (St. Cloud State University)



Prof. Jerry Mertens had no intention of going to college following high school graduation. After three summer months of working in a tannery handling animal hides eight hours a day, he had learned the value of college. Jerry first considered psychology as a possible area of study after volunteering as a human guinea pig in the now infamous early 1950 military studies of LSD. Jerry's undergraduate education in psychology was mentalistic and eclectic, where supposedly by a mysterious process all things learned would fall together in a useful fashion. In his undergraduate training, Dollard and Miller was the closest thing to a "Behavioristic" position given much attention.

Jerry's introduction to behavior analysis orientation came from sources not usually found in any of the usual "Early Behavior Analysis History Trees or Charts." His introduction to behavior analysis was at "Ole Miss" (the University of Mississippi), where he was mentored by J. B. Wolfe, of "Chimp-omat" fame, and Bill Crowder.

Following Ole Miss, Jerry spent time at "Fort Skinner in the Desert" (Arizona State University) with Jack Michael as an advisor and powerful influence. From there, Jerry took a faculty position at St. Cloud State University, where, at 71 years old, he is currently starting his 43rd year.

Abstract: Thanks to all involved in my receiving this award. My humble appreciation necessitates sharing the honor. Over the years some of you have extended individually your thanks to me for the early ABA effort, and heard my reply, "Thanks, but an individual never made a group." Many good individuals stepped forth some 33+ years ago to make ABA function, and that same stepping forward is needed even more today.

In my seven minutes, let me first look at some of the unsung heroes and heroines of early ABA, fun moments in our early history, and what I see as areas for future efforts within ABA.

In my conclusion to a presentation at the ABA 25th Anniversary, I used a take off on the famous Kennedy quote, "Ask not what ABA can do for you, but what you can do for ABA." Let us continue to work on the environmental conditions that generate in all of us in the ABA community contributions of time, talent, and/or money. If most ABA members live by this suggestion, our entire ABA community will be living a productive use of the terms heroes and heroines, considering the reservations Skinner wrote about on heroes and heroines.

2006 International Grant Awards

The Board of the Society for the Advancement of Behavior Analysis is very pleased to announce the winner of the 2006 International Development Grant for the development of a BACB-accredited program in Spain, **Javier Virués-Ortega (Instituto de Salud Carlos III & Universidad de Granada)**.

2007 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 2007 are **Melanie Bachmeyer (University of Iowa)** and **Sarah Bloom (University of Florida)**.

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 2007 recipient is **Yukiko Washio (University of Nevada, Reno)**.

#9 International Paper Session

5/26/2007

1:00 PM - 1:20 PM

Mohsen AB

TBA; Applied Behavior Analysis

Functional Analysis Skills Training for Residential Caregivers

KATRINA J. PHILLIPS and Oliver C. Mudford (University of Auckland)

#10 Paper Session

5/26/2007

1:00 PM - 1:20 PM

Cunningham B

TPC

On Dualism and Logical Behaviorism

Chair: James Dougan (Illinois Wesleyan University)

Remind We What Was Wrong with Logical Behaviorism? JAMES D. DOUGAN (Illinois Wesleyan University)

#11 International Paper Session

5/26/2007

1:00 PM - 1:50 PM

Elizabeth B

VRB

Equivalence and Verbal Behavior

Chair: Yors Garcia (Southern Illinois University)

A Comparison of Naming and Fixed-Ratio Training on the Emergence of Stimulus Equivalence Classes. YORS A. GARCIA and Ruth Anne Rehfeldt (Southern Illinois University)

Emergence of the Equivalence-Equivalence Relationships and the Analogies in the Verbal Development. INMACULADA GÓMEZ BECERRA and Rosa García Barranco (University of Almeria) and Mapy Chavez-Brown (Wagner College)

#12 Paper Session

5/26/2007

1:00 PM - 1:50 PM

Emma C

OBM

OBM Paper Series: Improving Assessment in OBM

Chair: Cloyd Hyten (University of North Texas)

An Analysis of Organizational Behavior Management Knowledge of Embry-Riddle Graduate Students Enrolled in Human Factors Classes. PATRICIA DAMMIER (Northcentral University)

The PIC/NIC Analysis Model: Simplicity, Sophistication, and Enhancements. CLOYD HYTEN (University of North Texas)

Performance Diagnosis: Phase II Psychometric Analysis of a Job Performance Diagnostic Questionnaire (JPDQ). YAACOV PETSCHER (Florida Center for Reading Research), Jeanine Plowman Stratton (Furman University), and Ryan B. Olson (Oregon Health and Science University)

#13 International Special Event

5/26/2007

1:00 PM - 1:50 PM

Randle AB

EAB/SQA; Experimental Analysis

SQAB Tutorial: Getting Started in Quantitative Analyses of Behavior

Chair: Alliston Reid (Wofford College)

JAMES S. MACDONALL (Fordham University)



Dr. James S. MacDonall, associate professor of psychology at Fordham University, Bronx, NY, received his Ph.D. at Boston University in 1976, studying under Garry Margolius. While working at the Washingtonian Center for Addictions, he and Henry Marcucella, of Boston University, developed the periodic availability (limited access) procedure, a method of increasing alcohol consumption of rats that has become a standard. At Fordham University, he showed that concurrent choice could be conceptualized as two independent choices: staying at the present alternative and switching from the present alternative. He also realized that an independent schedule of reinforcement could be arranged for staying and switching at each alternative and that it was the ratio of these stay and

switch reinforcers that determined choice behavior. He then identified a new independent variable, the sum of the stay and switch reinforcers earned per visit at an alternative that also influence choice behavior. Because the results of these investigations were not always well described by the generalized matching law, he developed the at-the-alternative model of choice to describe performance in concurrent choice procedures. He is currently working on extending his analysis of choice to examine the influence of different magnitudes and delays of reinforcement. When not in the lab, or otherwise occupied at Fordham, Dr. MacDonall enjoys fly fishing, in fresh water for trout and in the salt for striped bass. His wife and son tolerate his passions for behavior analysis and for fly fishing.

Abstract: The purpose of this tutorial is to help those who are interested in attempting quantitative analyses. As an organizing theme I will use my experiences to provide some suggestions for how to get started. Included will be suggestions for organizing data using several common computer programs for data analyses, and for avoiding some of the pitfalls that await the unwary. While there will be something for everyone, I am going to focus on providing guidance to those not already engaged in quantitative analyses.

#14 Symposium

5/26/2007

1:00 PM - 2:20 PM

America's Cup AB

EDC/OBM; Service Delivery

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

Agency-Based Training: Can We Get There from Here?

Chair: Pamela G. Osnes (Behavior Analysts, Inc.)

Discussant: James F. McGimsey (AdvoServ)

Agency-Based Behavior Analysis Training (ABBAT): Trials and Tribulations. PAMELA G. OSNES (Behavior Analysts, Inc.)

A Decision Matrix for Designing Staff Training. RONNIE DETRICH (Wing Institute)

Teaching and Learning the Morningside Model of Generative Instruction. LIBBY M. STREET
(Central Washington University) and Kent Johnson (Morningside Academy)

#15 International Symposium

5/26/2007

1:00 PM - 2:20 PM

Cunningham C

EDC/VRB; Applied Behavior Analysis

Applications of Relational Frame Theory (RFT): Theory, Research, and Practice (Part I)

Chair: Nicholas M. Berens (University of Nevada, Reno/Center for Advanced Learning, Inc.)

Discussant: Ruth Anne Rehfeldt (Southern Illinois University)

The Practical Value of Viewing Derived Relational Responding as a "Generalized" Operant. NICHOLAS M. BERENS (University of Nevada, Reno/Center for Advanced Learning, Inc.) and Steven C. Hayes (University of Nevada, Reno)

The Impact of Training Deictic Frames on Perspective Taking in Young Children: A Relational Frame Approach to Theory of Mind. TIMOTHY WEIL (Florida State University at Panama City) and Steven C. Hayes (University of Nevada, Reno)

RFT Based Interventions for Enhancing Listening and Reading Comprehension. MARIANNE L. JACKSON (University of Nevada, Reno), Nicholas M. Berens (University of Nevada, Reno/Center for Advanced Learning, Inc.), Kimberly Nix Berens (Center for Advanced Learning, Inc.), Steven C. Hayes (University of Nevada, Reno), Kendra L. Rickard (University of Nevada, Reno/Center for Advanced Learning, Inc.), and Maria T. Stevenson (University of Nevada, Reno)

#16 Panel Discussion

5/26/2007

1:00 PM - 2:20 PM

Betsy B

CSE/CBM; Service Delivery

Behavioral Intervention for Tobacco Addiction and Second-Hand Smoke as a Violation of Civil Rights

Chair: Victor J. DeNoble (Hissho, Inc.)

VICTOR J. DENOBLE (Hissho, Inc.)

ALLISON Y. LORD (Tobacco Outreach Technology, Inc.)

ROBERT M. STEIN (Neuro Health)

SHERMAN YEN (Asian American Anti-Smoking Foundation)

#17 Symposium

5/26/2007

1:00 PM - 2:20 PM

Maggie

DDA; Applied Behavior Analysis

Beyond the Preference Assessment: Establishing Preference and the Utility of Preferred Stimuli as Reinforcers

Chair: Joel E. Ringdahl (University of Iowa)

The Effects of Increasing Appropriate Play Skills on Preference for Toys. DAVID E. KUHN, Louis P. Hagopian, and Stephanie A. Contrucci Kuhn (Kennedy Krieger Institute)

The Relative Effects of High and Low Preference Stimuli on Responding. AMY D. LIPCON, Jill A. Larsen, Erin Ellis, Melissa Brink, and Richard B. Graff (New England Center for Children)

Relative Effects of Task Difficulty and Response Effort on Reinforcer Assessment Outcomes. LEAH KARA, Michelle A. Leonard, Erin Kelly, and Richard B. Graff (New England Center for Children)

Assessment and Predictive Utility of Stability of Preference. MICHAEL E. KELLEY (Marcus Institute and Emory University) and M. Alice Shillingsburg and Crystal N. Bowen (Marcus Institute)

#18 International Symposium

5/26/2007

1:00 PM - 2:20 PM

Molly AB

DEV/TPC; Theory

Development: Conceptual Issues

Chair and Discussant: Gary D. Novak (California State University, Stanislaus)

A Booster Injection against Category Mistakes. PER HOLTH (Akershus University College)

Causal Explanations in Behavioral Development. MARTHA PELAEZ (Florida International University)

Development: Tougher Than You Think. FRANCOIS TONNEAU (Universidad de Guadalajara)

#19 Symposium

5/26/2007

1:00 PM - 2:20 PM

Douglas A

AUT/EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Marlene J. Cohen, Ed.D., BCBA

Empirical Investigations of Precision Teaching with Students and Adults with Autism

Chair and Discussant: Sandra L. Harris (Rutgers University)

Evaluating the Maintenance of Skills Built to Fluency. DANIA L. MATTHEWS (Douglass Developmental Disabilities Center) and Mary Jane Weiss, Meredith Bamond, and Jacqueline J. Wright (Rutgers University)

The Effects of Precision Teaching with Frequency Building of Fine Motor Skills on the Performance of Functional Life Skills: Examining the Effects of Established Aims. MARLENE COHEN (Rutgers University), Donna L. Sloan (Douglas Developmental Disabilities Center), and Carl V. Binder (Binder Riha Associates)

Fluency Isn't Just about Stuttering Anymore: An Examination of the Effects of Frequency Building of Component Language Skills on Students with Autism. MARY SENS-AZARA and Marlene Cohen (Rutgers University)

#20 Symposium

5/26/2007

1:00 PM - 2:20 PM

Elizabeth DE

DDA/EAB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Thomas Zane, Ph.D., BCBA

Extensions of Functional Analysis Methodology at a Residential Treatment Center

Chair: Robert F. Littleton, Jr. (Evergreen Center)

Discussant: Ann Filer (BEACON Services)

What is the Effect of Medications on Long-Term Functional Analysis Results? THOMAS L. ZANE, Lawrence L. Lockwood, and Tara-Lynn Burbee (Evergreen Center)

To What Extent Can Functional Analysis Procedures Determine the Function of Obsessive-Compulsive Behaviors? TARA-LYNN BURBEE, Lawrence L. Lockwood, and Thomas L. Zane (The Evergreen Center)

An Analysis of the Reinforcing Effects of Different Components of Attention. LAWRENCE L. LOCKWOOD, Tara-Lynn Burbee, and Thomas L. Zane (Evergreen Center)

#21 Symposium

5/26/2007

1:00 PM - 2:20 PM

Annie AB

DDA/AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: SungWoo Kahng, Ph.D., BCBA

Factors Affecting Treatment Success II: Parent and Staff Training

Chair: SungWoo Kahng (Kennedy Krieger Institute)

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

Evaluation of an Outpatient Parent Training Service for Children with Autism Spectrum Disorders and Their Families. BRITT L. WINTER, Linda A. LeBlanc, and James E. Carr (Western Michigan University)

Further Evaluation of an Intensive Teacher Training Model. DOROTHEA C. LERMAN, Alyson N. Hovanetz, and Margaret J. Strobel (University of Houston-Clear Lake), Allison Tetreault (Texas Young Autism Project), Joanie M. Garro-Quillin, and Alice A. Keyl, Angela Mahmood, and Shelley Mullin (University of Houston-Clear Lake)

The Effects of Conversational versus Technical Language on Treatment Preference and Treatment Integrity. DAVID P. JARMOLOWICZ (West Virginia University), SungWoo Kahng (Kennedy Krieger Institute), Einar T. Ingvarsson (Youngstown State University), Richard A. Goysovich and Rebecca Heggemeyer (Kennedy Krieger Institute), and Meagan K. Gregory (University of Florida)

#22 Symposium

5/26/2007

1:00 PM - 2:20 PM

Madeleine CD

EAB/TPC; Experimental Analysis

From Baling Wire to Microprocessors: The Past, Present, and Future of the Programming of Contingencies

Chair: Kennon A. Lattal (West Virginia University)

It Was a Snap (Lead): Early Apparatus for the Programming of Contingencies. KENNON A. LATTAL (West Virginia University)

Evolution of a Networked 1 ms Experiment Controller. WILLIAM L. PALYA (Jacksonville State University)

Contingencies of Reinforcement Embedded in Equipment: The Dos and Don'ts of Setting up an Experiment. IVER H. IVERSEN (University of North Florida)

Miniaturization and the Obfuscation of Technology: Or, Maybe it Would Be Easier to Pay an Undergraduate to Do It. JAMES T. TODD (Eastern Michigan University)

#23 Panel Discussion

5/26/2007

1:00 PM - 2:20 PM

Edward AB

CBM/TPC; Theory

Functional Analytic Psychotherapy: Celebrity Death Match

Chair: Barbara S. Kohlenberg (University of Nevada School of Medicine)

ROBERT J. KOHLENBERG (University of Washington)

MAVIS TSAI (Independent Practice)

WILLIAM C. FOLLETTE (University of Nevada, Reno)

JONATHAN W. KANTER (University of Wisconsin, Milwaukee)

#24 Symposium

5/26/2007

1:00 PM - 2:20 PM

Ford AB

DDA/AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michele Wallace, Ph.D., BCBA

Further Analysis of Parents as Behavior Change Agents

Chair: Michele D. Wallace (California State University, Los Angeles)

Discussant: William L. Holcomb (New England Center for Children)

Teaching Parents of Children with Autism to Conduct Paired-Stimulus Preference. JENNIFER KERAS and Richard B. Graff (New England Center for Children)

An ABA Parent Training Program in an Outpatient Setting: Pilot Data. ANDREA M. BEGOTKA (Children's Hospital of Wisconsin), Julia O'Connor (Kennedy Krieger Institute), Andrew W. Gardner (Northern Arizona University - Department of Psychology), and Melanie DuBard (Children's Hospital of Philadelphia)

An Evaluation of Different Parent Training Methodologies. EDWIN DYER (University of Nevada, Reno) and Michele D. Wallace (California State University, Los Angeles)

#25 International Symposium

5/26/2007

1:00 PM - 2:20 PM

Cunningham A

TPC; Theory

Ins and Outs of Covert Behavior and Private Events

Chair: José E. Burgos (Centro de Estudios e Investigaciones en Comportamiento - University of Guadalajara)

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

Why the Radical Behaviorist Conception of Private Events is Interesting, Relevant, and Important. JAY MOORE (University of Wisconsin, Milwaukee)

The Threshold of Observability Depends on the Vantage Point of the Observer. DAVID C. PALMER (Smith College)

Is Covert Behavior Operant? JOSÉ E. BURGOS (Centro de Estudios e Investigaciones en Comportamiento - University of Guadalajara)

#26 Symposium

5/26/2007

1:00 PM - 2:20 PM

Ford C

BPH; Experimental Analysis

Pharmacological and Non-Pharmacological Disruptors of Timing: Current Results and Theoretical Implications

Chair: Kathryn A. Saulsgiver (University of Florida)

Discussant: Clive D. L. Wynne (University of Florida)

Effects of Acute and Chronic d-Amphetamine on a Peak Interval Procedure in Pigeons: An Assessment of Multiple Variables. KATHRYN A. SAULSGIVER, Erin A. McClure, Eric Beecher, and Clive D. L. Wynne (University of Florida)

Effects of Acute and Chronic d-Amphetamine Administration on Mediating Behavior in Pigeons Exposed to Two Variations of a Temporal Discrimination Procedure. ERIN A. MCCLURE, Kathryn A. Saulsgiver, Eric Beecher, and Clive D. L. Wynne (University of Florida)

Disruption of Temporal Discrimination and the Choose-Short Effect. RYAN D. WARD and Amy Odum (Utah State University)

Saturday, May 26

#27 Paper Session

5/26/2007

1:00 PM - 2:20 PM

America's Cup D

EDC

Positive Behavioral Supports at the Middle School Level

Chair: Kathleen Lane (Vanderbilt University)

Secondary Prevention at the Middle School Level: Outcomes and Recommendations. KATHLEEN L. LANE and E. Jemma Robertson (Vanderbilt University)

Performance Feedback and Goal Setting: Classroom Level Positive Behavior Support for Middle School Teachers. SHANNON CROZIER and Matthew Tincani (University of Nevada, Las Vegas)

SW-OBS: A Direct Observation Assessment of Changes in Student-Teacher Interaction Patterns. BENJAMIN W. SMITH (The University of North Carolina at Greensboro)

#28 International Symposium

5/26/2007

1:00 PM - 2:20 PM

Del Mar AB

EAB/VRB; Experimental Analysis

RFT: Clinical and Educational Research

Chair: Claire Keogh (National University of Ireland, Maynooth)

Rule-Governed Behavior: Differentiating Pliance and Tracking. MARIE GORHAM, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth) and Dave McAuliffe (National University of Ireland, Cork)

The Effect of Repeated Exposure to Relational Tasks on General Cognitive Abilities. CATRIONA O'TOOLE and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Using the IRAP with Emotional Stimuli: Assessing the Impact of Clinical Interventions. CLAIRE KEOGH, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

The Implicit Relational Assessment Procedure and Positive and Negative Future Thinking. LIV KOSNES (University of Wales, Swansea), Aoife O'Donovan (University College Dublin), Louise A. McHugh (University of Wales, Swansea), and Robert Whelan (University College Dublin)

#29 International Symposium

5/26/2007

1:00 PM - 2:20 PM

Madeleine AB

EAB; Experimental Analysis

Schedule-Induced Drinking Reduces to Operant Conditioning: Some Follow-Up Studies

Chair: Carlos A. Bruner (National Autonomous University of Mexico)

Delay of Water Reinforcement in a Schedule-Induced Drinking Procedure. JORGE A. RUIZ and Carlos A. Bruner (National Autonomous University of Mexico)

Stimulus Discrimination in a Schedule-Induced Drinking Procedure. CHRISTIAN LOPEZ and Carlos A. Bruner (National Autonomous University of Mexico)

Feeding and Drinking by Rats with Free Access to Food and Water. FELIPE DIAZ and Carlos A. Bruner (National Autonomous University of Mexico)

How Does the Schedule-Induced Drinking Procedure Endow Water with Reinforcing Value? ALICIA ROCA and Carlos A. Bruner (National Autonomous University of Mexico)

#30 Symposium

5/26/2007

1:00 PM - 2:20 PM

Gregory AB

CSE/CBM; Service Delivery

BACB CE Offered. CE Instructor: John V. Stokes, M.S., BCBA

Suicidal and Parasuicidal Behavior in Adults with Developmental Disabilities

Chair: James M. Sperry (May Institute)

Discussant: John Victor Stokes (Simmons College)

Prevalence of Suicidal Behavior in Adults with Developmental Disabilities. JAMES M. SPERRY, Christine M. Magee, and Mark J Hauser (May Institute)

Treatment of Suicidal Behavior in a Man with Developmental Disabilities and Depression with Psychotic Features. CHRISTINE M. MAGEE, James M. Sperry, and James K. Luiselli (May Institute)

Treatment of Suicidal Behavior in a Woman with Developmental Disabilities and Borderline Personality Disorder. MICHELLE J. GRAHAM, Christine M. Magee, James M. Sperry, and James K. Luiselli (May Institute)

#31 Symposium

5/26/2007

1:00 PM - 2:20 PM

Elizabeth H

AUT/EDC; Applied Behavior Analysis

The Generalization of Effective Prompting Techniques by Paraprofessionals Educating Learners with Autism Spectrum Disorders

Chair: Laura J. Hall (San Diego State University)

Discussant: Beth Sulzer-Azaroff (University of Massachusetts, Amherst)

Educating Paraprofessionals to Generalize Prompting Techniques of Pivotal Response Training. CATHERINE E. POPE and Laura J. Hall (San Diego State University)

Generalization of Effective Prompting Strategies by Paraprofessionals across Preschool Activities. GRETCHEN S. GRUNDON and Laura J. Hall (San Diego State University)

The Generalization of Training on Prompting Techniques by Paraeducators in Multiple Environments. AMANDA BALDERAMA (San Diego State University), Alice M. Aguilar (South Dakota State University), and Laura J. Hall (San Diego State University)

#32 Symposium

5/26/2007

1:00 PM - 2:20 PM

Elizabeth A

VRB/AUT; Applied Behavior Analysis

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

The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP): Field-Test Data from Typical Children and Children with Autism

Chair: Mark L. Sundberg (Sundberg and Associates)

The VB-MAPP: An Overview and Field-Test Data from Oregon and California. MARK L. SUNDBERG (Sundberg and Associates) and Lisa M. Hale (Seattle, OR)

A Description of a Preliminary Sample of the VB-MAPP as an Outcome Measure. MICHAEL MIKLOS (Pennsylvania Training and Technical Assistance Network)

Programming with the VB-MAPP in the Pennsylvania VB Project. WILLIAM A. GALBRAITH
(Pennsylvania Training and Technical Assistance Network)

Field-Test Data on the VB-MAPP from the Verbal Behavior Center for Autism, Indianapolis, IN. CARL T. SUNDBERG (Verbal Behavior Center for Autism)

#33 Symposium

5/26/2007

1:00 PM - 2:20 PM

Edward D

CBM/DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gary Pace, Ph.D., BCBA

Toward an Analysis of Variables that Affect Preference and Reinforcer Assessment Outcomes: Part 2

Chair: Gary M. Pace (May Institute)

The Effects of Delayed and Probabilistic Outcomes on the Preferences of Individual Preschools' Preferences in a Group Context. STACY A. LAYER, Gregory P. Hanley, Nicole Heal, and Jeffrey Tiger (University of Kansas)

Effects of Quality, Magnitude, and Delay on Selection of Food Reinforcers in Individuals with Prader-Willi Syndrome. JESSICA L. THOMASON, Brian A. Iwata, Claudia L. Dozier, and Pamela L. Neidert (University of Florida)

Do Changes in Preference Predict Changes in Performance? CARRIE M. DEMPSEY, Brian A. Iwata, and Jennifer Lynn Hammond (University of Florida)

Identifying Reinforcers: Preference-Plus Reinforcer Assessment versus Progressive Ratio Assessment. ANGIE QUERIM (University of Florida), Joseph M. Vedora (BEACON Services), Gary M. Pace (May Institute), and D. Daniel Gould (New England Center for Children)

#34 Symposium

5/26/2007

1:00 PM - 2:20 PM

Elizabeth F

AUT; Service Delivery

BACB CE Offered. CE Instructor: Brooke Ingersoll, Ph.D., BCBA

Use of Behavioral Interventions in Community Early Intervention Programs for Children with Autism

Chair: Laura Schreibman (University of California, San Diego)

Discussant: Gail G. McGee (Emory University School of Medicine)

Use of Behavioral Interventions in Community Early Intervention Programs. AUBYN C. STAHLER (Rady Children's Hospital, San Diego)

Adapting a Behavioral Intervention Training Protocol for Classroom Teachers. JESSICA B. SUHRHEINRICH and Laura Schreibman (University of California, San Diego)

Research to Practice: Training Teachers to Provide Parent Education. BROOKE INGERSOLL (Lewis & Clark College) and Anna Dvortcsak (Child Development and Rehabilitation Center, Oregon Health and Science University)

#35 Paper Session

5/26/2007

1:00 PM - 2:20 PM

Elizabeth G

AUT

Verbal Behavior Training in Persons with ASDs

Chair: Matthew Tincani (University of Nevada, Las Vegas)

Exploring Applied Verbal Behavior as a Distinction among Behavior Analytic Approaches for Children with Autism. MATTHEW TINCANI (University of Nevada, Las Vegas) and Andrew S. Bondy (Pyramid Educational Consultants)

Establishing Distance as the Discriminative Stimulus for Voice Volume Modulation in Children with Autism. ANNE FETHERSTON (Queens College and the Graduate Center of the City University of New York), Kevin J. Brothers (Somerset Hills Learning Institute), and Claire L. Poulson (Queens College/City University of New York)

Reducing Overselective Responding during Early Language Acquisition in Children with Autism. Robert L. Koegel (Koegel Autism Center, University of California), ARIELLA NAOMI EICHENBAUM (Koegel Autism Center, University of California, Santa Barbara), and Lynn Kern Koegel (University of California, Santa Barbara)

Use of a Token System to Increase Consistent Answering of Comprehension Questions. SHANNON PALMER (Sussex Consortium-Autism Program) and Marissa Wanchik (Sussex Consortium-Delaware Autism Program)

#36 Symposium

5/26/2007

1:00 PM - 2:20 PM

America's Cup C

EDC/OBM; Service Delivery

BACB CE Offered. CE Instructor: Vicci Tucci, M.A., BCBA

What Does an Educational System Require to be Successful?

Chair: Ernest A. Vargas (B. F. Skinner Foundation)

Discussant: Jose A. Martinez-Diaz (Florida Institute of Technology & ABA Tech)

The Competent Learner Model and the Triad Model of Education. ERNEST A. VARGAS (B. F. Skinner Foundation)

Instructional Technology Required for the Implementation of Best Practices. VICCI TUCCI (Tucci Learning Solutions, Inc.)

Dissemination of "Best Practices" in Skinner's Home State of Pennsylvania. CATHY SCUTTA (Pennsylvania Training and Technical Assistance Network)

#37 Symposium

5/26/2007

1:00 PM - 2:20 PM

Edward C

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Brandon F. Greene, Ph.D.

When Foster Care Fails: Behavioral Programming in Residential Facilities for Troubled Youth

Chair: Brandon F. Greene (Southern Illinois University)

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

The Design of Behavior Management and Incentive Systems in Congregate Residential Care: Past and Present. BRANDON F. GREENE (Southern Illinois University)

Issues of Implementation and Impact of a Humane Incentive Systems for Challenging Youth in a Residential Facility. AUTUMN KAUFMAN and Courtney L. Deal (Southern Illinois University), Anne S. King and Chris Cox (Hoyleton Youth & Family Services), and Brandon F. Greene (Southern Illinois University)

Video Modeling and Virtual Self-Modeling to Teach Cooking and Golfing to Challenging Youth in a Residential Facility. BEAU LAUGHLIN and Ashley E. Welch (Southern Illinois University), Anne S. King and Chris Cox (Hoyleton Youth & Family Services), and Brandon F. Greene (Southern Illinois University)

#38 B. F. Skinner Lecture Series

5/26/2007

1:30 PM - 2:20 PM

Douglas C

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Karen Pierce, Ph.D.



The Brain behind Behavior: Etiologies of Social Dysfunction in Autism

Chair: Mark R. Dixon (Southern Illinois University)

B. F. Skinner Lecturer: Dr. Karen Pierce (University of California, San Diego)

One of the most striking features of autism is the failure to develop or to understand complex social relationships. The overarching goal of **Dr. Karen Pierce's** research program is to elucidate the neural underpinnings of these social deficits in patients with autism. Her studies have utilized several approaches, including functional magnetic resonance imaging (fMRI), electroencephalography (EEG), and behavioral assays. Dr. Pierce has been awarded several research grants including those from National Institute of Mental Health and the Organization for Autism Research. She has also received an Autism Society of America Research Award and a University of California, San Diego Chancellors Research Award in recognition of her outstanding work. Dr. Pierce serves as an ad-hoc reviewer for well-regarded journals such as *Archives of General Psychiatry* and *Brain*. Dr. Pierce has published extensively in a wide range of areas from behavioral treatment to brain dynamics in autism. Her functional imaging work was previously highlighted in *Time Magazine* (May, 2002). She is an invited speaker, both nationally and internationally, as an expert on the pathogenesis of autism. Her current research interests include studies aimed at detecting autism at the earliest ages possible. Such studies will bring the field of autism research closer to finding a cure.

Abstract: New research has shown that a baby that will eventually develop autism begins the first months of his life with seemingly normal social behavior; he smiles and coos and appears indistinguishable from other children. In fact, two new prospective studies followed infants at risk for autism (by virtue of having an older sibling with the disorder) from birth into toddlerhood and found no differences in social or language behavior from normally developing infants during the first six months of life (Zwaigenbaum, et al., 2005; Landa, et al., 2006). By the time infants were one year old, however, signs of autism that included increased passivity and abnormal attention and language development were in evidence. These findings are consistent with retrospective studies that have shown reduced responding to name and abnormal social interaction skills at the first birthday parties of infants later diagnosed as autistic. What has gone wrong in the developing brains of children with autism? Despite over 60 years of close scientific scrutiny, this essential question remains unanswered. While social behavior is complex and relies on the normal development of a host of systems relating to attention, language, and emotion processing, it also relies heavily on the normal development of face processing. Functional magnetic resonance imaging (fMRI) is a non-invasive technique that capitalizes on the fact that rates of blood flow change in the brain when humans

engage in a particular task (e.g., a math problem) or activity (e.g., daydreaming). fMRI as a research tool has been used extensively to study face processing in autism. Most studies focus on the fusiform gyrus, a brain region in the temporal lobe that contains an area in the middle lateral portion that responds strongly to faces (i.e., the Fusiform Face Area, or FFA). If functional responding in the fusiform appears abnormal in autism, it would not be surprising that higher-order cognitive functions that rely on the ability to interpret a face, such as theory of mind and emotion perception, would also be impaired. It is thus essential that this first step in understanding the social mind of autistic individuals, that is, testing the ability to decode information from a face, be tested thoroughly. This presentation will discuss the following: 1. The development of social behavior, particularly face perception, in normally developing infants and children; 2. Face processing fMRI research with adults and children with autism; 3. New fMRI studies with infants at-risk for autism. The lecture will conclude with a discussion of how the social development of infants at risk for autism can be studied prospectively.

#39 Tutorial

5/26/2007

1:30 PM - 2:20 PM

Douglas B

EAB; Experimental Analysis

Stimulus Equivalence 101: Back to Basics and Beyond

Chair: Manish Vaidya (University of North Texas)

CAROL PILGRIM (University of North Carolina, Wilmington)



Dr. Carol Pilgrim received her Ph.D. from the University of Florida in 1987 with a specialization in the Experimental Analysis of Behavior. She is currently Professor of Psychology and Associate Dean of the College of Arts and Sciences at the University of North Carolina, Wilmington, where she has been honored with a Distinguished Teaching Professorship (1994-1997), the North Carolina Board of Governors Teaching Excellence Award (2003), and the Faculty Scholarship Award (2000). She received the Chancellor's Teaching Excellence Award and the College of Arts and Sciences Excellence in Teaching Award in 1992, and the Association for Behavior Analysis (ABA) Student Committee Outstanding Mentor Award in 2006. Her research contributions include both basic and applied behavior analysis, with an

emphasis in human operant behavior, relational stimulus control, and the early detection of breast cancer. Dr. Pilgrim has served as Editor of *The Behavior Analyst*, Associate Editor of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*, Co-Editor of the *Experimental Analysis of Human Behavior Bulletin*, and as a member of the editorial boards of these and several other journals. She has served as President of the Association for Behavior Analysis, the Society for the Advancement of Behavior Analysis, Division 25 of the American Psychological Association, and the Southeastern Association for Behavior Analysis. Additionally, she has been Member-at-Large of the Executive Council of ABA and Division 25, and member of the Boards of Directors of the Society for the Experimental Analysis of Behavior, the Society for the Advancement of Behavior Analysis, and the Cambridge Center for Behavioral Studies.

Abstract: The stimulus equivalence paradigm has provided a basis for carefully controlled laboratory study of novel or emergent behavioral relations for over two decades. For better or worse, however, the current empirical literature has evolved to a level of specialization that is often impenetrable to those not immersed in its nuances. The unfortunate outcome is that much of the basis for excitement over recent developments in the field may be underappreciated by behavior analysts, not to mention the broader scientific community. This tutorial will provide a review of basic concepts and conceptualizations involving stimulus equivalence. A case will be made and illustrated that basic laboratory work on equivalence has given rise to important new scientific agendas ranging from exploration of fundamental contingency outcomes to invigorated analyses of verbal behavior to teaching technologies and treatment applications of tremendous potential. These developments represent exactly the sort of bridge between basic and applied science that is the strength of behavior analysis. They also provide a basis for increased exchange with other psychological sciences, as questions of interdisciplinary interest receive our increased attention.

#40 Paper Session

5/26/2007

2:00 PM - 2:20 PM

Mohsen AB

TBA/TPC; Service Delivery

Adaptations and Generalization of Applied Behavior Analysis: Perspective on the Art and Science of ABA

DAVID J. HEBERT (California State University, Fresno) and Susan I. Hebert (ABEAR Consulting)

#41 Special Event

5/26/2007

2:00 PM - 2:50 PM

Randle AB

EAB/SQA; Experimental Analysis

SQAB Tutorial: The Law of Affect

Chair: Marc N. Branch (University of Florida)

PETER KILLEEN (Arizona State University)



A confirmed hedonist, **Dr. Peter Killeen** has spent his life approaching satisfiers. Satiated easily, he roams restlessly from one state of affairs to another, seeking ways to feel good about data. As an assistant professor, he had trouble choosing, and so studied choice. As an associate professor he was always aroused, and so studied adjunctive behavior and other passionate, if ill-conceived and counter-productive, behaviors. As a professor, he felt time was running out, and turned to its study. Alas, he found to his shock and dismay that time only went faster when he was having fun studying it, which brought his mood, and the speed of time, back down to earth. He now avoids that annoying state of affairs. Recognizing finally that his restlessness was symptomatic, he spent a year at the Centre for

Advanced Study in Oslo, studying Attention Deficit Hyperactivity Disorder (ADHD). He had a wonderful time, but it did not increase the frequency of his studying ADHD. Instead, he lashed out at others, nothing in particular, and wrote a behavioral manifesto against null-hypotheses significance testing: That sadistic practice provides no Sd's, which is, he argued, one of the things that take much of the pleasure out of doing research. He currently is studying probability, coming to suspect that the stochastic view is yet another just-so story. Where this intellectual vagrant will go next we cannot say; but we suspect he will carry a smile with him.

Abstract: Skinner divorced the Law of Effect from Thorndike's satisfiers, and remarried it to a change in the frequency of the response being reinforced; the Operant Canon holds that reinforcers need not be pleasurable. But why then was our ability to be pleased selected for over our evolutionary history? Is it in fact generally to our evolutionary advantage to increase the frequency of responses that are reinforced? Thorndike operationally defined satisfiers as a state of affairs that an animal does nothing to avoid, often doing things to attain and preserve. This tutorial urges us to replace Skinner's version of the law with Thorndike's; it reinterprets common experimental and applied methods and analyses in Thorndike's terms; it invites us to take pleasure in taking pleasure back into our analyses, and to savor the possibilities of this old fashioned revolution in our analyses.

#42 Paper Session

5/26/2007

2:00 PM - 2:50 PM

Cunningham B

TPC

The Relationship of Verbal Behavior to Anxiety and Problem Solving

Chair: James Kopp (University of Texas at Arlington)

Verbal versus Non-Verbal Behavior as Multiple versus Tandem Schedule Control: Schedule Preferences in Laboratory Rats. JAMES KOPP and Melissa Craven Roark (University of Texas at Arlington)

An Exploration of the Relationship Between Worry and Verbal Ability. KAREN MICHELLE O'BRIEN (University of North Texas)

#43 Symposium

5/26/2007

2:00 PM - 3:20 PM

Randle D

OTH; Service Delivery

BACB CE Offered. CE Instructor: Nathan Blenkush, Ph.D., BCBA

Effective Treatment of Students with Severe Behavior Disorders Who Failed to Respond to Traditional Positive-Only Treatment Programs

Chair: Patricia Rivera (Judge Rotenberg Center)

Successful Treatment of Students Who Have Failed Positive-Only Programs. RACHEL NICOLLE MATTHEWS and Christine Chiudina (Judge Rotenberg Center)

Approval Process for the Use of Contingent Skin Shock and Subsequent Monitoring. ROBERT VON HEYN (Judge Rotenberg Center)

Successful Fading of Contingent Skin Shock when Combined with Positive Behavioral Programming. PATRICIA RIVERA (Judge Rotenberg Center)

The Effect of Abruptly Removing an Aversive Intervention. NATHAN BLENKUSH (Judge Rotenberg Center)

#44 Paper Session

5/26/2007

2:00 PM - 3:20 PM

Emma AB

OBM

OBM Paper Series: Leadership and Management of Performance

Chair: Judy L. Agnew (Aubrey Daniels International)

Risk Taking and Decision Making by Executives: A Behavioral Perspective. ALICE DARNELL LATTAL (Aubrey Daniels International)

Job Satisfaction: The Management Tool and Responsibility Revisited, or the Case for Affective Measurement in OBM. DONALD A. HANTULA and Jennifer Kondash (Temple University)

How to Woo Colleagues and Influence People: Likeability as an EO Manipulation in OBM. JUDY L. AGNEW (Aubrey Daniels International)

Improving Organizational Safety and Productivity: A Case Study. JOHN AUSTIN (Aubrey Daniels International and Western Michigan University)

#45 Paper Session

5/26/2007

2:30 PM - 2:50 PM

Molly AB

DEV/TPC; Theory

A Framework for Relational Development Across the Life Span

DONGXIAO QIN (Western New England College), Tian-Jia Dong (Westfield State College), and Dongxin Qin (Shandong University, School of Foreign Languages)

#46 Invited Event

5/26/2007

2:30 PM - 3:20 PM

Douglas C

TPC; Theory

A Formal, Predictive Theory of Ongoing Behavior

Chair: David C. Palmer (Smith College)

ROBERT EPSTEIN (*Psychology Today*)



Dr. Robert Epstein is the West Coast Editor and former Editor-in-Chief of *Psychology Today* magazine, as well as the host of "Psyched!" on Sirius Satellite Radio. He is also a Contributing Editor for *Scientific American Mind* magazine, a visiting scholar at the University of California, San Diego, and the founder and Director Emeritus of the Cambridge Center for Behavioral Studies. A Ph.D. of Harvard University, Epstein has published thirteen books and more than one hundred articles. His main research interests are in creativity, stress management, adolescence, artificial intelligence, self-control, sexual orientation, and parenting. His most recent books are *The Case Against Adolescence: Rediscovering the Adult in Every Teen* (Jossey-Bass, 2007) and *The Turing Test Sourcebook: Philosophical and Methodological*

Issues in the Quest for the Thinking Computer (Springer, 2007, with Gary Roberts and Grace Beber). Further information can be found at <http://drrobertepstein.com>.

Abstract: Generativity Theory, first proposed in the mid 1980s, has proved helpful in both understanding and predicting ongoing behavior – even novel behavior – in both familiar and novel environments, as well as in both static and changing environments. The theory is "formal," which means that it can be expressed as a series of equations. Instantiated in a computer model, these equations, called "transformation" equations, can predict ongoing novel behavior moment-to-moment in time in both animals and humans. Generativity Theory asserts that novel behavior is the result of ongoing interconnections among previously established behaviors. The theory also asserts that simple behavioral processes, such as extinction and resurgence, which are typically studied separately, actually operate simultaneously on the probabilities of many different behaviors, resulting in an ongoing dynamic interaction among such behaviors. On the practical side, the theory suggests that the behavior people often call "creative" can be accelerated and directed, and, perforce, that people have enormous creative potential. Generativity research has led to the development of a technique (the "frequency profile") for providing a graphical display of novel performances in individual subjects in real time, of competency tests that measure skill sets that are essential for creative expression, and of games and exercises that strengthen such competencies. Most recently, training based on principles derived from Generativity Theory has been used to boost creative expression and solve practical problems in the government of a small city in California.

#47 International Paper Session

5/26/2007

2:30 PM - 3:20 PM

Emma C

OBM

OBM Paper Series: Research in OBM

Chair: Hyeeyeon Hwang (Western Michigan University)

Impact of Rules on Productivity and Communication in Organizations. GREGORY SCOTT SMITH (University of Nevada, Reno), Melany Denny (ReStart), and Erick Dubuque and Ramona Houmanfar (University of Nevada, Reno)

The Relative Effects of Individual and Social Comparison Feedback when Individuals Earn Individual Monetary Incentives. HYEYEON HWANG and Alyce M. Dickinson (Western Michigan University)

Functional Analysis of Athletic Performance. JOHN VICTOR STOKES (Simmons College) and Chris Burns (Billerica Highschool)

#48 Paper Session

5/26/2007

2:30 PM - 3:20 PM

Cunningham A

TPC

Surveys of JABA: Research Themes and Ethnic Diversity

Chair: Eleazar Vasquez, III (Utah State University)

An Analysis of JABA Research: Beneficiaries, Content, and Context. Shawnee D. Collins and Charles L. Salzberg (Utah State University)

Research on Ethnic Minority Students: An Analysis of 10 years of Studies Published in JABA. ELEAZAR VASQUEZ, III (Utah State University) and Donald Stenhoff (University of Kentucky)

#49 Paper Session

5/26/2007

2:30 PM - 3:20 PM

Douglas A

AUT

Teaching Critical Social Skills to Children with Autism

Chair: Lisa Stoddard (FirstSteps for Kids, Inc.)

Promoting Varied Pretend Play Repertoires in Children with Autism. LISA STODDARD, Rosimel Dedomenico, and Jennifer L. Harris (FirstSteps for Kids, Inc.)

The Effects of Video Modeling on Social Responses. LAURA R. BUTLER (Autism Spectrum Therapies)

The Effects of Video Feedback and Self-Monitoring of Teacher Behavior on Teacher/Student Responding. LINA SLIM-TOPDJIAN (A Step Ahead Program, LLC. (ASAP)) and Sudha Ramaswamy (Mercy College/A Step Ahead Program, LLC)

#50 International Symposium

5/26/2007

2:30 PM - 3:20 PM

Maggie

DDA; Applied Behavior Analysis

Teaching Spelling and Handwriting to Children with Developmental Disabilities Using Constructed-Response Matching to Sample

Chair and Discussant: Harry A. Mackay (Praxis Inc., Northeastern University)

Constructed Response Spelling: A Classroom Application. SHARI DAISY and Michael J. Cameron (Simmons College)

Reading and Writing Instruction Based on Constructed Matching-to-Sample. HIROSHI SUGASAWARA and Jun'ichi Yamamoto (Keio University)

Teaching Handwriting of Chinese Characters to Children with ADHD. MASAKO TSURUMAKI (Fukushima University)

#51 International Paper Session

5/26/2007

2:30 PM - 3:20 PM

Elizabeth G

AUT

Theory of Mind and Executive Function

Chair: Dawn Holman (Autism Spectrum Consultants, Inc.)

Replication of Theory of Mind Assessments: Implications for Reading Comprehension. DAWN ANN HOLMAN (Autism Spectrum Consultants, Inc.)

Expanding Our Focus to Include Executive Functioning Skill Training: ASD Children Learn to Plan, Problem Solve, and Self-Monitor. JENNIFER L. HARRIS, Rosimel de Domenico, and Lisa Brownfield (FirstSteps for Kids, Inc.)

#52 Tutorial

5/26/2007

2:30 PM - 3:20 PM

Douglas B

VRB; Theory

BACB CE Offered. CE Instructor: Julie S. Vargas, Ph.D.

The Evolution of Skinner's Thinking about Verbal Behavior

Chair: Matthew P. Normand (Florida Institute of Technology)

JULIE S. VARGAS and Ernest A. Vargas (B. F. Skinner Foundation)



Dr. Julie S. Vargas is currently president of the B. F. Skinner Foundation and a former president of the Association for Behavior Analysis. She has taught at all levels from third grade to university graduate courses. Dr. Vargas is author of three books as well as articles, chapters, and encyclopedia entries. Her interests include instructional design, the life and work of B. F. Skinner, and verbal behavior. **Dr. Ernest A. Vargas** is Vice-President of the B. F. Skinner Foundation. He has presented and published in the areas of behaviorology, ethics, instructional systems, lingual behavior, and verbal behavior. He is a behaviorologist.

Abstract: B. F. Skinner took over 20 years to complete his book *Verbal Behavior*. In this talk, we address the development of his analysis. Our sources include major life events, publications, and notes Skinner wrote over the years, especially those written for his 1947 William James Lectures. We discuss the notes he made after the book's publication in 1957. As with any evolutionary development, we also point to the effect of his analysis and to some of the directions in which it is now going.

#53 International Symposium

5/26/2007

2:30 PM - 3:50 PM

Cunningham C

EDC/VRB; Applied Behavior Analysis

Applications of Relational Frame Theory (RFT): Theory, Research, and Practice (Part II)

Chair: Carol Murphy (National University of Ireland, Maynooth)

Discussant: Thomas J. Waltz (University of Nevada, Reno)

The Assessment of Relational Precursors and Abilities (ARPA). JOHN D. MCELWEE (HASD) and Ian T. Stewart (National University of Ireland, Galway)

Complex Derived More/Less Manding with Children with and without a Diagnosis of Autism: A Synthesis of Skinner's Verbal Behavior and Relational Frame Theory IV. CAROL MURPHY and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Combining RFT, Precision Teaching, Fluency Based Instruction, and LIPS to Teach Early Reading Skills. NICHOLAS M. BERENS (University of Nevada, Reno/Center for Advanced Learning, Inc.) and Kimberly Nix Berens (Center for Advanced Learning, Inc.)

#54 Paper Session

5/26/2007

2:30 PM - 3:50 PM

Edward D

CBM

Behavior Analysis in Treating Problem Behaviors Resulting from TBI

Chair: Russell H. Reeves (Special Tree Rehabilitation)

Physical Aggression, Sexual Disinhibition, and Social Skills: Behavioral Interventions for Persons with TBI.

Effects of Temporal Placement of Concurrent Activity Requirements within Self-Control Training: Examples in Brain Injury. MOLLIE HORNER-KING (Southern Illinois University), James W. Jackson (Southern Illinois University at Carbondale), and Mark R. Dixon (Southern Illinois University)

Contextual Approaches to Treatment for Individuals with Traumatic Brain Injury. RUSSELL H. REEVES (Special Tree Rehabilitation) and Kim Killu (University of Michigan-Dearborn)

#55 Symposium

5/26/2007

2:30 PM - 3:50 PM

Edward C

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Han-Leong Goh, Ph.D., BCBA

Behavioral Parent Training in Child Welfare: Program Evaluation, Replications, and Methodological Issues

Chair: Han-Leong Goh (University of Florida)

Multimodal Replications of the SafeCare Model. ANNA EDWARDS and John R. Lutzker (Marcus Institute)

Behavioral Parent Training for Parents with Intellectual Disabilities. JENNIFER L. CROCKETT, Susan A. Parks, Cathleen Small, and Olivia Hird (Kennedy Krieger Institute)

Evaluating the Effectiveness of a Positive Parenting Curriculum: A Multiple Probe Analysis of Acquisition of Key Skills. KERRI P. BERARD, Richard G. Smith, Donnie M. Staff, and Allison M. Jones (University of North Texas)

Evaluating Placement Stability in Foster Care: Methodological Issues and Implications for Program Evaluation. CAROLE M. VAN CAMP and Timothy R. Vollmer (University of Florida)

#56 Symposium

5/26/2007

2:30 PM - 3:50 PM

Ford AB

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Allen Karsina, M.S., BCBA

Decreasing the Intrusiveness of Protective Physical Holds and Confinement Time-Out

Chair: Allen J. Karsina (New England Center for Children)

Reducing the Duration of Protective Hold Procedures. NANCY A. PERHOT, Paula Ribeiro Braga-Kenyon, Jason C. Bourret, and Allen J. Karsina (New England Center for Children)

The Effects of Decreasing the Intrusiveness of Physical Interventions on the Rate of Intervention. SHAWN E. KENYON, Paula Ribeiro Braga-Kenyon, and Allen J. Karsina (New England Center for Children)

Reducing Intrusiveness of Time-Out Procedures Used to Manage Dangerous Behavior. MAGDA M. STROPNIK, Paula Ribeiro Braga-Kenyon, Jason C. Bourret, Jody M. Steinhilber, and Allen J. Karsina (New England Center for Children)

Reducing the Frequency of Physically Guiding a Client to a Time-Out Room. SARAH BUCKINGHAM, Britta Wehmann-Bell, Kimberly Keogh, and Jason C. Bourret (New England Center for Children)

#57 Symposium

5/26/2007

2:30 PM - 3:50 PM

Elizabeth DE

DDA/CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Claire St. Peter Pipkin, Ph.D.

Effects of Treatment Integrity on Behavioral Interventions

Chair: Claire Cathleen St. Peter Pipkin (West Virginia University)

Discussant: Timothy R. Vollmer (University of Florida)

Variations of Procedural Integrity and Its Effects on Task Acquisition within Chains. JULIE S. WEISS, Myrna E. Libby, and Gregory Paquette (New England Center for Children)

An Evaluation of a Delayed Time-Out Procedure in the Treatment of Problem Behavior. ROBERT R. PABICO (Marcus Institute), Henry S. Roane (University of Nebraska Medical Center & Munroe-Meyer Institute), and Michael E. Kelley (Marcus Institute and Emory University)

Effects of Treatment Integrity Failures on DRA: A Laboratory Study. CLAIRE CATHLEEN ST. PETER PIPKIN (West Virginia University) and Timothy R. Vollmer (University of Florida)

#58 International Paper Session

5/26/2007

2:30 PM - 3:50 PM

Elizabeth H

AUT

Eye Contact, Facial Expression, and Emotion

Chair: Daniel Almeida (Melmark New England)

Identifying Happiness Indicators for Children with Autism. DANIEL ALMEIDA, Brian C. Liu-Constant (Melmark New England), Katherine A. Johnson (Advances Learning Center), and Shelagh K. Conway (Private Practice)

Using Percentile Schedules to Increase Eye Contact in Children with Fragile X Syndrome. SCOTT S. HALL (Stanford University)

Study of Facial Expressions Discrimination in Children with Autism. VINCA CARTIGNY-RIVIERE (Development - Autism) and Jean-Claude Darcheville, Alan Chauvin, and Stéphanie Cousin (University of Lille)

#59 Symposium

5/26/2007

2:30 PM - 3:50 PM

America's Cup C

EDC; Applied Behavior Analysis

Higher Order Behaviors and Instructional Design

Chair: Roger D. Ray ((AI)2, Inc. / Rollins College)

Fluent Thinking Skills: Creating Question Generating Repertoires in Elementary-Aged Learners in the U.S. and South Africa. JOANNE K. ROBBINS (Morningside Academy) and T. V. Joe Layng (Headsprout)

A Behavioral Systems Approach to Quantitative Problem Solving Behaviors: A Tentative Taxonomy to Guide Research. JESSICA M. RAY (University of Central Florida), Roger D. Ray ((AI)2, Inc. / Rollins College), and Jennifer S. Queen (Rollins College)

Designing Adaptive Instruction to Teach Content-Specific and Generalized Audio-Visual Comprehension Behaviors. ROGER D. RAY ((AI)2, Inc. / Rollins College) and Jennifer S. Queen, Brittany L. Lee, and Melanie A. Tumlin (Rollins College)

Teaching Functional Assessment: Does Order of Client Cases Make a Difference? MARCIE DESROCHERS (State University of New York-Brockport) and Darlene E. Crone-Todd (Delta State University)

#60 Symposium

5/26/2007

2:30 PM - 3:50 PM

Gregory AB

CSE/TPC; Applied Behavior Analysis

Political Strategies and Behavioral Analysis: How Does a Voter Make His Choice?

Chair: Leopold O. Walder (Behavior Service Consultants, Inc.)

A Behavioral View of Manipulations of Voting Behavior. LEOPOLD O. WALDER (Behavior Service Consultants, Inc.)

A Candidate's Behavioral Analysis. ROGER W. MCINTIRE (University of Maryland)

Peer Pressure and Small Groups. JUDY G. BLUMENTHAL (Association for Behavior Change)

The Influence on the Voter of the Radio Talk Shows. DONALD K. PUMROY (University of Maryland)

#61 International Symposium

5/26/2007

2:30 PM - 3:50 PM

Del Mar AB

EAB/VRB; Theory

Processes Involved in Equivalence Class Formation

Chair: Louise A. McHugh (University of Wales, Swansea)

Discussant: Philip N. Chase (West Virginia University)

Stimulus Interchangeability and Nodal Distance Effects in Equivalence Classes: An Integrated Account. LANNY FIELDS (Queens College, City University of New York)

The Effect of Equal Numbers of Training and Testing Trial Types on the Formation of Equivalence Class Formation. TING WANG (University of Wales, Swansea), Robert Whelan (University College Dublin), and Louise A. McHugh (University of Wales, Swansea)

The Effects of Word Frequency, Time of Acquisition and Reinforcement on Equivalence Class Formation. LOUISE A. MCHUGH (University of Wales, Swansea), Robert Whelan (University College Dublin), and Ting Wang (University of Wales, Swansea)

#62 Symposium

5/26/2007

2:30 PM - 3:50 PM

Annie AB

DDA/EDC; Applied Behavior Analysis

Prove It! Contributing to the Precision Teaching Research Base

Chair: Kent Johnson (Morningside Academy)

Discussant: Cathy L. Watkins (California State University, Stanislaus)

Precision Teaching Research Legacy and a Strategy for Moving Forward. CARL V. BINDER (Binder Riha Associates)

Integrating Science with Practice: Discoveries, Rules, and Other Research Findings from a Precision Teaching Learning Center. KIMBERLY NIX BERENS (Center for Advanced Learning, Inc.)

Laboratory Contributions to Precision Teaching Research and Research Design. JESUS ROSALES-RUIZ (University of North Texas)

#63 International Paper Session

5/26/2007

2:30 PM - 3:50 PM

America's Cup D

EDC

Systems Level Interventions in Schools

Chair: Donald A. Jackson (Nevada Mental Health & Developmental Services)

Impacting Behavior Problems Through School-Community-Home Collaboration. DONALD A. JACKSON (Nevada Mental Health & Developmental Services) and Cristin D. Johnston (University of Nevada, Reno)

Behavior Analysis in the General Education: School-Wide Bullying Intervention. AMOS E. ROLIDER (Emek Yezreel College, Israel)

Reinforcing the Good or Punishing the Bad: A Content Analysis of School District's Student Code of Conducts. CHARLES DUKES and Kyle Bennett (Florida Atlantic University)

#64 Symposium

5/26/2007

2:30 PM - 3:50 PM

Madeleine CD

EAB; Experimental Analysis

Token Research: Basic to Applied

Chair: Timothy D. Hackenberg (University of Florida)

A Brief Assessment of the Reinforcing Efficacy of Tokens. CATHERINE MCSWEENEY, Jason C. Bourret, and Stacie Bancroft (New England Center for Children)

A Web-Based Therapeutic Workplace for the Study of Token Reinforcement in Humans. KENNETH SILVERMAN (Johns Hopkins University) and Michael Grabinski (Red 5 Group, LLC)

Will Work for Food (or Water): Generalized Reinforcement in a Token Economy with Pigeons. ANTHONY L. DEFULIO, Christopher E. Bullock, and Timothy D. Hackenberg (University of Florida)

Establishing and Validating Generalized Conditioned Reinforcers. AMANDA MAHONEY and D. Daniel Gould (New England Center for Children)

#65 Symposium

5/26/2007

2:30 PM - 3:50 PM

America's Cup AB

EDC/CBM; Service Delivery

BACB CE Offered. CE Instructor: Keith D. Allen, Ph.D., BCBA

Training Parents to Implement Academic Interventions

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

Discussant: Keith D. Allen (Munroe-Meyer Institute)

Training Parents of Children with Disabilities to Implement Academic Interventions. MARK D. SHRIVER (Munroe-Meyer Institute)

Improving Reading Outcomes Using Brief Experimental Analysis to Develop Parent Training Interventions. VALERIE J. GORTMAKER (Munroe-Meyer Institute)

Training Parents to Match Student Needs with Effective Academic Intervention. GARY L. CATES (Illinois State University)

#66 Symposium

5/26/2007

2:30 PM - 3:50 PM

Elizabeth F

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jane Howard, Ph.D., BCBA

Using the Science of Applied Behavior Analysis to Develop Methodologies to Improve Language and Social Skills in Children with Autism

Chair: Jane S. Howard (California State University, Stanislaus)

Developing Complex Language: Teaching Syntax to Children with Autism. JENNY FISCHER (The Kendall School), Jane S. Howard (California State University, Stanislaus), and Coleen Sparkman (Therapeutic PATHWAYS)

Teaching Children with Autism to Respond to "Hidden Mands" during Conversation. BRIDGET DENEAU and Christina Sutyak (The Kendall School) and Jane S. Howard (California State University, Stanislaus)

Measurement of Responses to Auditory Environmental Events of Children with Autism and Those without Developmental Delay. CYNTHIA L. ROSS-OWENS and Devon M. Cavagnaro (The Kendall School), Jane S. Howard (California State University, Stanislaus), and Brittany Sheets (The Kendall School)

Improving the Responsiveness of Children with Autism to Auditory Environmental Sounds. JANE S. HOWARD (California State University, Stanislaus), Mette Madsen (The Kendall School), and Coleen Sparkman (Therapeutic PATHWAYS)

#67 Paper Session

5/26/2007

3:00 PM - 3:20 PM

Molly AB

DEV/EAB; Service Delivery

Fostering Activities of Daily Living by Intact Nursing Home Residents

CHARLES E. BLAIR (University of Texas Health Center at Tyler)

Saturday, May 26

#68 Paper Session

5/26/2007

3:00 PM - 3:20 PM

Mohsen AB

TBA/EAB; Experimental Analysis

Teaching Basic Behavior Analysis with Video Demonstrations of Basic Behavioral Processes

Lindsay Doyle, Amanda Harsin, Nicole Hofman, Lacy Knutson, and BRADY J. PHELPS (South Dakota State University)

#69 Special Event

5/26/2007

3:00 PM - 3:50 PM

Randle AB

EAB/SQA; Experimental Analysis

SQAB Tutorial: Stimulus Control

Chair: Thomas Zentall (University of Kentucky)

ROBERT COOK (Tufts University)



Dr. Robert Cook has studied animal cognition and behavior for over twenty-five years. His National Science Foundation-supported comparative research has focused extensively on stimulus control, discrimination learning, and memory in animals. He has made important advances in our understanding of the specific mechanisms of object perception, selective attention, long-term memory, and relational learning in birds. He is chair of and a Full Professor in the Psychology Department at Tufts University. He received his B.S. in Psychology from The Ohio State University and his Ph.D. in Biopsychology from the University of California, Berkeley. He was also a National Research Service Award postdoctoral fellow at the University of Texas Health Science Center, Houston before his position at Tufts. He is currently the Co-Editor of

Comparative Cognition & Behavior Reviews and has been on the editorial board of the top journals in animal cognition. He has also been very active in broadening the impact and public visibility of the area's scientific work by use of the Internet with the publication of the multimedia cyberbooks, *Avian Visual Cognition*, and the upcoming volume, *Animal Spatial Cognition*.

Abstract: Stimulus control is one of the essential features of behavior, as animals learn to differentially behave to specific stimuli in a remarkably wide variety of settings. This important capacity allows animals to adaptively organize their behavior to both present and future situations. This tutorial will provide an overview of this topic, its fundamental methods, established principles and mechanisms, and outstanding problems and issues. These themes will be illustrated in part by new advances in the study of object perception, the relationship between stimulus-specific and relationally-controlled modes of behavior, and the organization of behavior over time.

#70 International Paper Session

5/26/2007

3:00 PM - 3:50 PM

Cunningham B

TPC

The Role of Private Events in a Natural Science

Chair: Emmanuel Tourinho (Universidade Federal do Para)

Private Events, Behavioral Relations, and Individualism. EMMANUEL Z. TOURINHO (Universidade Federal do Para)

A Discussion of Research Topics in Private Events. CHARLES P. BUTLER (Behavior Analysis and Autism Therapies) and Kendra Ortega (South Florida Family Centers, Inc.)

#71 Invited Event

5/26/2007

3:30 PM - 4:20 PM

Douglas C

OBM/CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Henry Pennypacker, Ph.D., BCBA

A Funny Thing Happened on the Way to the Fortune

Chair: Timothy D. Ludwig (Appalachian State University)

HENRY S. PENNYPACKER (University of Florida)



Dr. Henry S. Pennypacker, Professor Emeritus at the University of Florida, received his Ph.D. in Psychology from Duke University in 1962. He is the author or co-author of six books, 21 book chapters, and over 60 scholarly publications, including the seminal *Strategies and Tactics of Behavioral Research* with James M. Johnston. The focus of Dr. Pennypacker's career has been the development and dissemination of behavioral technologies that offer measurably superior benefits when compared to traditional practices. In particular, his work in the area of manual detection of breast cancer serves as an excellent example of behavior analysis providing a novel procedure that has been successfully transferred to medical practice around the world. From 1977 to 1981, he served as Principal Investigator on a

National Cancer Institute grant that supported the basic research. In 1981, Dr. Pennypacker became President of the Mammatech Corporation, which has since managed the dissemination of MammaCare, the resulting technology. Dr. Pennypacker has also served as President of the Florida Association for Behavior Analysis and the Association for Behavior Analysis. Since 2001, Dr. Pennypacker has been Chairman of the Board of the Cambridge Center for Behavior Studies.

Abstract: In 1974, it occurred to us that if fingers could be taught to read Braille, they could be taught to detect breast lumps smaller than golf balls. For the next seven years, we conducted basic research that was a mixture of classical psychophysics and operant conditioning as we learned about the sensory system involved in pressure sensation and put that knowledge to use in building a more sensitive procedure for palpating breast tissue. In 1981, we formed the Mammatech Corporation for the purpose of disseminating the resulting technology with as little degradation as possible. The ensuing 25 years have taught us more than we really wanted to know about running a public company, interacting with large organizations like the American Cancer Society, and surviving in the hostile world of the medical marketplace. We have also learned that there is no substitute for precise measurement to maintain the integrity of any technology and that financial contingencies can be arranged to insure this outcome. Some highlights of this journey will be presented along with advice to budding behavioral entrepreneurs.

Your Personal Convention Schedule

Visit www.abainternational.org/convention/
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personalized schedule of events that interest you.

Then print the schedule and carry it with you during convention.

#72 Tutorial

5/26/2007

3:30 PM - 4:20 PM

Douglas B

AUT/CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: William Ahearn, Ph.D., BACB

Separating the Wheat from the Chaff: Autism and Feeding

Chair: Jack Scott (Florida Atlantic University)

WILLIAM H. AHEARN (New England Center for Children)



Dr. William H. Ahearn is a Board Certified Behavior Analyst who serves as the Director of Research at the New England Center for Children and a Clinical Assistant Professor in the Master's in Applied Behavior Analysis (MABA) Program at Northeastern University. He is also Past-President of the Berkshire Association for Behavior Analysis and Therapy (BABAT). William received his doctorate at Temple University in 1992 and subsequently completed a post-doctoral fellowship in the Department of Behavioral Psychology at the Kennedy Krieger Institute and Johns Hopkins University School of Medicine. Dr. Ahearn then served as program manager for the Inpatient Pediatric Feeding Program at the Children's Seashore House in Philadelphia before moving to the New England Center for Children in

1996. He has written a book chapter on managing feeding problems in children with autism and has published studies that have appeared in the *Journal of the Experimental Analysis of Behavior*, *Journal of Applied Behavior Analysis*, *Journal of Autism and Developmental Disorders*, *Behavior Modification*, *Animal Learning and Behavior*, *The Lancet*, *Journal of Behavior Therapy and Experimental Psychiatry*, *The Behavior Analyst*, and *Behavioral Interventions*. Dr. Ahearn currently serves on the Board of Editors for the *Journal of Applied Behavior Analysis* and provides service to ABA, the Behavior Analyst Certification Board, and the Cambridge Center for Behavioral Studies.

Abstract: Feeding problems are common among children diagnosed with autism and developmental disabilities. The feeding difficulties of these children potentially stem from and are maintained by numerous biological and environmental factors. This presentation will begin by providing an overview of factors that may trigger feeding difficulties with a particular focus on common problems encountered in children with autism. The presentation will also address empirical evidence for the gut theory of autism and the potentially harmful implications of arranging dietary restrictions as treatment for autism. Feeding assessments for classifying feeding difficulties will be discussed and evidence will be presented suggesting that the most common feeding problem for children with autism is food selectivity. Behavioral interventions for selective intake will then be reviewed. Systematically presenting previously rejected and/or novel foods will be illustrated as an initial step in the treatment process. Then an antecedent manipulation, the simultaneous presentation of rejected/novel and preferred foods exposure, will be described. Two effective differential consequence procedures, reinforcing acceptance/ignoring refusal-related responses and escape prevention, will be reviewed.

#73 Paper Session

5/26/2007

3:30 PM - 4:50 PM

Elizabeth G

AUT

Addressing Communicative Impairment in Persons with Autism

Chair: Ruth M. DeBar (The Ohio State University)

A Systematic Replication Examining Choice of Augmentative and Alternative Communication Devices Among Individuals with Developmental Disabilities. RUTH M. DEBAR and Helen I. Malone (The Ohio State University) and Jennie Elise Merna (COSERRC)

A Bridging Procedure: Teaching Receptive and Expressive Language Skills when Trial-and-Error Teaching Has Failed. KRISTIN MILLER (F.A.C.E.S.)

How to Teach Learners to Answer “Or” Questions. STEVEN J. WARD and Teresa A. Grimes (Whole Child Consulting)

Does Too Much Verbal Input Interfere with Learning in Children with Autism? Vivian J. Bush, ELIZABETH BURKETT, and Marissa Wanchik (Sussex Consortium)

#74 Paper Session

5/26/2007

3:30 PM - 4:50 PM

Ford C

BPH

Drugs and Choice: Behavioral Mechanisms

Chair: Matt Locey (University of Florida)

An Adjusting Delay Procedure to Separate Nicotine Effects on Amount and Delay Sensitivity. MATT LOCEY and Jesse Dallery (University of Florida)

How Nicotine Affects Delay and Amount Sensitivity in a Concurrent Chains Procedure. MATT LOCEY and Jesse Dallery (University of Florida)

Rapid Acquisition in Concurrent Schedules: Effects of d-Amphetamine on Sensitivity to Reinforcement Amount. DAVID R. MAGUIRE, Andrew M. Rodewald, Christine Hughes, and Raymond C. Pitts (University of North Carolina, Wilmington)

#75 Symposium

5/26/2007

3:30 PM - 4:50 PM

Douglas A

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Tristram Smith, Ph.D.

Early Intensive Behavioral Intervention: Main Findings from the Multisite Young Autism Project

Chair: Tristram Smith (University of Rochester Medical Center)

Outcomes in the Central Valley Autism Project and the Wisconsin Early Autism Project. Glen O. Sallows (Wisconsin Early Autism Project), MILA A. AMERINE-DICKENS (Central Valley Autism Project, Inc.), Howard G. Cohen (Valley Mountain Regional Center), and Tamlynn Sallows (Wisconsin Early Autism Project)

Studies of Intensity of Intervention in Replication of the U.C.L.A. Young Autism Project. ERIC V. LARSSON and Kara L. Riedesel (Lovaas Institute Midwest), Charryse M. Fouquette (Lovass Institute Midwest/University of Kansas), and Melissa J. Gard (Lovaas Institute Midwest)

Overall Results from the Multisite Young Autism Project. TRISTRAM SMITH (University of Rochester Medical Center)

Prediction of Outcome of Early Behavioral Treatment for Children with Autism: A Meta-Analysis. SIGMUND ELDEVIK (Center for Early Intervention, Oslo, Norway)

#76 Symposium

5/26/2007

3:30 PM - 4:50 PM

Maggie

DDA/EAB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Iser Guillermo DeLeon, Ph.D., BCBA

Exploring Behavioral Economic Variables in Individuals with Developmental Disabilities

Chair: Iser Guillermo DeLeon (Kennedy Krieger Institute)

Evaluation of Relative Reinforcer Potency as Predicted by Reinforcer Preference. NICOLE M. TROSCLAIR (Louisiana State University), Nathan Call (The Marcus Institute), Karen Rader, and Amanda M. Dahir (Louisiana State University)

Behavioral Economic Analyses of the Effects of Reinforcers of Differing Quality. JASON C. BOURRET and William H. Ahearn (New England Center for Children), William V. Dube (University of Massachusetts Medical School - Shriver Center), Lauren Abraham (Shriver Center), and Lindsay C. Peters (University of Kansas)

Examining Shifts in Demand Curves as a Function of Intervening Exposure to Varying Earning Requirements. MELISSA J. ALLMAN (Johns Hopkins University School of Medicine), Iser Guillermo DeLeon (Kennedy Krieger Institute), Meagan Gregory (University of Florida), and Michelle A. Frank (Kennedy Krieger Institute)

Variables that Influence Responding under Open and Closed Economies. TIFFANY KODAK (Munroe-Meyer Institute), Henry S. Roane (University of Nebraska Medical Center & Munroe-Meyer Institute), Christopher Bullock (Munroe-Meyer Institute), and Nathan Call (Marcus Institute)

#77 Symposium

5/26/2007

3:30 PM - 4:50 PM

Elizabeth C

VRB/AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kelle Wood, BCBA

Increasing Verbal Behavior in Children with Autism

Chair and Discussant: Kelle M. Wood (Central Texas Autism Center, Inc.)

Increasing Vocal Behavior in a Young Adult with Autism via Stimulus-Stimulus Pairing. ANGIE KEITH (Early Autism Project, Inc.), Tamara S. Kasper (Private Practice), and Christie Penland (Early Autism Project, Inc.)

Effects of Mimetic-Tact versus Intraverbal-Tact Training on the Acquisition of Tacts in Two Individuals with Autism. STEPHANIE BURCHFIELD, Michael Meyers, and Jenn Godwin (Early Autism Project, Inc.) and Tamara S. Kasper (Private Practice)

Comparison of Two "Errorless" Teaching Procedures for Promoting Independent Responding in Children with Autism: Transfer of Stimulus Control with and without a Probe following a Time Delay. ANN ELDRIDGE, Jenn Godwin, Amy Watford, Jennifer Lacinak, Abigail M. Gonzalez, and Samantha Apple (Early Autism Project, Inc.)

#78 Symposium

5/26/2007

3:30 PM - 4:50 PM

Madeleine AB

EAB; Experimental Analysis

Mouse Operant: Measurements and Analyses

Chair: Troy J. Zarcone (University of Rochester Medical Center)

Matching in the Mouse: Is it Innate? Charles Gallistel, A. King, DAN GOTTLIEB, Fuat Balci, Efsthathios Papachristos, M. Szalecki, and Kristin Carbone (Rutgers University)

Use of an IRT-Based Procedure to Establish Fixed-Ratio Performance in Genetically Altered Mice. JONATHAN PINKSTON (University of Kansas)

Interval-Timing in the Genetically Modified Mouse. FUAT BALCI, Efsthathios Papachristos, and Charles Gallistel (Rutgers University)

Effects of Methamphetamine on Operant Responding of C57BL/6J Mice. TROY J. ZARCON, Anna Shapiro, Mollie Tubbs, and Dena Carbonari (University of Rochester Medical Center)

#79 Paper Session

5/26/2007

3:30 PM - 4:50 PM

Emma C

OBM

OBM Paper Series: OBM in Service Delivery

Chair: Alicia Alvero (Queens College, City University of New York)

The Effects of Task Clarification, Feedback, and Goal-Setting on Student Advisor's Office Behaviors and Customer Service. DANIELLE TITTELBACH (Queens College at The Graduate Center, City University of New York) and Peter Sturmey and Alicia M. Alvero (Queens College, City University of New York)

A Comparison of Pyramidal Staff Training and Direct Staff Training in Community Based Day Programs. ALAYNA T. HABERLIN and Ken Beauchamp (University of the Pacific), Judy L. Agnew (Aubrey Daniels International), and Floyd J. O'Brien (University of the Pacific)

Evaluating the Effectiveness of an Electronic Dashboard Performance Measurement System in a Human Service Agency. SUSAN L. RICHARDSON (Community Living Opportunities), Debi Ann Alvey and Robert M. Churchill (California Community Opportunities), and Cloyd Hyten (University of North Texas)

#80 International Symposium

5/26/2007

3:30 PM - 4:50 PM

Edward AB

CBM; Experimental Analysis

Personal Values: Methods of Measurement and Importance of Personal Values as a Psychological Process

Chair: Christopher C. Cushing (Missouri State University)

Initial Validation of the Personal Values Questionnaire. JOHN TANNER BLACKLEDGE, Rebecca Spencer, and Joseph Ciarrochi (University of Wollongong, New South Wales, Australia)

Continuing Validation of the Social Values Survey. JOHN TANNER BLACKLEDGE and Joseph Ciarrochi (University of Wollongong, New South Wales, Australia)

Pain Tolerance: Testing Values in the Context of Acceptance. TANYA N. DOULEH, Christopher C. Cushing, and Ann Branstetter (Missouri State University)

Behavioral Congruence with Personal Values as a Predictor of Undergraduate Distress. CHRISTOPHER C. CUSHING, Tanya N. Douleh, and Ann Branstetter (Missouri State University)

#81 Symposium

5/26/2007

3:30 PM - 4:50 PM

Randle D

OTH/AUT; Service Delivery

BACB CE Offered. CE Instructor: Melissa J. Andretta, M.S., BCBA

Practical Applications of Token Systems, Visual Schedules, Behavior Plans, and ABA Consultation

Chair: Melissa Andretta (Andretta Behavior Analysts, Inc.)

Practical Issues for an ABA Consultant Working in School-Based and Home-Based Educational Programs. MELISSA ANDRETTA, Allison Cellura, Jennifer Folbert, Sandra Eggeling, and Cindy Mulstay (Andretta Behavior Analysts, Inc.)

Practical Applications and Examples of Token-Based Motivational Systems. JENNIFER FOLBERT, Melissa Andretta, Allison Cellura, Cindy Mulstay, and Sandra Eggeling (Andretta Behavior Analysts, Inc.)

Practical Applications and Examples of Behavior Intervention Plans Used by Children with Autism. MELISSA ANDRETTA, Allison Cellura, Jennifer Folbert, Sandra Eggeling, and Cindy Mulstay (Andretta Behavior Analysts, Inc.)

Practical Applications and Examples of Using Visual Activity Schedules. JENNIFER FOLBERT, Melissa Andretta, Allison Cellura, Cindy Mulstay, and Sandra Eggeling (Andretta Behavior Analysts, Inc.)

#82 Special Event

5/26/2007

3:30 PM - 4:50 PM

Molly AB

DEV; Theory

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

Symposium in Honor of Sidney W. Bijou: Scientist, Clinician, Humanitarian

Chair: Gary D. Novak (California State University, Stanislaus)

The Early Contributions of Bijou: The Development of Behavioral Development. HAYNE W. REESE (West Virginia University)

Sidney W. Bijou: The Illinois Years, 1965-1975. EDWARD K. MORRIS (University of Kansas)

Tales from the Desert: Sid's Time at Arizona and Nevada. PATRICK M. GHEZZI (University of Nevada, Reno)

Bijou's Influence on the Study of Child Development in Mexico and His Kantorian Notion of Setting Factors. MARTHA PELAEZ (Florida International University)

#83 International Symposium

5/26/2007

3:30 PM - 4:50 PM

Betsy B

CSE; Service Delivery

BACB CE Offered. CE Instructor: Janet L. Montgomery, M.S., BCBA

Three Diverse Applications of Teaching with Acoustical Guidance (TAG): Caregivers, Juvenile Delinquents, and Gymnasts

Chair: Janet L. Montgomery (University of Florida, Behavior Analysis Services Program)

Discussant: Ragnar S. Ragnarsson (ICEABA)

Feedback via Auditory Marker to Improve Task Analyzed Components of Caregiver Skills. Janet L. Montgomery (University of Florida, Behavior Analysis Services Program) and VICTORIA FOGEL, Judith A. Kosarek, Tony Manzollilo, Vanessa Magdalena Burgos, and Angela M. Howland (University of Florida)

Teaching with Acoustical Guidance: Effects with the Juvenile Delinquent Population. KERI GORMAN (TAGteach)

Teaching Gymnastic Skills with an Acoustical Marker. THERESA MCKEON (TAGteach International)

#84 Panel Discussion

5/26/2007

3:30 PM - 4:50 PM

Cunningham A

TPC/CBM; Theory

Working Towards a Functional Understanding of Alexithymia

Chair: E. Terry Mueller (Temple University, Psychology Department)

WILLIAM C. FOLLETTE (University of Nevada Reno)

SABRINA MICHELLE DARROW (University of Nevada, Reno)

MICHAEL J. DOUGHER (University of New Mexico)

MEGAN OSER (University of Nevada, Reno)

#85 Paper Session

5/26/2007

4:00 PM - 4:20 PM

Mohsen AB

TBA; Applied Behavior Analysis

Evaluating the Usefulness of Auditory Graphs to Convey Information: Who Needs Visual Inspection?

ROBERT L. SHAPIRO (HMEA/Simmons College)

#85a Paper Session

5/26/2007

4:00 PM - 4:20 PM

Edward D

CBM/TPC; Applied Behavior Analysis

Identifying Synergistic and Antagonistic Interactions of Reinforcement Contingencies for Daily Physical Activity

MARC A. ADAMS (San Diego State University/University of California, San Diego), Melbourne F.

Hovell (San Diego State University Graduate School of Public Health), Gregory J.

Norman (University of California, San Diego), Veronica Irvin (Center for Behavioral Epidemiology

and Community Health), Brent Bishop (Center for Behavioral Epidemiology and Community Health), and Yael Ben-Porat (Center for Behavioral Epidemiology and Community Health)

#86 Paper Session

5/26/2007

4:00 PM - 4:50 PM

America's Cup AB

EDC

Advances in Phonemic Awareness Instruction

Chair: Heidi Eyre (Jacksonville State University)

Reducing Reading Risk for Kindergarten English Language Learners with a Phonemic Awareness Intervention. AMANDA L. YURICK (Cleveland State University) and Gwendolyn Cartledge (The Ohio State University)

The Contribution of Treatment Quality and Duration to Variance in Phonemic Awareness for Urban Kindergarten Students. AMANDA L. YURICK (Cleveland State University) and Gwendolyn Cartledge (The Ohio State University)

#87 International Paper Session

5/26/2007

4:00 PM - 4:50 PM

Cunningham B

TPC

Behaviorism and Philosophy

Chair: Francois Tonneau (Universidad de Guadalajara)

Behaviorism and the Intentional Stance. FRANCOIS TONNEAU (Universidad de Guadalajara)

Common Grounds: Nietzsche's Philosophy, Natural Sciences and Radical Behaviorism. ROGER VILARDAGA (University of Nevada, Reno)

#88 Paper Session

5/26/2007

4:00 PM - 4:50 PM

Ford AB

DDA

Communication Devices

Chair: Patricia I. Wright (University of Hawaii)

VOCA Use as a Communicative Repair Strategy: How Will It Generalize? SUE SEELY-YORK (Educational Consultant)

Increasing Communication Attempts of Students with Significant Disabilities with Speech Generating Devices. PATRICIA I. WRIGHT (Easter Seals National Headquarters)

#89 International Paper Session

5/26/2007

4:00 PM - 4:50 PM

Elizabeth A

VRB

Concepts in Verbal Behavior

Chair: William Potter (California State University, Stanislaus)

How to Read Skinner's Verbal Behavior. WILLIAM F. POTTER and Andrea Duroy (California State University, Stanislaus), and Deborah L. Brown (Stanislaus County Office of Education)

Distinctive Properties of Verbal Operants and Some Consequences for Their Functional Analysis. MARIA DE LOURDES RODRIGUES DE FONSECA PASSOS (Universidad Federal do Rio de Janeiro)

#90 International Paper Session

5/26/2007

4:00 PM - 4:50 PM

Elizabeth F

AUT

Discrimination Training and Fluency

Chair: Rafal Kawa (University of Warsaw)

One-Term vs. Two-Term Conditional Discrimination Training: Programming for Recombinative Generalization in Children with Autism. RAFAL J. KAWA (University of Warsaw) and Monika M. Suchowierska (Warsaw School of Social Psychology)

Using Fluency-Based Instruction to Improve Literacy Skills for a Child with Autism. DANUSIA PAWSKA and Christine C. Cukar-Capizzi (Achieve Fluency)

#91 International Paper Session

5/26/2007

4:00 PM - 4:50 PM

America's Cup C

EDC

Enhancing Engagement in Academic Practice Activities

Chair: Summer Ferreri (Michigan State University)

Behaviorally-Based Educational Games: "Steady Learning." C. WILLIAM DECKNER (Retired) and Patricia Deckner and Deborah F. Davis (Clayton State University)

Research-Based Suggestions to Increase Students' Productivity and Accuracy on Independent Seat-Work. SUMMER FERRERI (Michigan State University)

#92 Paper Session

5/26/2007

4:00 PM - 4:50 PM

Cunningham C

EDC

NCLB & RTI as Context for Educational Interventions

Chair: Sharla N. Fasko (University of Toledo)

Response to Intervention: Implications for Consultation in a High-Stakes Testing Climate. SHARLA N. FASKO (University of Toledo)

Using Effective Teaching Principles as Post-RTI Strategies to Plan Specially-Designed Instruction. CHANG-NAM LEE and Cynthia Simmons (Whitworth College)

#93 International Paper Session

5/26/2007

4:00 PM - 4:50 PM

Madeleine CD

EAB

Reinforcer Value

Chair: Jeffrey N. Weatherly (University of North Dakota)

Identifying the Factors that Produce Positive Induction in Rats' Responding for a Low-Valued Reinforcer when a High-Valued Reinforcer is Upcoming. JEFFREY N. WEATHERLY, Amber Huls, and Kathryn A. Flannery (University of North Dakota)

Behavioural Economics: Income Elasticities and a Relative Inferior-Good Effect. ERIC M. MESSICK, T. Mary Foster, and William Temple (University of Waikato)

#94 International Paper Session

5/26/2007

4:00 PM - 4:50 PM

America's Cup D

EDC

Research on Second Language Learning

Chair: Corrine A. Kirsch (University of Wisconsin, Milwaukee)

Fluency Training the Declension of German Articles. CORRINE A. KIRSCH and Marshall L. Dermer (University of Wisconsin, Milwaukee)

Behavioral Techniques for Learning English: How to Eliminate Taiwanese Students' Anxiety. LI-CHING HUNG (Mississippi State University)

#95 Paper Session

5/26/2007

4:00 PM - 4:50 PM

Elizabeth H

AUT

Social Stories

Chair: Heidi L. Hillman (Heritage University)

The Effects of Social Stories on the Social Skills of Youth with Autism: A Review of the Literature. HEIDI L. HILLMAN (Heritage University)

Social Stories for Children with Autism: A Research Review and Behavioral Conceptual Analysis. RYAN BERGSTROM and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

#96 Special Event

5/26/2007

4:00 PM - 4:50 PM

Randle AB

EAB/SQA; Experimental Analysis

SQAB Tutorial: Time, Uncertainty, and Anticipation

Chair: Ralph R. Miller (State University of New York-Birmingham)

PETER BALSAM (Columbia University)



Dr. Peter Balsam received his B.S. in psychology from the State University of New York at Stony Brook. He then earned his Ph.D. from the University of North Carolina, Greensboro in 1975 in experimental psychology. Balsam is the Samuel R Milbank Professor of Psychology at Barnard College of Columbia University where he is also a former Chair of the Psychology Department and Director of Neuroscience and Behavior Program. Dr. Balsam has served on numerous editorial boards and grant panels. He is a Fellow of the American Psychological Association, the American Psychological Society, and the American Association for the Advancement of Science. He is also the past-president of the Eastern Psychological Association. He has published on the mechanisms of Pavlovian conditioning, new response learning, the role of learning in behavioral development, and on how time affects learning and performance.

Abstract: Even in the simplest of conditioning procedures animals learn about temporal relationships between events, sometimes over long delays. The encoding of temporal information seems to be automatic and occurs from the very start of learning. The temporal information affects how long it takes for conditioned responses to emerge and the form and timing of the learned behavior. Formal information theory applied to temporal signals provides an accurate description of the speed with which anticipation develops. The sense of time may even be the scaffolding on which experience is encoded.

#97 International Paper Session

5/26/2007

4:00 PM - 4:50 PM

Del Mar AB

EAB

Stimulus Equivalence

Chair: Amy Drayton (Eastern Michigan University)

The Effects of Aversive and Neutral Stimulus Functions on the Formation of Stimulus Equivalence Classes. IAN THOMAS TYNDALL (American College Dublin/National University of Ireland, Galway), Bryan T. Roche (National University of Ireland, Maynooth), and Jack E. James (National University of Ireland, Galway)

Rule-Based Stimulus Equivalence Differs from Contiguity-Derived Stimulus Equivalence when Used as Misinformation in the Post-Event Misinformation Paradigm. DANNA M. CHALLIES and Maree J. Hunt (Victoria University of Wellington)

#98 Panel Discussion

5/26/2007

4:00 PM - 4:50 PM

Elizabeth DE

DDA/TPC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gary LaVigna, Ph.D., BCBA

The Efficacy of Positive ABA Approaches with the Most Challenging Behaviors: A Review of the Empirical Evidence

Chair: Thomas J. Willis (Institute For Applied Behavior Analysis)

GARY W. LAVIGNA (Institute For Applied Behavior Analysis)

THOMAS J. WILLIS (Institute For Applied Behavior Analysis)

#99 International Paper Session

5/26/2007

4:00 PM - 4:50 PM

Annie AB

DDA

Topics in Developmental Disabilities

Chair: Robert J. Alexander (Chicago School of Professional Psychology)

The Effects of Differential Reinforcement of Compliance. ROBERT J. ALEXANDER (Chicago School of Professional Psychology), David A. Pyles (Behavior Change Systems, Inc.), and Andrew M. Syvertsen and Fatima Aziz (Chicago School of Professional Psychology)

Task Engagement of Persons with Traumatic Brain Injury: The Effects of Chosen versus Assigned Tasks. KIM K. TASKY and Eric Rudrud (St. Cloud State University), Floyd M. Hale, and Kimberly A. Schulze (St. Cloud State University)

What Is Your Criteria or When Is It Enough? DOUGLAS S. LEE (Behavioral Solutions Inc.), Ray M. Hoffarth (Behavioral Solutions, Inc - Lethbridge), Gary D. Unser (Behavioral Solutions Inc.), and Laura D. Norris (St. Cloud State University)

#100 International Paper Session

5/26/2007

4:00 PM - 4:50 PM

Elizabeth B

VRB

Verbal Behavior in Context

Chair: Ethan White (University of New Mexico)

Evolutionary Psychology, Behavioral Psychology, Language, and Intelligence. ETHAN WHITE (University of New Mexico)

Mand in Haiku. MASAYA SATO (Teikyo University)

#101 Special Event

5/26/2007

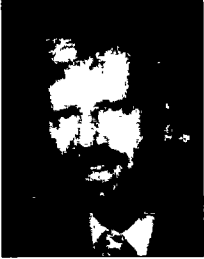
5:00 PM - 5:50 PM

Douglas BC

Presidential Scholar's Address: The Acquisition of Skilled and Expert Performance through Deliberate Practice

Chair: Thomas S. Critchfield (Illinois State University)

ANDERS ERICSSON (Florida State University)



Dr. K. Anders Ericsson is presently Conradi Eminent Scholar and Professor of Psychology at Florida State University. He received his B.A. and Ph.D. in Psychology from University of Stockholm, Sweden, and moved to a post-doc with Herbert Simon at Carnegie-Mellon University. Their work is summarized in *Protocol Analysis: Verbal Reports as Data* (1984/1993). Currently he studies the cognitive structure of expert performance in domains such as music, chess, and sports, and how expert performers attain their superior performance by acquiring complex cognitive mechanisms and physiological adaptations through extended deliberate practice. He is a co-editor of *Toward a General Theory of Expertise* (1991) and *The Road to Excellence: The Acquisition of Expert Performance in the Arts and Sciences, Sports, and Games*

(1996). He is the lead editor for *Cambridge Handbook of Expertise and Expert Performance* (2006), which has been prominently discussed in *New York Times Magazine*, *Scientific American*, *Fortune*, and *New Scientist*. He is a Fellow of the Center for Advanced Study in the Behavioral Sciences, the American Psychological Association, and the Association for Psychological Science. He has published over 150 publications in *Science*, *American Scientist*, *Psychological Review*, *Annual Review of Psychology*, *Cognitive Psychology*, and *Trends in Cognitive Sciences*. His Web page is <http://www.psy.fsu.edu/faculty/ericsson.dp.html>.

Abstract: Much of our scientific knowledge about principles of learning derives from studying how the environmental reinforcement contingences can shape and control the acquisition of comparatively simple behaviors in animals as well as children with mental and physical disadvantages. Dr. Ericsson's talk will propose how a scientific analysis can be extended to the acquisition of the most complex of human achievements in domains of expertise, such as sports, ballet, chess, and medicine.

The focus of this talk will be on the stable reproducible aspects of elite performers' superior performance, how it is possible to capture this performance repeatedly under laboratory conditions to uncover the mechanisms, mediate, and explain the superior level of achievement. These discovered mechanisms have been shown to reflect predominantly complex adaptations and skills acquired over a decade as a result of high daily levels of activities, which are specially designed to improve performance (deliberate practice). The effects of extended deliberate practice are remarkably far-reaching and can account for anatomical and physiological adaptations of elite athletes and musicians as well as qualitative changes mediated by acquired cognitive skills. Consequently, the development of expert performance appears to be primarily limited by the quality of the training environment and individuals' engagement in deliberate practice.

#102 International Poster Session

5/26/2007

6:00 PM - 7:30 PM

Manchester

AUT

1. Improving Social Engagement in Young Children with Autism by Incorporating Intrinsic Social Reinforcement into Pivotal Response Treatment (PRT). (Applied Behavior Analysis) Robert L. Koegel (Koegel Autism Center, University of California) and Lynn Kern Koegel and TY VERNON (University of California, Santa Barbara)

- 2. The Effects of Peer Tutoring Training on Increased Socialization in Free Play Settings with Children Diagnosed with Autism Spectrum Disorders.** (EDC; Applied Behavior Analysis) GILI P. RECHANY, Chanie Stolik, and Chanie Kessler (Shema Kolainu-Hear our Voices)
- 3. The Effects of Teaching Sign Language to Increase the Mand Repertoire with Children Diagnosed with Autism Spectrum Disorder.** (EDC; Applied Behavior Analysis) LISA SWIFT, Gitty Endzweig, and Gili P. Rechany (Shema Kolainu-Hear our Voices)
- 4. Increasing Sports Skills in Youth with Autism Using Fluency Based Instruction.** (Applied Behavior Analysis) GRAYDON L. AGAR and Stacey L. Shook (Northwest Behavioral Associates)
- 5. The Effectiveness of Peer-Mediated Interventions to Improve Social Interactions of Young Children with Autism and Their Peers: A Meta-Analysis.** (EDC; Applied Behavior Analysis) JIE ZHANG and John J. Wheeler (Tennessee Technological University)
- 6. The Effects of Rate of Presentation of Instructional Demands on the Responding of Children with Autism.** (DDA; Applied Behavior Analysis) Carole Roxborough, MARIETTA JANECKY, Heather Ventrella, and Vincent Joseph Carbone (Carbone Clinic)
- 7. Effects of Backward Chaining on Teaching Locker Use to Students with Developmental Delays.** (Applied Behavior Analysis) TIM BARRETT and Shari Bickel (Marysville Schools)
- 8. Increasing Social Interactions and Classroom Behavior of Children with Autism through Social Story Intervention Package.** (EDC; Applied Behavior Analysis) Shu Chen Tsai, JENNIFER B. SYMON, Holly Menzies, and G. Roy Mayer (California State University, Los Angeles)
- 9. Effects of Discrete Trial Training Paired with a Visual Negative Reinforcement System on the Acquisition of Receptive Language with a Four-Year-Old Boy with Autism.** (Applied Behavior Analysis) MEREDITH HAGAN CERILLI (Autism Spectrum Therapies)
- 10. Comparing the Effects of Fixed and Variable Value Rewards on On-Task Behavior.** (EDC; Applied Behavior Analysis) BRIAN C. LIU-CONSTANT, Stacey Buchanan Williams, and Lisa Freedman (Melmark New England)
- 11. Using a MotivAider to Increase the On-Task Behavior of Children with Autism.** (EDC; Applied Behavior Analysis) Dina Boccuzzi, Ruth M. Debar, and SHEILA R. ALBER-MORGAN (The Ohio State University)
- 12. Multiple Baseline across Social Behaviors for a Client with Autism Using Sibling Mediated Play Intervention.** (DDA; Applied Behavior Analysis) MAYU FUJIWARA (Autism Spectrum Therapies)
- 13. Teaching Linguistically and Culturally Diverse Students with Autism to Independently Access Computer Programs.** (EDC; Applied Behavior Analysis) JENNIFER E. MANTHEI and Bonnie Kraemer (San Diego State University)
- 14. An Analysis of a Social Skills Program for Children with Asperger's Syndrome.** (DDA; Applied Behavior Analysis) PATRICIA EGAN and Christina Gerner (State University of New York at Plattsburgh)
- 15. Evaluation of Noncontingent Reinforcement as a Response Disruptor during Discrete-Trial Training.** (DDA; Applied Behavior Analysis) CRYSTAL N. BOWEN, Hanah Geiser, and Erika James (Marcus Institute), Michael E. Kelley (Marcus Institute and Emory University), and M. Alice Shillingsburg (Marcus Institute)
- 16. Some Effects of Pace on Instruction on Skill Acquisition and Problem Behavior.** (DDA; Applied Behavior Analysis) CRYSTAL N. BOWEN, Hanah Geiser, Meighan Adams, and M. Alice Shillingsburg (Marcus Institute) and Michael E. Kelley (Marcus Institute and Emory University)
- 17. Interaction of Quality of Reinforcement and Task Difficulty on Acquisition and Problem Behavior.** (DDA; Applied Behavior Analysis) APRIL KISAMORE, Jodi Sher, Veronica Crafton, and M. Alice Shillingsburg (Marcus Institute) and Michael E. Kelley (Marcus Institute and Emory University)
- 18. Teaching Individuals Diagnosed with Autism and Other Pervasive Developmental Disorders to Recruit Social Interaction.** (DDA; Applied Behavior Analysis) MEIGHAN ADAMS, Lana H. Jones, Veronica Crafton, and M. Alice Shillingsburg (Marcus Institute) and Michael E. Kelley (Marcus Institute and Emory University)

- 19. Evaluation of an In-Home Computer Intervention: Teaching Children with an Autism Spectrum Disorder.** (DDA; Applied Behavior Analysis) HEATHER L. JOHNSON and Kathleen Hart (Xavier University) and Michael E. Kelley (Marcus Institute and Emory University)
- 20. Evaluation of Small Group Format for Acquisition and Generalization across Students.** (DDA; Applied Behavior Analysis) CAITLIN V. HERZINGER (University of Georgia), Michael E. Kelley (Marcus Institute and Emory University), and M. Alice Shillingsburg (Marcus Institute)
- 21. A Case Study Comparing Three Types of Backwards Chaining Techniques in Teaching Picture Sequences.** (EDC; Applied Behavior Analysis) HEATHER FULLER and Mark Williams (May Institute)
- 22. Functional Communication Training: Teaching Multiple Functionally Equivalent Responses to Young Children with Autism and Severe Language Delays.** (DDA; Applied Behavior Analysis) ERIK DRASGOW (University of South Carolina) and James W. Halle (University of Illinois)
- 23. Acquisition of Spelling Words in Children with Autism: Textual versus Auditory Stimulus Fading Procedures.** (DDA; Applied Behavior Analysis) Barbara Potter, Hannah E. Hoch, RACHEL FEINBERG, and Bridget A. Taylor (Alpine Learning Group)
- 24. Teaching Language to Children with Autism Using Pictures and Signs.** (VRB; Applied Behavior Analysis) DOROTHY SCATTONI, Belmont C. Billhofer, and Chasity Wright (University of Mississippi Medical Center), and Kimberly R. Knight (University of Mississippi Medical Center/Mississippi Child Development Institute)
- 25. Teaching Teamwork: Using Activity Schedule to Teach Adolescents with Autism to Work Cooperatively.** (Service Delivery) ERIN B. RICHARD, Barbara Potter, Hannah E. Hoch, Melissa Anglesea, and Bridget A. Taylor (Alpine Learning Group)
- 26. Using the Motivator to Increase Schedule Following.** (DDA; Applied Behavior Analysis) TINA MARIE COVINGTON, Susan Heitker, Christina Cosme Covington, and Jorgeann Cruz Covington (Hawthorne Country Day School)
- 27. "Small Diet Coke Please:" Assessing the Functionality and Social Validity of Assistive Communication.** (Applied Behavior Analysis) LAURA TOLVE, Barbara Potter, Melissa Anglesea, Hannah E. Hoch, and Bridget A. Taylor (Alpine Learning Group)
- 28. Increasing Treatment Integrity through the Use of a Proficiency Scales.** (CSE; Applied Behavior Analysis) BETH ANNE MILES and Robert K. Ross (BEACON Services)
- 29. The Use of Discrete Trial Procedures for Evaluating Behavioral Function: A Comparison of Classroom-Based and Analogue Procedures.** (DDA; Applied Behavior Analysis) KAREN L. LENARD and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers) and Mark J. Palmieri, Lara M. Delmolino, Marlene Cohen, Meredith Bamond, Melissa McCulloch, and Kate E. Fiske (Rutgers University)
- 30. An Examination of the Effects of Sensory Integration on Children with Autism's Behavior in the Regular Education Classroom.** (CSE; Applied Behavior Analysis) DAVID ROBERT DILLEY (BEACON Services), Noelle Nault (Hanover Public Schools), and Joseph M. Vedora and Robert K. Ross (BEACON Services)
- 31. Teaching Visual Discriminations Using the Whole Blocking Procedure: An Analysis of the Learning Process.** (VRB; Applied Behavior Analysis) Gladys Williams (CIEL, SL), JENNIE WILLIAMS-KELLER (Applied Behavioral Consultant Services, NY) and Manuela Fernandez-Vuelta Vuelta and Monica Rodriguez-Mori (CIEL, SL)
- 32. The Effectiveness of Written Cues and Graduated Guidance on Active Classroom Participation and Peer Interactions: A Case Study.** (Applied Behavior Analysis) REBECCA STERLING (Quality Behavioral Outcomes)
- 33. Correspondence between Probe Data and Accuracy over Multiple Learning Opportunities in Discrete Trial Instruction.** (DDA; Applied Behavior Analysis) LARA M. DELMOLINO, Kate E. Fiske, and Mary Jane Weiss (Rutgers University)
- 34. Reducing Escape-Motivated Challenging Behaviors of a Child with Autism Enrolled in an Intensive ABA Program.** (DDA; Applied Behavior Analysis) JANET YI (JBA Institute)

- 35. The Effects of Response Interruption and Redirection and Selective Serotonin Reuptake Inhibitors on Vocal Stereotypy.** (CBM; Applied Behavior Analysis) LISA TERESHKO and Kathleen M. Clark (New England Center For Children), Caio F. Miguel (California State University, Sacramento), and William H. Ahearn (New England Center for Children)
- 36. "I am Lost" Virtual Self-Modeling to Train Self-Protection Skills in an Individual Diagnosed with Autism.** (Applied Behavior Analysis) BENJAMIN J. WEEKS, Candis R. Bramble and Jessica E. Parks (Integrated Behavioral Solutions, Inc.) and Ali B. Evans, Ann M. Sullivan, and Coby J. Lund (Integrated Behavioral Solutions, Inc.)
- 37. Does a Child Acquire Receptive Language Skills at a Faster Rate in a Traditional DTT Format or in a Play-Based Format?** (Applied Behavior Analysis) EVE R. RASMUSSEN (Autism Spectrum Therapies)
- 38. Comparison between Direct Observation and Norm-Referenced Measures for Social Competency in Preschoolers with Autism.** (EDC; Applied Behavior Analysis) ELIZA DELPIZZO-CHENG and Kathleen Murphy (Newport-Mesa Unified School District)
- 39. The Effects of a Zero Second Time Delay Procedure on the Acquisition of Academic Responses/Skills for Children with Autism.** (Applied Behavior Analysis) Lynn Yuan (Columbia University Teachers College) and HOLLI HELEN HENNINGSEN (Columbia University)
- 40. Promoting Self-Management Skills in Adults with Autism in a Group Home Setting: A Literature Review.** (Applied Behavior Analysis) WILLIAM J. DONLON (Eden II/Genesis School), Eileen Hopkins (Eden II Programs), Mary Ellen McDonald (Eden II Programs/ Genesis School), Joanne Gerenser (Eden II Programs), and Peter F. Gerhardt (Organization for Autism Research)
- 43. Using Differential Reinforcement to Decrease Aberrant Behavior during Calendar Activities with a Student with Autism.** (EDC; Applied Behavior Analysis) ROBERT C. PENNINGTON, Donald M. Stenhoff, and Jason Gibson (University of Kentucky)
- 44. The PECS Training as Functional Communication for the Treatment of Severe Behavior Problems in Person with Autism.** (Applied Behavior Analysis) JOJI MURAMOTO and Shigeki Sonoyama (University of Tsukuba)
- 45. Reducing Aggressive and Self-Injurious Behaviors Using Compliance Training.** (DDA; Applied Behavior Analysis) KIMBERLY M. SMITH (Pinellas Association for Retarded Children)

#103 International Poster Session

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Manchester

CBM

- 46. Pilot Study of an Integrated Behavior Therapy for Depression and Smoking Cessation.** (Service Delivery) GARETH I. HOLMAN (University of Washington), Cristina Sanders (Argosy University, Seattle), Robert J. Kohlenberg and Madelon Y. Bolling (University of Washington), and Mavis Tsai (Independent Practice)
- 47. Is There a Place for Neuropsychology in Applied Behavior Analysis?** (DDA; Applied Behavior Analysis) WILLIAM J. WARZAK and Jennifer Lindner (University of Nebraska Medical Center)
- 48. Memory Notebook Training for Very Mild Dementia: A Case Study.** (DEV; Service Delivery) MICHELLE ANASTASIA LANGILL and Maureen Schmitter-Edgecombe (Washington State University)
- 49. Treating Qatari Children with Traumatic Brain Injury for Verbal Aggression and Sexually Inappropriate Behavior.** (Applied Behavior Analysis) HAKAM M. KAIR, Tarek Abdullah Masood, and Bilal Ahmad Al-Shalakh (Shafallah Center for Children with Special Needs)
- 50. Improving Compliance of a Child with Cerebral Palsy during Therapeutic Electrical Stimulation.** (Service Delivery) JAE-WON YANG and KYONG-MEE CHUNG (Yonsei University)

- 51. Using Naturalistic Functional Assessments to Develop Effective Function-Based Interventions in a Brain Injury Rehabilitation Program.** (DDA; Applied Behavior Analysis) CARRIE REALI, Bridget A. Shore, and Shanita Allen (Florida Institute for Neurologic Rehabilitation)
- 52. Using Naturalistic Functional Assessments to Identify the Functions of Inappropriate Verbal Behavior.** (VRB; Applied Behavior Analysis) BRIDGET A. SHORE, Carrie RealI, and Shanita Allen (Florida Institute for Neurologic Rehabilitation)
- 53. Accelerating Acquisition of Autonomic Control During Biofeedback Training with Children.** (Applied Behavior Analysis) KEITH D. ALLEN (Munroe-Meyer Institute), Vivian Chen (Munroe-Meyer Institute, University of Nebraska Medical Center), and Ariadne Schemm (Munroe-Meyer Institute)
- 54. Effect of Behavioral Activation Treatment for Fibromyalgia Pain: Replication and Extension.** (Applied Behavior Analysis) DUANE A. LUNDERVOLD (Central Missouri State University), Christopher J. Talley (Central Missouri State University Psychology Department), and Michael Buermann (Nova Southeastern University)
- 55. The Use of Habit Reversal to Treat Trichotillomania Following the Surgical Removal of a Trichobezoar.** (Applied Behavior Analysis) JODY L. LIESKE (Munroe-Meyer Institute, University of Nebraska Medical Center) and Nancy L. Foster (Munroe-Meyer Institute)
- 56. Personal Values: The Effects of a Writing Task on Electrodermal Response.** (Applied Behavior Analysis) TANYA N. DOULEH, Christopher C. Cushing, and Whitney Miller (Missouri State University)
- 57. Examination of Acceptance and Commitment Therapy Self-Help Books: Assessing Approachability and Workability.** (VRB; Service Delivery) Amy Murrell, LEA M. FISHER, Chelsea Rae Kubiak, Richelle Sain, Ryan Mitchell, and Jonathan Schmalz (University of North Texas)
- 58. Creation of a Behavioral Measure of Interpersonal Functioning: Initial Factor Structure, Reliability, and Validity.** (Applied Behavior Analysis) SARA J. LANDES, Laura C. Rusch, Keri R. Brown, Andrew Busch, and Jonathan W. Kanter (University of Wisconsin-Milwaukee)
- 59. Development of a Stepped-Care Cognitive-Behavioral Motivational Model for College Students with Alcohol Problems.** (CSE; Applied Behavior Analysis) HORACIO QUIROGA ANAYA, Juan José Sanchez-Sosa (National Autonomous University of Mexico), María Elena Teresa Medina-Mora Icaza (Instituto Nacional de Psiquiatría), and Carlos F. Aparicio (University of Guadalajara)
- 60. Effect of Abbreviated Upright Behavioral Relaxation Training for Test Anxiety among College Students.** TERESA TATUM (Department of Psychology, Central Missouri State University) and Duane A. Lundervold and Patrick A. Ament (Central Missouri State University)
- 61. The Relation between Body Fat Mass and Eating Disorders: A Brazilian Study.** (CSE; Applied Behavior Analysis) DENISE C. HELLER (Univeristy Tuiuti do Parana) and Talita Lopes Marques
- 62. Eating Behavior and Body Image in a Sample of Young Athletes.** (CSE; Applied Behavior Analysis) MICHELE MONTECUCCO and Simona Mortilla (University of Parma), Pierfrancesco Gambardella and Barbara Masini (Eating Disorders Centre Sanitary District #3 Genoa), and Carlo A. Pruneti (University of Parma)
- 63. The Relation among Eating Behavior, Body Image, and Personality Factors: A Brazilian Overview.** (CSE; Applied Behavior Analysis) TALITA LOPES MARQUES and Denise C. Heller (Univeristy Tuiuti do Parana)
- 64. Rehabilitation and Independent Living SIG.** (EDC; Applied Behavior Analysis) MICHAEL P. MOZZONI (Timber Ridge Group, Inc.)
- 65. Classifying Sex Offenders as Sexually Violent Predators: A Behavior Analytic Perspective on Issues of Prediction and Control.** (CSE; Service Delivery) ROBERT M. STEIN (Lancaster, PA)

#104 International Poster Session

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Manchester

DDA

- 66. The Effect of Attention on Noncompliance during a Functional Analysis.** JEFFREY R. LUKE, Joel E. Ringdahl, Terry Falcomata, and Tory J. Christensen (University of Iowa), Marc S. Andelman, and Jayme Mews (University of Iowa)
- 67. Functional Interventions of Low and High Quality Listener Verbal Responses to Problematic Verbal Behavior of Individuals with Brain Injury.** (Applied Behavior Analysis) JENNIFER N. FINNEY (Southern Illinois University, Carbondale), Jill A. Greising, Adam Hahs, Mollie Horner-King, and Laura L. Portera (Southern Illinois University), and Erica D. Pozzie (Southern Illinois University, Carbondale)
- 68. Comparison of Data Collection Methods.** (Applied Behavior Analysis) MARIA T. STEVENSON (University of Nevada, Reno) and Michele D. Wallace (California State University, Los Angeles)
- 69. Constipation as a Setting Event for Problem Behavior.** (Applied Behavior Analysis) TORY J. CHRISTENSEN, Joel E. Ringdahl, Terry Falcomata, Jeffrey R. Luke (University of Iowa), and Marc S. Andelman
- 70. A Summary of Outcomes for Individuals with Problem Behavior Maintained by Compliance with Mands.** (Applied Behavior Analysis) MELISSA BLANOCK MOWER, Amanda W. Santanello, and Theodosia R. Paclawskyj (Kennedy Krieger Institute)
- 71. An Assessment of Preference for Spaced vs. Massed Access to Reinforcers for Compliance with Academic Demands.** (EDC; Applied Behavior Analysis) JULIE ANN CHASE (University of Maryland, Baltimore County), and Iser Guillermo DeLeon and Michelle A. Frank (Kennedy Krieger Institute)
- 72. A Computerised Test of Self-Control Predicts Behavior during a Functional Analysis of Impulsivity for Children with ADHD.** (EDC; Applied Behavior Analysis) MARGUERITE L. HOERGER, Katie Lee, and Helen Shepherd (University of Wales, Bangor)
- 73. Preference Stability and Choice.** (AUT; Applied Behavior Analysis) JUAN CARLOS LOPEZ and Rich Cappo (Melmark)
- 74. The Effects of Schedule Thinning on the Resurgence of Problem Behavior.** (AUT; Applied Behavior Analysis) VALERIE M. VOLKERT, Nathan A. Call, and Jennifer L. Bredthauer (Marcus Institute)
- 75. An Assessment of Proficiency with Communication Modalities.** (AUT; Applied Behavior Analysis) TERRY FALCOMATA, Joel E. Ringdahl, and Tory J. Christensen (University of Iowa)
- 76. Effectiveness of Using a Pocket PC to Present Video-Based Instruction to Individuals with Developmental Disabilities.** (EDC; Applied Behavior Analysis) TONI VAN LAARHOVEN (Northern Illinois University), Traci Van Laarhoven-Myers (Indian Prairie School District #204), and Leslie Zurita (Drauden Point Middle School, Plainfield Consolidated School District)
- 77. A Comparison of Self, Other, and Subjective Video Models for Teaching Individuals with Developmental Disabilities.** (EDC; Applied Behavior Analysis) TONI VAN LAARHOVEN (Northern Illinois University), Leslie Zurita (Drauden Point Middle School, Plainfield Consolidated School District), and Jesse W. Johnson, Katie Grider, and Kristin Grider (Northern Illinois University)
- 78. Self-Management Strategy for Elementary School Children: Increasing Academic Productivity in General Education Classroom.** (EDC; Applied Behavior Analysis) YOICHI GOMI and Fumiuyuki Noro (University of Tsukuba)
- 79. Using a Brief Analysis of Demand Elasticity to Identify Stimuli to Compete with Escape-Maintained Problem Behavior.** (Applied Behavior Analysis) MICHELLE A. FRANK, Iser Guillermo DeLeon, and Meagan Gregory (Kennedy Krieger Institute) and Melissa J. Allman (Johns Hopkins University School of Medicine)

- 80. Assessing Sensitivity to Changes in Unit Price through the Use of Behavioral Economic Preference Assessments.** (Applied Behavior Analysis) THEODEN PROCYSON and Frances A. Perrin (Bancroft NeuroHealth), Patrick R. Progar (Caldwell College), and Ralph Spiga (Temple University)
- 81. The Effects of Social Listener Reinforcement on the Emission of Conversational Units, Vocal Approvals, Vocal Disapprovals, and “WH” Questions by Four Male Middle School Students.** (Applied Behavior Analysis) Petra Wiehe and TARA EDMONSON (Teachers College, Columbia University)
- 82. Adding a New Visual Matching Task to the Assessment of Basic Learning Abilities.** (EAB; Applied Behavior Analysis) QUINN BREANNE SENKOW (University of Manitoba & St. Amant Research Centre), Garry L. Martin (University of Manitoba) and Dickie C. T. Yu, and Toby L. Martin (University of Manitoba & St. Amant Research Centre)
- 83. Using Derived Relational Responding to Establish Textual Control over Vocational Task Schedule Completion in Adults with Developmental Disabilities.** (VRB; Applied Behavior Analysis) MICHAEL S. LANE and Ruth Anne Rehfeldt (Southern Illinois University)
- 84. Using Behavioral Skills Training to Teach Simple Recreation Skills to Adults with Developmental Disabilities: Collateral Effects on Social Interactions.** (Applied Behavior Analysis) MICHAEL S. LANE and Ruth Anne Rehfeldt (Southern Illinois University)
- 85. Function Based Interventions for Problem Behaviors in Children with Prenatal Drug Exposure.** (Applied Behavior Analysis) DENNIS R. DIXON, Patricia F. Kurtz, and Michelle D. Chin (Kennedy Krieger Institute)
- 86. An Examination of Demand Assessment.** (AUT; Applied Behavior Analysis) MICHAEL SCHAFER, Nathan A. Call, Ryan Pabico, and Joanna Lomas (Marcus Institute)
- 87. Effect of Multimedia Social Stories on Knowledge of Adult Outcome Areas and Opportunities among High Schoolers with Significant Disabilities.** (EAB; Experimental Analysis) SHARON M. RICHTER and David W. Test (University of North Carolina, Charlotte)
- 88. An Assessment of Treatment Integrity in Applied Behavior Analysis Studies Conducted with Persons with Mental Retardation.** (EDC; Applied Behavior Analysis) JOHN J. WHEELER, Michael R. Mayton, Stacy L. Carter, and Richard S. Bumbalough (Tennessee Technological University), Morgan Chitiyo (Southern Illinois University), and Anthony Menendez (Cleveland State University)
- 89. Using Progressive Ratio Schedules as a Means of Evaluating Absolute and Relative Reinforcer Value.** (Applied Behavior Analysis) MONICA T. FRANCISCO (University of Kansas and University of the Pacific), and John C. Borrero, Noel A. Ross, Jolene Sy, Kenneth L. Beauchamp, andCarolynn S. Kohn (University of the Pacific)

#105 International Poster Session

5/26/2007

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Manchester

EAB

- 91. The Effects of Brief Delays and Non-Differential Auditory Feedback Stimuli on the Performance of Verbal Conditioning.** (VRB; Experimental Analysis) KANAME MOCHIZUKI (Teikyo University, Japan) and Hitoshi Ohnishi (National Institute of Multimedia Education)
- 92. Analysis of Conditions Impacting Equivalence Class Merger in Young Children.** (Experimental Analysis) REBECCA A. VEENSTRA, Carol Pilgrim, Maureen Theresa Aro, Rachel Kolb, and Kelly Linville (University of North Carolina, Wilmington)
- 93. Motivating Operations, Negative Reinforcement, and Intermittent Reinforcement Effects in the Maintenance of Cognitive-Behavioral Techniques for Anxiety Attenuation.** (TPC; Applied Behavior Analysis) JOHN KOSMOPOULOS (JK Consultation & Education Services & Humber College, Toronto, Canada)
- 94. Scalar Expectancy Theory Applied in Sex-Related Differences and Time Discrimination.** (Experimental Analysis) DAVID LUNA (Centro de Estudios e Investigaciones en Comportamiento, University of Guadalajara) and Fara G. Arreola Romero (Universidad de Sonora)

- 95. Effects of Methylphenidate on Hyperactivity in Japanese Quail (*Coturnix Japonica*).** (Experimental Analysis) CASSANDRA D. GIPSON, Chana Akins, and Thomas Zentall (University of Kentucky)
- 96. Assessing Influential Dimensions of Reinforcers on Choice of High School Students with Domestic Violence History.** (Experimental Analysis) AGUSTIN NEGRETE CORTES and Ariel Vite Sierra (National Autonomous University of Mexico)
- 97. Role of Expectancy in Extinction of Conditioned Fear.** (CBM; Experimental Analysis) JASON M. PRENOVEAU, Michelle G. Craske, Mark G. Barad, and Edward M. Ornitz (University of California at Los Angeles)
- 98. Changeover Requirement and Independent Schedules in a Dynamic Reinforcing Environment.** (Experimental Analysis) ANGEL JIMENEZ and Carlos F. Aparicio (University of Guadalajara)
- 99. Can Pigeons Count?: Disentangling Counting and Timing in a Peak Procedure.** (Experimental Analysis) RACHEL N. CASSIDY, Anthony L. Defulio, and Timothy D. Hackenberg (University of Florida)
- 100. Directional Tracking in Police Dogs.** (Applied Behavior Analysis) JANINE LOCKE and Douglas Elliffe (University of Auckland)
- 101. Effects of Irregularity and Predictability of the Time of Daily Sessions on Within-Session Changes in Responding.** (Experimental Analysis) KENJIRO AOYAMA (Doshisha University)
- 102. Effects of Pace of Eating on Within-Session Decreases in Human Eating Behavior.** (Experimental Analysis) YUYA TAKAKI and Kenjiro Aoyama (Doshisha University)
- 103. Effects of Negative Incentive Shifts between Qualitatively Different Reinforcers in Rhesus Monkeys.** (BPH; Experimental Analysis) TAMMY WADE-GALUSKA, Gail Winger, and James H. Woods (University of Michigan)
- 104. Stimuli Used by Domestic Dogs in Responding to Human Social Interaction.** (Experimental Analysis) MONIQUE A. RASHID, Kathryn A. Saulsgiver, Erin McClure, Eric Beecher, and Clive D. L. Wynne (University of Florida)
- 105. Recovery after Activity-Based Anorexia with Rats.** (Experimental Analysis) YEVGENIYA RATNOVSKY and Paul D. Neuman (Bryn Mawr College)
- 106. The Effect of Activity Anorexia on the Relative Reinforcement Values of Social Contact, Food, and Exercise.** (Experimental Analysis) AMY DRAYTON and James T. Todd (Eastern Michigan University)
- 107. Utilizing the Matching Law to Analyze Shot Allocations in Collegiate and Professional Basketball.** (Experimental Analysis) RACHEL LEE KOELKER, Kenneth MacAleese, and Patrick M. Ghezzi (University of Nevada, Reno)
- 108. Preference for Differential Terminal Link Stimuli in a Two Link Concurrent Chains Procedure.** (Experimental Analysis) BRUCE E. HESSE (California State University, Stanislaus)
- 109. Effects of Past and Upcoming Reinforcer Magnitude on Delayed Matching-to-Sample Performance in Pigeons.** (Experimental Analysis) YUSUKE HAYASHI, Chata A. Dickson, and Michael Perone (West Virginia University)
- 110. Response Acquisition by Humans with Delayed Reinforcement.** (Experimental Analysis) HIROTO OKOUCHI (Osaka Kyoiku University)
- 111. Effects of Briefly Signaled and Unsignaled Reinforcement Delays with Pet Dogs.** (Experimental Analysis) MEGAN E. MEGINLEY and Kennon A. Lattal (West Virginia University)
- 112. Effects of Rearing in Enriched Versus Impoverished Environments on Operant and Open-Field Sensitivity to Reward.** (BPH; Experimental Analysis) KATRINA M. LAKIN and Valeri Farmer-Dougan (Illinois State University)

- 113. A Cross-Species Analysis of Risky Choice.** (Experimental Analysis) CARLA H. LAGORIO and Timothy D. Hackenberg (University of Florida)
- 114. Effects of the Functions of Power Relations in Children's Obedient Behavior.** (CSE; Experimental Analysis) NORA RANGEL, Emilio Ribes-lfiesta, and Verónica Valdez (University of Guadalajara)
-

#106 International Poster Session

5/26/2007

6:00 PM - 7:30 PM

Manchester

EDC

- 115. Effect of Classwide Reciprocal Peer Tutoring on Acquisition of Vocabulary Words for Secondary Students with Mild Disabilities.** (DDA; Applied Behavior Analysis) Lori Weyls (New Albany City Schools) and YI-WEI HSIN, Ralph Gardner, III, and Yao Ma (The Ohio State University)
- 116. The Use of a Precision Teaching Computer Curriculum to Teach Greek Prefixes and Suffixes.** (Experimental Analysis) MICHELLE HARRINGTON, Jill Hunt, and Matthew L. Israel (Judge Rotenberg Center)
- 117. An Analysis of Students' and Teachers' Perceptions of Two Computer-Based Reading Programs.** (Applied Behavior Analysis) SEKHAR S. PINDIPROLU, Kimberly Kline, Amanda Lucius, and Jodi Washburn (The University of Toledo)
- 118. Small Group Phonics Instruction for Students with Mild Disabilities via Multi-Media Using Smart Board Technology.** (Applied Behavior Analysis) MONICA L. CAMPBELL and Linda C. Mechling (University of North Carolina, Wilmington)
- 119. The Effects of Supplemental Computerized Reading Instruction on Reading Skill Acquisition by Young Children with Autism and ED/BD.** (AUT; Applied Behavior Analysis) VEDA A. CHARLTON and Hillary Whiteside (The Institute for Effective Education)
- 120. Comparing Use of Paper Flashcards and Computerized Flashcards.** (Experimental Analysis) JILL HUNT, Michelle Harrington, and Matthew L. Israel (Judge Rotenberg Center)
- 121. Teaching Inservice Teacher to Use Repeated Practice Procedures Combined with Precision Teaching Measurement Approaches to Improve the Oral Reading Fluency and Retelling Comprehension of Fourth-Grade Students Considered Academically at Risk.** (TBA; Applied Behavior Analysis) PERRINE A. KRISTAL and William J. Sweeney (The University of South Dakota), and Paul Malanga (Arlington Developmental Center)
- 122. The Effects of Assisted Reading Paired with Repeated Reading on the Oral Reading Fluency of Beginning Readers.** (DDA; Service Delivery) Tiffany Felton and CHANG-NAM LEE (Whitworth College)
- 123. The Influence of Asking Students to Comprehend What They Read before an Oral Reading Fluency Assessment.** (Applied Behavior Analysis) JOHN BEGENY, Virginia Miller, and Elizabeth Baker (North Carolina State University)
- 124. Using Precision Teaching Measurement Procedures and Repeated Reading Practice Procedures to Build Oral Reading Fluency with Academically At-Risk Fourth-Grade Students: Teaching Teachers How to Teach.** (TBA; Applied Behavior Analysis) Nicole M. Tutt and WILLIAM J. SWEENEY (University of South Dakota) and Paul Malanga (Arlington Developmental Center)
- 125. The Effects of the Direct Instruction Flashcard System on Mastery of Multiplication Facts by a Boy and Girl with Learning Disabilities.** (Applied Behavior Analysis) Clare Alexander, Hillary Hopewell, and RANDY L. WILLIAMS (Gonzaga University)
- 126. The Effects of Teaching Overt Precurrent Behaviors on Children's Solution of Multiplication and Division Word Problems.** (Applied Behavior Analysis) HEATHER BUTLER LEVINGSTON, Nancy A. Neef, and Traci Cihon (The Ohio State University)
- 127. Comparing Teaching Packages for Geometric Concepts to Middle School Students with Learning Disabilities Including within Stimulus Prompting.** (Applied Behavior Analysis) ERIN M. HOUGHTON (Woburn Public Schools)

- 128. Transformation of Stimulus Function across Intraverbal, Selection, and Production Responses for Geometry Terms after Multiple Exemplar Instruction.** (Applied Behavior Analysis) Grant Gautreaux and MEGHAN E. NIENSTEDT (Teachers College, Columbia University)
- 129. An Investigation of Silent versus Aloud Reading Comprehension with Elementary Students Using Maze Assessment Procedures.** (TPC; Experimental Analysis) ANDREA D. HALE and Wesley Sheeley (Eastern Kentucky University), Renee Hawkins (University of Cincinnati), Daniel A. Martin (Valley Achievement Center), and Shonna Jenkins (Eastern Kentucky University)
- 130. Curriculum-Based Assessment to Inform Academic Intervention and Progress Monitoring for Fluency with Early Numeracy and Basic Calculation Skills.** (Applied Behavior Analysis) PHILIP L. CONCORDS and Edward S. Shapiro (Lehigh University)
- 131. Multimedia Resources Effects in Psychology Student's Learning.** (Applied Behavior Analysis) ANTONIA RENTERIA-RODRIGUEA and Patricia Landa Durán (Universidad Nacional Autónoma de México)
- 132. Increasing Research Activities of Psychology Students to Elaborate Their Master Thesis.** (TPC; Applied Behavior Analysis) MARCO W. SALAS MARTINEZ, Esperanza Ferrant Jimenez, Cecilia Magdalena Molina Lopez, and Lilia Duran (University of Veracruz), Maria E. Malott (Association for Behavior Analysis International), and Agustín Daniel Gómez Fuentes, Enrique Zepeta García, and Sebastián Figueroa-Rodríguez (University of Veracruz)
- 133. Procrastination in Distance Education: Analyzing Quiz-Taking in On-Line Gerontology Classes.** (DEV; Applied Behavior Analysis) DEBORAH E. ALTUS (Washburn University) and Nathaniel G. Smith and Edward K. Morris (University of Kansas)
- 134. An Intervention to Reduce Procrastination in a Computer-Aided PSI Course.** (Applied Behavior Analysis) GABRIEL SCHNERCH (University of Manitoba), Sherise L. Devine (St. Cloud State University), Ronni Molinski (St. Amant), and Joseph J. Pear (University of Manitoba)
- 135. Use of a Training Manual for Peer-Reviewers in a Computer-Aided PSI Course.** (Applied Behavior Analysis) SHERISE L. DEVINE (St. Cloud State University), Gabriel Schnerch (University of Manitoba), Ronni Molinski (St. Amant), and Joseph J. Pear (University of Manitoba)
- 136. Effects of a Technology Innovation in a Teacher Education Program on Preservice Teachers' Use of Technology: Preliminary Findings from a Two-Year Investigation.** (Applied Behavior Analysis) MYUNG-AH LEE (Indiana State University)
- 137. Undergraduate and Graduate Student Research at Gonzaga University.** (TBA; Applied Behavior Analysis) T. F. MCLAUGHLIN, Kimberly P. Weber, K. Mark Derby, Anjali Barretto, and Randy L. Williams (Gonzaga University)
- 138. Graduates Follow-Up: A New Look.** (Applied Behavior Analysis) RODOLFO JAIMES-DELMORAL, Claudia Karina Andrade-Acosta, Ana D. López-Suárez, and Sebastián Figueroa-Rodríguez (University of Veracruz)

#107 International Poster Session

5/26/2007

6:00 PM - 7:30 PM

Manchester

VRB

- 139. The Effects of Peer Tutoring on the Teaching of Spelling Words in Comparison to Observational System of Instruction.** (EDC; Applied Behavior Analysis) R. Douglas Greer (Columbia University Graduate School and Teachers College) and Karla Weigand, MIKA FAS, Elisabeth L. Kracher, and Darcy M. Walsh (Teachers College, Columbia University)

- 140. The Effects of Peer Tutoring on the Tutor's Acquisition of Social Studies and Music Tacts.** (Applied Behavior Analysis) Brooke Demarco (Columbia University), ERICA WYNER (Columbia University Teachers College), and R. Douglas Greer (Columbia University Graduate School and Teachers College)
- 141. The Effects of a Voice Conditioning Protocol on Learn Units to Criterion.** (AUT; Applied Behavior Analysis) Tracy Reilly-Lawson, JOAN BROTO and Darcy M. Walsh (Teachers College, Columbia University), Samantha M. Solow (Columbia University Teachers College), and R. Douglas Greer (Columbia University Graduate School and Teachers College)
- 142. The Use of Self-Monitoring Bracelets to Decrease Vocal Stereotypic Behavior of a Four-Year-Old Preschool Student.** (DDA; Applied Behavior Analysis) Dolleen-Day Keohane (Columbia University Teachers College & CABAS) and Celestina Rivera-Valdes and FINESSA SLATER (Teachers College, Columbia University)
- 143. The Effects of Sensory Matching on Correct Responses to Instructional Control Programs and Total Learn Units to Criterion.** (TBA; Applied Behavior Analysis) Dolleen-Day Keohane (Columbia University Teachers College & CABAS), Samantha M. Solow (Columbia University Teachers College), LINDSAY J. CHERRY (Teachers College, Columbia University), and R. Douglas Greer (Columbia University Graduate School and Teachers College)
- 144. The Effects of Intensive Tact Training on Accurate Tacts, Mandas, and Conversational Units.** (Applied Behavior Analysis) Mindy Bunya Rothstein (Teachers College), SHANNON MALONEY (Teachers College, Columbia University), and R. Douglas Greer (Columbia University Graduate School and Teachers College)
- 145. The Effects of a Rule-Governed Checklist on the Acquisition of Double-Digit and Triple-Digit Subtraction with Regrouping.** (Applied Behavior Analysis) TRACY REILLY-LAWSON (Teachers College, Columbia University), Kimberly Lake (Columbia University Teachers College), and R. Douglas Greer (Columbia University Graduate School and Teachers College)
- 146. Generalized Auditory Matching and the Listener Component of Naming.** (TBA; Applied Behavior Analysis) JEANNEMARIE SPECKMAN-COLLINS (Teachers College and The Fred S. Keller School)
- 147. The Effects of the Conditioning Listening to Voices Protocol on the Listener Capabilities and Learn Units to Criterion of Two Pre-Listeners with Autism.** (Applied Behavior Analysis) Dolleen-Day Keohane (Columbia University Teachers College & CABAS), R. Douglas Greer (Columbia University Graduate School and Teachers College), MARA KATRA OBLAK (Columbia University), Denise M. O'Sullivan (Fred S. Keller School), and Rebecca Roderick (Columbia University Teachers College (CABAS))
- 148. The Effects of a Deictic Game on the Perspective Taking of Two Male Participants.** (AUT; Applied Behavior Analysis) R. Douglas Greer (Columbia University Graduate School and Teachers College), PETRA WIEHE and Holli Henningsen (Teachers College, Columbia University), and Lance Lieberman
- 149. Increasing Teacher Efficiency and Student Rate of Tact Acquisition and Fluency Using ABA ACCELERATOR.** (AUT; Applied Behavior Analysis) MANDY A. LEONARD (ABA ACCELERATOR)
- 150. Measuring Speech when They Don't Speak: Assessment Techniques for Children with Selective Mutism.** (CBM; Applied Behavior Analysis) VALERIE J. GORTMAKER, Jennifer Griffin, and Mark D. Shriver (Munroe-Meyer Institute)
- 151. Effects of Social Consequences of Tacts and of Instructions upon the Behavior of Doing Physical Exercises.** (EAB; Experimental Analysis) MARTHA HUBNER, Augusto Amato, João Victor Gonçalves, Luciana Ono Shima, Natalia Tarallo, Renata Coelho, and Robson Faggiani (Universidade de São Paulo)
- 152. Backward Chaining Used to Teach a Woman with Aphasia to Read Long Words.** (DEV; Applied Behavior Analysis) Haraldur Thorsteinsson and Z. GABRIELA SIGURDARDOTTIR (University of Iceland)

#108 Business Meeting

5/26/2007

7:30 PM - 8:20 PM

Madeleine AB

Applied Animal Behavior Special Interest Group

Chair: Jennifer L. Sobie (Western Michigan University)

Purpose: The annual business meeting of the AAB SIG will 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 announce nominees for the Marion Breland Bailey Student Research and Scholarship Award, and provide a newsletter containing a compilation of SIG-related presentations for the 2007 convention program. Everyone is welcome to attend.

#109 Business Meeting

5/26/2007

7:30 PM - 8:20 PM

Mohsen AB

Behavior Analysis in Behavioral Medicine Special Interest Group Meeting

Chair: Joseph D. Cautilli (Children Crisis Treatment Center/St. Joseph's University)

Purpose: All are welcome. This meeting will focus on the success in developing the pamphlet series on behavioral medicine. In addition, it will look at the upcoming year, including the founding of the new journal in conjunction with the Health, Sport, and Fitness SIG. Finally, we will discuss possible new projects for this year.

#110 Business Meeting

5/26/2007

7:30 PM - 8:20 PM

Edward C

Behaviorists for Social Responsibility

Chair: Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

Purpose: 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 and cultural analysts.

#111 Business Meeting

5/26/2007

7:30 PM - 8:20 PM

Del Mar AB

Clinical Behavior Analysis Special Interest Group

Chair: Ann Branstetter (Missouri State University)

Purpose: Special interest group for those who have an interest in clinical applications of behavior analysis, through both research and applied settings. This is our annual meeting to discuss student awards, speaker scheduling, and other events, as well as our general areas of interest and work.

#112 Business Meeting

5/26/2007

7:30 PM - 8:20 PM

Oxford

Experimental Analysis of Human Behavior Special Interest Group

Chair: Cynthia J. Pietras (Western Michigan University)

Purpose: The EAHB-SIG will meet to present awards to our annual student paper winners, and to discuss the status of our on-line journal (*the EAHB Bulletin*), our budget, and the state of the field of human experimental analysis of behavior.

Saturday, May 26

#113 Panel Discussion

5/26/2007

7:30 PM - 8:20 PM

Edward AB

OTH; Applied Behavior Analysis

Professional Development Series: On Aspects of Being a Board Certified Behavior Analyst

Chair: Katherine Warnhoff (The University of Texas at Austin)

GERALD L. SHOOK (Behavior Analyst Certification Board)

MICHELE D. WALLACE (California State University, Los Angeles)

CLAIRE CATHLEEN ST. PETER PIPKIN (West Virginia University)

#114 Business Meeting

5/26/2007

7:30 PM - 8:20 PM

Ford C

Rehabilitation and Independent Living Special Interest Group

Chair: Mike Mozzoni (Timber Ridge Group, Inc.)

The purpose of this meeting is to discuss areas of common interest affecting persons with acquired brain injury in terms of skill acquisition and community re-entry. A task force to review the relevant behavioral literature in an effort to establish practice standards and treatment guidelines for applied behavior analysis in TBI will be created.

#115 Business Meeting

5/26/2007

7:30 PM - 8:50 PM

Randle AB

Autism Special Interest Group

Chair: Mary Jane Weiss (Rutgers University)

Purpose: A business meeting will be held to address an array of administrative matters relevant to the SIG. The business meeting will be followed by a panel discussion. The theme of the panel will be reported in the Spring Issue of the newsletter. All interested parties are welcome to attend.

#116 Reunion

5/26/2007

8:30 PM - 10:30 PM

Cunningham C

SIG Español/Spanish SIG Business Meeting and Reunion

Chair: Mapy Chavez-Brown (Wagner College)

Esta es la reunion anual del SIG Español. Todos los miembros de ABA de habla hispana estan invitados.

#116a Panel Discussion

5/26/2007

8:30 PM - 9:20 PM

Edward AB

AUT; Applied Behavior Analysis

Professional Development Series: An Introduction to Pivotal Response Treatment (PRT)

Chair: Candice Jostad (Western Michigan University)

LYNN KERN KOEGEL (University of California, Santa Barbara)

#117 Reunion

5/26/2007

8:30 PM - 10:30 PM

America's Cup AB

University of Florida Reunion

Chair: Brian D. Kangas (University of Florida)

#118 Reunion

5/26/2007

8:30 PM - 10:30 PM

Cunningham AB

University of Kansas, Department of Applied Behavioral Science (formerly, Human Development and Family Life)

Chair: Edward K. Morris (University of Kansas)

#119 Reunion

5/26/2007

8:30 PM - 10:30 PM

Randle E

University of North Texas, Department of Behavior Analysis Reunion

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

#120 Reunion

5/26/2007

8:30 PM - 10:30 PM

America's Cup C

Utah State University Reunion

Chair: Veda A. Charlton (The Institute for Effective Education)

#121 Reunion

5/26/2007

8:30 PM - 10:30 PM

Randle D

Western Michigan University: Reunion for Alumni, Students and Friends

Chair: R. Wayne Fuqua (Western Michigan University)

#122 Special Event

5/26/2007

10:30 PM - 12:30 AM

Douglas BC

Behavioral Bash

Chair: Marianne Jackson (University of Nevada, Reno)

ABA welcomes all of its members to San Diego. Join us for a night of entertainment and fun. We will have some talent from within our very own membership – yes, behavior analysts do have other talents! This will include our ever popular skit competition, awards, and entertainment from local talent. We hope to see you all there!



SUNDAY, MAY 27, 2007

Day Schedule

Business Meetings

Sessions

Reunions/Receptions

ABA Expo

Sunday, May 27

ROOM		7 AM :00 :30	8 AM :00 :30	9 AM :00 :30	10 AM :00 :30	11 AM :00 :30	12:00 PM - 1:30 PM	1:30 PM - 2:30 PM	
Ground Level	Douglas A			#161 AUT BACB Ch: Charlop-Christy	#185 AUT BACB Ch: Coyne			#228 AUT BACB Ch: Hanik	
	Douglas B			#167 DEV Ch: Goldstein	#189 OTH Ch: Kukekova			#207 EDC Ch: Shadish	
	Douglas C			#133 AUT Ch: Kasari	#166 CBM Ch: Christensen			#205 VCB Ch: Sandberg	
	Douglas D	ABA Cooperative Bookstore							
Second Level	Manchester Ballroom/Foyer	2007 ABA Exhibit 10 AM - 2 PM							ABA Exhibit
	Elizabeth A			#157 VRB Ch: Murphy	#195 VRB Ch: Leigland				
	Elizabeth B			#164 VRB BACB Ch: Esch	#183 VRB BACB Ch: Osnes				
	Elizabeth C			#142 VRB Ch: Keohane	#190 VRB Ch: Karmali				
	Elizabeth DE			#147 DDA BACB Ch: Kahng	#175 DDA BACB Ch: Reid			#234 DDA BACB Ch: LaRue	
	Elizabeth F			#137 AUT Ch: Libby	#181 AUT Ch: Ala'-Rosales			#213 AUT Ch: Scott	
	Elizabeth G			#139 AUT BACB Ch: Gillis Mattson	#192 AUT BACB Ch: Foxx			#229 AUT BACB Ch: Perrin	
	Elizabeth H			#153 AUT Ch: Perry	#196 AUT Ch: Sullivan			#212 AUT Ch: Carr	
	Elizabeth Foyer	Pre- and On-Site Registration; Continuing Education; and START							
	Betsy A			#160 DDA BACB Ch: Fisher	#178 DDA BACB Ch: Iwata			#224 DEV Ch: Crone-Todd	
	Betsy B			#154 OTH Ch: Butterfield	#187 OTH Ch: Krohn			#208 OTH Ch: Long	
	Betsy C	Speaker Ready Room							
	Edward AB			#143 CBM Ch: Plumb	#194 CBM Ch: Sandoz			#236 CBM Ch: Holman	
	Edward C		#127 Hawaiian ABA	#159 CBM Ch: Lucyshyn	#177 CBM Ch: Huntley			#214 CBM Ch: Reed	
	Edward D		#126 BSI Ed. Board	#151 CBM Ch: Bonow	#182 CBM Ch: Busch			#210 CBM Ch: Field	
	Gregory AB		#130 Speech Path. SIG	#145 CSE Ch: Vasquez	#170 CSE Ch: Mattaini			#215 CSE BACB Ch: Murphy	
	Molly AB		#125 BACB Inter. Cert.	#138 DEV Ch: Fisher	#186 DEV Ch: Mathews			#231 DEV Ch: Crooks	
	Oxford								
Windsor B									
Third Level	Emma AB		#128 Parent-PP SIG	#163 OBM BACB Ch: Gravina	#189 OBM BACB Ch: Ludwig			#223 OBM Ch: Sigurdsson	
	Emma C		#131 Wisconsin ABA	#134 OBM Ch: Puvehtingal	#184 OBM Ch: Abernathy			#216 OBM BACB Ch: Rodrigues	
	Annie AB			#152 DDA Ch: Peterson	#193 DDA Ch: Boelfer			#219 DDA Ch: Rogers	
	Maggie								
	Ford AB			#146 DDA BACB Ch: Roscoe	#180 DDA BACB Ch: Johnson				
	Ford C		#129 SEABA	#155 BPH Ch: Wade-Gulaska				#211 BPH Ch: Donlin	
	Madeline AB			#132 EAB Ch: Saunders	#168 EAB Ch: Pietras			#206 EAB Ch: Weisman	
	Madeline CD		#124a Student Committee		#169 EAB Ch: Hand			#232 EAB Ch: Thompson	
	Del Mar AB			#144 EAB Ch: Fields	#197 EAB Ch: Lionello-DeNolf			#222 EAB BACB Ch: O'Hara	
	Mohsen AB			#150 TBA BACB Ch: Yuan	#191 TBA BACB Ch: Gould			#230 TBA Ch: Morgan	
Fourth Level	Randle A			#158 EAB Ch: Fox	#173 EAB Ch: Nevin			#226 EAB Ch: Galuska	
	Randle B			#140 TPC Ch: Eyre	#188 TPC Ch: Jackson			#221 TPC Ch: Thompson	
	Randle C								
	Randle D				#165 OTH BACB Ch: Shook			#225 OTH Ch: Adcock	
	Randle E				#162 OTH Ch: DeNoble			#209 OTH Ch: Zarcone	
	Cunningham AB			#136 TPC BACB Ch: Moran	#172 TPC Ch: Sandaker			#227 TPC Ch: Malott	
	Cunningham C			#156 EDC Ch: Houmanfar	#171 EDC Ch: Kellum			#217 EDC Ch: Nix Berens	
	Gibbons								
	America's Cup AB			#149 EDC BACB Ch: Hanson	#174 EDC BACB Ch: Layng			#218 EDC BACB Ch: Chase	
	America's Cup C			#148 EDC Ch: Detrich	#179 EDC Ch: Lewis-Palmer			#220 EDC BACB Ch: Robbins	
America's Cup D			#141 EDC Ch: Singor-Dudek	#176 EDC BACB Ch: Jefferson			#233 EDC Ch: Gautreaux		

LEGEND

☐ = B. F. Skinner Lectures

☐ = Special and Invited Events

BACB = Session available for BACB CE (for certified behavior analysts)

Ch: = Chairperson

Sunday, May 27

ROOM	2:30 - 3:00	3 PM :00 :30	4 PM :00 :30	5:00 - 5:30	5:30 - 7:00	7 PM :00 :30	8 PM - 10 PM	10 PM - 12 AM	
Douglas A	#228 Conf'd	#256 AUT Ch: Gerenser	BACB	#286 AUT Ch: Jahr					Ground Level
Douglas B	#210 Conf'd	#216 AUT Ch: Lerner	BACB	#276 AUT Ch: Lilly					
Douglas C	#245 Conf'd	#248 EDC Ch: Brock		#210 AUT Ch: Brock					
Douglas D	ABA Cooperative Bookstore								
Manchester Ballroom/Foyer	2007 ABA Exhibit 3 - 7 PM				Poster Sessions			AV/STP	
Elizabeth A		#260 VRB Ch: Speckman-Collins							Second Level
Elizabeth B		#252 VRB Ch: Suchowierska							
Elizabeth C		#245 VRB Ch: Vogt		#279 VRB BACB Ch: Barbera					
Elizabeth DE	#234 Conf'd	#250 DDA BACB Ch: Higbee							
Elizabeth F	#213 Conf'd	#261 AUT Ch: Wilson		#285 AUT Ch: Moyness					
Elizabeth G	#229 Conf'd	#243 AUT Ch: Openden		#271 AUT BACB Ch: McElwee					
Elizabeth H	#212 Conf'd			#276 AUT Ch: Espinosa					
Elizabeth Foyer	Pre- & On-Site Registration; Continuing Education; & START								
Betsy A	#224 Conf'd	#254 DEV BACB Ch: Gewirtz							
Betsy B	#237 OTH Ch: Vladescu	#268 OTH Ch: Sherbarth							
Betsy C	Speaker Ready Room								
Edward AB	#236 Conf'd	#259 CBM Ch: Fletcher		#280 CBM Ch: Plumb		#310 Verbal Behavior SIG			
Edward C	#214 Conf'd	#266 CBM Ch: Girolami		#282 CBM Ch: Hung		#300 Gambling SIG			
Edward D	#210 Conf'd	#251 CBM BACB Ch: Piazza				#306 Positive Behavior SIG			
Gregory AB	#215 Conf'd	#255 CSE BACB Ch: Roche		#291 CSE BACB Ch: Wyatt		#309 Technology SIG			
Molly AB	#231 Conf'd	#249 DEV Ch: Novak		#292 BRENKE		#304 Mid-American ABA			
Oxford									
Windsor B						#302 Four Corners ABA			
Emma AB	#223 Conf'd	#262 OBM Ch: Maglieri				#311 TPC Ch: Allgood			
Emma C	#216 Conf'd					#305 Parents/Professionals			
Annie AB	#219 Conf'd	#244 DDA Ch: Syvertsen		#269 DDA BACB Ch: Iwata					
Maggie									
Ford AB		#264 DDA Ch: Spooner				#303 Health, Sport SIG			
Ford C	#211 Conf'd		#270 BPH Ch: Marusich			#308 STEP SIG			
Madeline AB	#238 Conf'd	EAB Ch: Todd		#272 EAB Ch: Hill					
Madeline CD	#232 Conf'd		#274 EAB Ch: Doney			#307 EAB Ch: Jimenez-Gomez			
Del Mar AB	#222 Conf'd	#263 EAB Ch: Walker		#289 EAB Ch: Allman		#301 Evidence-Based Practice			
Mohsen AB	#230 Conf'd	#265 TBA BACB Ch: Fitzgerald		#287 TBA Ch: Allgood		#299 BACB Univ. Contact			
Randle A	#226 Conf'd	#242 EAB Ch: Smethells		#273 EAB Ch: Davison			#315b May Institute		
Randle B	#221 Conf'd	#253 TPC BACB Ch: Peterson							
Randle C									
Randle D	#225 Conf'd		#278 OTH Ch: Roat			#316 Lindsay Chart Share			
Randle E	#239 Conf'd	OTH Ch: Austin		#277 OTH Ch: Fiske		#314 Social Responsibility			
Cunningham AB	#227 Conf'd	#267 TPC Ch: Vintero				#317 Columbia University			
Cunningham C	#217 Conf'd	#258 EDC Ch: Figueroa-Redriguez		#284 EDC Ch: Lo					
Gibbons									
America's Cup AB	#218 Conf'd	#257 EDC Ch: Watkins	BACB	#288 EDC Ch: Williams		#315 Cambridge Center			
America's Cup C	#220 Conf'd	#247 EDC BACB Ch: Hersh		#283 EDC Ch: Reilly		#312 B.F. Skinner Foundation			
America's Cup D	#233 Conf'd	#246 EDC Ch: McComas		#281 EDC Ch: Benner		#313 B. A. Services Program			

Ground Level

Second Level

Third Level

Fourth Level

#123 Special Event

5/27/2007

7:00 AM - 7:50 AM

Madeleine AB

Health, Sport, & Fitness Activity: Cardio-Kickboxing

Chair: Elise Cooke (Holliston Public Schools)

Take a break from sitting down all weekend. Discover how behavioral principles, kickboxing routines, and upbeat music can combine into a heart healthy cardio workout! All ABA members and guests are welcome; instruction will be differentiated to ensure that individuals of all fitness levels can be successful.

#124 Special Event

5/27/2007

8:00 AM - 8:50 AM

Emma AB

ABA Program Committee Meeting

Chair: Ramona Houmanfar (University of Nevada, Reno)

- AUT: Jack Scott (Florida Atlantic University) and William H. Ahearn (New England Center for Children)
- BPH: John M. Roll (Washington State University) and Jesse Dallery (University of Florida)
- CBM: Kelly G. Wilson (University of Mississippi) and Ann D. Branstetter (Missouri State University)
- CSE: Janet Ellis (University of North Texas) and Maria Ruiz (Rollins College)
- DDA: Kent Johnson (Morningside Academy) and Mark R. Dixon (Southern Illinois University, Carbondale)
- DEV: Jacob L. Gewirtz and Martha Pelaez (Florida International University)
- EAB: James S. MacDonall (Fordham University) and Mark P. Reilly (Central Michigan University)
- EDC: Timothy A. Slocum (Utah State University) and Ronnie Detrich (Wing Institute)
- OBM: Timothy D. Ludwig (Appalachian State University) and Alicia M. Alvero (Queens College, City University of New York)
- TBA: Pamela G. Osnes (Behavior Analysts, Inc.) and Denise E. Ross (Teachers College, Columbia University)
- TPC: David C. Palmer (Smith College) and Sam Leigland (Gonzaga University)
- YRB: William F. Potter (California State University, Stanislaus) and Matthew Normand (Florida Institute of Technology)

#124a Business Meeting

5/27/2007

8:00 AM - 8:50 AM

Madeleine CD

ABA Student Committee Business Meeting

Chair: Marianne L. Jackson (University of Nevada, Reno)

Purpose: This meeting welcomes all student members of ABA. We will discuss the activities and future goals of ABA's Student Committee. Student members will be provided with information on various ways to become involved with the Student Committee and will have the opportunity to suggest future directions and goals.

#125 Business Meeting

5/27/2007

8:00 AM - 8:50 AM

Molly AB

Behavior Analyst Certification Board International Certification Development

Chair: Gerald L. Shook (Behavior Analyst Certification Board)

Purpose: 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.

#126 Business Meeting

5/27/2007

8:00 AM - 8:50 AM

Edward D

Editorial Board, Behavior and Social Issues

Chair: Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

Purpose: The editorial board will discuss the enhanced Open Journal Systems Web site (www.behaviorandsocialissues.org); plans to expand access, submissions, and subscriptions; as well as plans for upcoming special issues.

#127 Business Meeting

5/27/2007

8:00 AM - 8:50 AM

Edward C

Hawaiian Association for Behavior Analysis

Chair: Catherine H. Wilson (Behavioral Counseling and Research Center)

Purpose: Welcome to the quarterly meeting of the Hawaiian Association for Behavior Analysis.

#127a Business Meeting

5/27/2007

8:00 AM - 8:50 AM

Mohsen AB

JABA Business Meeting

Chair: Patrick C. Friman (Father Flanagan's Girls and Boys' Town)

Purpose: Annual meeting of the *Journal of Applied Behavior Analysis*.

#128 Business Meeting

5/27/2007

8:00 AM - 8:50 AM

Emma C

Parent Professional Partnership Special Interest Group

Chair: David A. Celiberti (Private Practice)

Purpose: 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 professionals working together creates both exciting opportunities and possibilities. A business meeting will be held to provide a forum for networking, to help orient parents to the convention, to

outline SIG goals and objectives, and to discuss the SIG Web site. All interested parents and professionals are encouraged to attend.

#129 Business Meeting

5/27/2007

8:00 AM - 8:50 AM

Ford C

Southeastern Association for Behavior Analysis Business Meeting

Chair: Eric A. Jacobs (Southern Illinois University-Carbondale)

Purpose: Discuss business relating to SEABA.

#130 Business Meeting

5/27/2007

8:00 AM - 8:50 AM

Gregory AB

Speech Pathology Special Interest Group (SPABA)

Chair: Barbara E. Esch (ESCH Behavior Consultants, Inc.)

Purpose: The annual business meeting of the Speech Pathology SIG (SPABA; www.behavioralspeech.com) is open to anyone interested in promoting a behavioral approach to the analysis and treatment of speech/language/swallowing disorders. There will be a discussion of mission-related member activities, current and future SIG goals, and strategies to promote these goals during 2007-08. There will also be an update on ASHA CEUs at ABA.

#131 Business Meeting

5/27/2007

8:00 AM - 8:50 AM

Annie AB

Wisconsin ABA

Chair: Corrine R. Donley (University of Wisconsin, Oshkosh Retired)

Purpose: Members will hear committee reports, review the years' events, plan future events, and discuss current issues.

#132 Panel Discussion

5/27/2007

9:00 AM - 9:50 AM

Madeleine AB

EAB; Experimental Analysis

Increasing Your Funding Odds: Interpreting Grant Reviews and Revising Proposals

Chair: Kathryn Saunders (University of Kansas)

WILLIAM J. MCILVANE (University of Massachusetts Medical School)

MARC N. BRANCH (University of Florida)

5/27/2007

9:00 AM - 9:50 AM

Douglas C

AUT/EDC; Service Delivery



**Joint Attention and Symbolic Play:
Active Ingredients of Effective Early
Behavioral Intensive Intervention**

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

B. F. Skinner Lecturer: Dr. Connie Kasari
(University of California, Los Angeles)

Dr. Connie Kasari is Professor in the Division of Psychological Studies in Education in the UCLA Graduate School of Education and Information Sciences. Dr. Kasari's research has focused on social-emotional and cognitive development in typical and atypical children. She has a particular interest in affective development and caregiver-child interactions with a focus on mental retardation and developmental psychopathology. Prior to her appointment in education, she was a postdoctoral fellow with Dr. Marian Sigman, collaborating on a number of research studies on autism and Down syndrome. Dr. Kasari continues this collaboration with an intervention project in Dr. Sigman's original Collaborative Programs of Excellence in Autism (CPEA) Center grant at UCLA and now its continuation. Dr. Kasari also is Principal Investigator on an innovative treatments project funded by National Institute of Mental Health. Her most recent work has centered on treatment studies of social and communication behavior in children with autism, and she continues this line of inquiry in her current CART project on peer interactions. Dr. Kasari received her doctorate in education from the University of North Carolina at Chapel Hill in 1985. She completed a postdoctoral fellowship in child development at UCLA prior to joining the UCLA faculty in 1990.

Abstract: Significant progress has been made toward identifying effective interventions for preschool-age children with autism (National Research Council, 2001). However, because interventions are lengthy, complex, time consuming, and expensive, pinpointing active ingredients that contribute to outcome (e.g., method, dose, timing, content) is essential in order to streamline and increase efficacy. This talk will consider curriculum content on core deficits in autism as one important active ingredient of early intervention. Data from a recent RCT for preschool children with autism will be described in which children participating in early intensive behavioral intervention (EIBI) were randomized to receive brief targeted interventions in joint attention, symbolic play or EIBI only. Results of these targeted interventions yielded significant effects on initiating joint attention, and diversity and level of symbolic play. Children were also tested six and 12 months post-intervention. Compared to the control children, both targeted interventions had significant effects on children's expressive language one year later. Several important moderators of treatment response were also found, including pre-treatment language and nonverbal communication abilities. Thus, these data provide information on potential intervention targets for improving language outcome in young children with autism, as well as information on who benefits most from the specific treatments.

#134 Paper Session

5/27/2007

9:00 AM - 9:50 AM

Emma C

OBM

OBM Paper Series: Behavioral Analysis of Contemporary Issues

Chair: Bess Puvathingal (Temple University)

Tell It Like They See It: Considering Visual Spatial Strengths May Increase Employee Satisfaction. KIMBERLY DERK (Cady Wellness Institute)

Extending the Job-Demands/Job-Control Model of Occupational Strain. SCOTT A. HERBST and Ramona Houmanfar (University of Nevada, Reno)

Behavioral Analysis of Sunk Costs: Sinking in Quicksand or Caught in the Fog of War? BESS J. PUVATHINGAL and Donald A. Hantula (Temple University)

#135 Tutorial

5/27/2007

9:00 AM - 9:50 AM

Douglas B

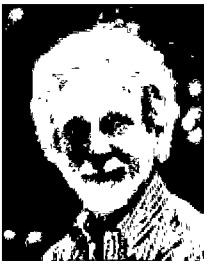
CSE; Theory

BACB CE Offered. CE Instructor: Philip Hinline, Ph.D., BCBA

Behavior-Analytic Strategies for Introducing Behavior Analysis

Chair: Maria R. Ruiz (Rollins College)

PHILIP N. HINELINE (Temple University)



With a B.A. from Hamilton College and Ph.D. from Harvard University, **Philip N. Hinline** spent three years at the Walter Reed Army Institute of Research before moving to Temple University, where he is now a professor. Teaching at both basic and advanced levels, he has received several awards for excellence in teaching, including Temple's university-wide Great Teacher Award and the Distinguished Teacher Award from the College of Arts and sciences. Outside the university, he served first as Associate Editor, as Editor, and then as Review Editor of the *Journal of the Experimental Analysis of Behavior*. He has been President of the Association for Behavior Analysis International (ABA), as well as of Division 25 of the American Psychological Association. In 1995, he received the award for Distinguished

Service to Behavior Analysis from ABA, and in 2002, the Award for Outstanding Contributions to Basic Research from Division 25 of the American Psychological Association. His conceptual writing has focused upon the characteristics of explanatory language and the role of those characteristics in the controversies that have confronted behavior analysis. His empirical research has contained a consistent theme: to develop an understanding of behavioral and psychological processes as extended in time.

Abstract: We frequently encounter difficulty in gaining acceptance for effective behaviorally-based interventions or educational practices; similar difficulty arises in gaining or maintaining a place for behavior analysis within academic curricula. Simply arguing the merits of the case by appealing to the practical effectiveness or the conceptual coherence and relevance of our approach often does not work. In the applied domain, a partial remedy is to improve the "aesthetic characteristics" of the strategies and techniques that we propose. In the domain of persuasion, we could better apply our own principles, as well as some techniques from other disciplines. For example, in place of confrontation, our principle of shaping suggests that we begin with a potential ally's current repertoires and attempt gradual change. In the field of rhetoric and persuasion, a key strategy is to initially establish bases of agreement or commonality before attempting to persuade. Coupled with these should be a concern to discriminate which of the differences matter, between one's own and the position of others – and especially to discriminate when those differences matter. My objective in all this is to address these issues in a principled way, thus understanding our own approach more effectively even while introducing it to others.

#136 Panel Discussion

5/27/2007

9:00 AM - 10:20 AM

Cunningham AB

TPC/CBM; Theory

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

ACT and ABA: Natural Progression or Conceptual Regression?

Chair: Daniel J. Moran (Trinity Services)

DANIEL J. MORAN (Trinity Services)

KURT SALZINGER (Hofstra University)

STEVEN C. HAYES (University of Nevada, Reno)

RICHARD M. O'BRIEN (Hofstra University)

#137 Symposium

5/27/2007

9:00 AM - 10:20 AM

Elizabeth F

AUT/EDC; Applied Behavior Analysis

An Analysis of Teaching and Prompting Strategies in Teaching Children with Autism

Chair: Myrna E. Libby (New England Center for Children)

Acquisition of Chains Using Manual Guidance, Teacher Completion or No Completion of Untrained Steps. STACIE BANCROFT, Julie S. Weiss, Myrna E. Libby, and Pamela M. Olsen (New England Center for Children)

Teaching a Play Construction Task Comparing Graduated Guidance and Video Modeling. ERIN KING, Myrna E. Libby, Julie S. Weiss, Heather Reynolds, and Rebecca P. F. MacDonald (New England Center for Children)

Generating Novel Responses by Teaching Components: Adduction with Legos. JACQUELINE CONDON, William H. Ahearn, Myrna E. Libby, and Julie S. Weiss (New England Center for Children)

Using Script Fading Procedures to Teach Preschoolers with Autism to Initiate Play in a Free Operant Setting. KARA A. REAGON, Thomas S. Higbee, and Trina D. Spencer (Utah State University)

#138 Symposium

5/27/2007

9:00 AM - 10:20 AM

Molly AB

DEV/CBM; Service Delivery

Behavior Analysis in Dementia Care

Chair: Jane E. Fisher (University of Nevada, Reno)

The Necessity and Timeliness of a Behavior Analytic Approach to Dementia. CLAUDIA DROSSEL and Jane E. Fisher (University of Nevada, Reno)

Behavior Plans in Dementia Care. STACEY M. CHERUP and Jane E. Fisher (University of Nevada, Reno)

Training Family Caregivers to Implement Behavioral Plans. RUTH GENTRY and Jane E. Fisher (University of Nevada, Reno)

An Analysis of Access to Services in Rural Areas. MERRY SYLVESTER, Clair Rummel, and Jane E. Fisher (University of Nevada, Reno)

#139 Symposium

5/27/2007

9:00 AM - 10:20 AM

Elizabeth G

AUT/DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jennifer M. Gillis Mattson, Ph.D., BCBA

Behavioral Approaches to the Study of Social Interactions in Children with Autism Spectrum Disorder

Chair: Jennifer Gillis Mattson (Auburn University)

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

Examining Factors that Affect Social Behavior among Children with Autism Spectrum Disorders. ROSE F. EAGLE and Raymond G. Romanczyk (Institute for Child Development)

The Social Interaction Inventory, Revised: The Development of Norms for a New Measure of Social Behavior. EMILY A. CALLAHAN and Raymond G. Romanczyk (Institute for Child Development)

The Social Interaction Inventory, Revised: An ASD Sample and Six-Month Follow-Up. JENNIFER GILLIS MATTSON (Auburn University)

#140 Paper Session

5/27/2007

9:00 AM - 10:20 AM

Randle B

TPC

Biology, Behavior, and the Meaning of Meaning

Chair: Heidi Eyre (Jacksonville State University)

Nature/Nurture, Nurture/Nature: The Looking Glass as Infinite Egress. PAUL T. ANDRONIS (Northern Michigan University)

Building the Behavioral Bridge between Biological and Cultural Sciences. SIGRID S. GLENN (University of North Texas)

On the Distinction between Meaning and Meaningful: A Contingency Analysis. T. V. JOE LAYNG (Headsprout)

#141 Symposium

5/27/2007

9:00 AM - 10:20 AM

America's Cup D

EDC/EAB; Applied Behavior Analysis

Conditioned Reinforcement from Observation

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

Discussant: JoAnn Delgado (Teacher's College Columbia University)

Overview of Research on Conditioned Reinforcement from Observation. R. Douglas Greer (Columbia University Graduate School and Teachers College), JESSICA SINGER-DUDEK (St. John's University), Jeannine E. Schmelzkopf (Teachers College), and Lynn Yuan (Columbia University Teachers College)

Conditioned Reinforcement for Doing Mathematics from Observation by Typically Developing Eight-Year-Olds. R. Douglas Greer (Columbia University Graduate School and Teachers College) and CHRISTINE A. O'ROURKE (Columbia University Teachers College)

Conditioning Vocal Approvals as Reinforcers as a Function of Observation. R. Douglas Greer (Columbia University Graduate School and Teachers College), Jessica Singer-Dudek (St. John's University) and JENNIFER LONGANO, Joann Delgado, and Michelle L. Zrinzo (Teachers College, Columbia University)

#142 International Symposium

5/27/2007

9:00 AM - 10:20 AM

Elizabeth C

VRB; Applied Behavior Analysis

Early Verbal Capabilities

Chair: Dolleen-Day Keohane (Columbia University Teachers College & CABAS)

Conditioned Reinforcement for Observing Visual Stimuli and the Capability of Matching across the Senses and the Acquisition of Early Verbal Capabilities. SHIRA A. ACKERMAN and Dolleen-Day Keohane (Columbia University Teachers College), R. Douglas Greer (Columbia University Graduate School of Arts and Science), and Janet C. Solorzano (Columbia University Teachers College)

Conditioning Two-Dimensional Stimuli to Induce Visual Tracking and the Effects on Two-Dimensional Match-to-Sample Responding in Preschoolers. R. Douglas Greer (Columbia University Graduate School of Arts and Science), Jo Ann Delgado (Fred S. Keller School), Dolleen-Day Keohane (Columbia University Teachers College), Jeannemarie Speckman-Collins (Fred S. Keller School), and ANANYA GOSWAMI (Columbia University Teachers College)

The Effect of an Intensive Tact Procedure in a Structured Setting and Increases in the Speaker Repertoire of Children on the Autistic Spectrum in Unstructured Settings. EMMA HAWKINS (Jigsaw School, England), Grant Gautreaux (Chicago School of Professional Psychology), and Elizabeth Theo and Jackie Charnock (Jigsaw School, England)

A Sequential Approach to Early Verbal Developmental Capabilities and the Observing Responses Associated with Certain Aspects of Language. DOLLEEN-DAY KEOHANE (Columbia University Teachers College), R. Douglas Greer (Columbia University Graduate School of Arts and Sciences and Teachers College), and Jo Ann Delgado (Fred S. Keller School)

#143 Symposium

5/27/2007

9:00 AM - 10:20 AM

Edward AB

CBM; Applied Behavior Analysis

Engaging in Life: Values and Valued Action as Catalysts for Change

Chair: Jennifer Plumb (University of Nevada, Reno)

Empirical Support for the Importance of Valuing on Psychological Well-Being. AMANDA C. ADCOCK and Amy Murrell (University of North Texas) and Douglas W. Woods (University of Wisconsin, Milwaukee)

Values and Valued Action as Key Processes in Treating Depression. JENNIFER PLUMB, Steven C. Hayes, Mikaela J. Hildebrandt, and Lindsay Martin (University of Nevada, Reno)

Validation of the Bulls-Eye: Values Clarification in a Clinical Sample. Tobias Lundgren, JOANNE DAHL, and Jyrki Hiltunen (Uppsala University)

The Relationship between Values, Acceptance, and Mindfulness Related Processes with Burnout and Stigmatization. MIKAELA J. HILDEBRANDT, Roger Vilaradaga, Steven C. Hayes, Jacqueline Pistorello, and Jason Luoma (University of Nevada, Reno)

#144 Symposium

5/27/2007

9:00 AM - 10:20 AM

Del Mar AB

EAB; Experimental Analysis

Equivalence Analyses of Complex Processes

Chair: Lanny Fields (Queens College, City University of New York)

Establishing Equivalence Classes of Representations of Interaction: A Conceptual Analysis. EYTAN DAVID YADLOVKER, Robert Travis, and Jason S. Rockwell (Graduate Center/Queens College, City University of New York) and Deborah Roy, Peter Sturmey, and Lanny Fields (Queens College, City University of New York)

Establishing Equivalence Classes of Representations of Interaction: An Empirical Analysis. ROBERT TRAVIS, Deborah Roy (Queens College, City University of New York), Eytan David Yadlovker (The Graduate School of the City University of New York), Jason S. Rockwell (Graduate Center/Queens College, City University of New York), and Peter Sturmey and Lanny Fields (Queens College, City University of New York)

Contextually Controlled Symbol Categorization through Features Acquired by the Symbols: A Conceptual Analysis. LANNY FIELDS (Queens College, City University of New York) and Pamela Derosse (City University of New York- Graduate Center)

Contextually Controlled Symbol Categorization through Features Acquired by the Symbols: An Empirical Analysis. PAMELA DEROSSE (Center for Autism and Related Disorders- Graduate Center) and Lanny Fields (Queens College, City University of New York)

#145 Paper Session

5/27/2007

9:00 AM - 10:20 AM

Gregory AB

CSE

Establishing and Implementing Social Contingencies for Large Groups

Chair: Carlos Vazquez (Behavior Analysis, Inc.)

Assessed Functions of Problem Behavior in Individuals with Both Mental Retardation and Mental Illness. JOHN D. BRUNER (Virginia Commonwealth University)

A Behavior Analytic Approach for the Prevention of Foster Care Placement. LORENA AREVALO and Julianne Franzke (Behavior Analysis and Therapy, Inc.)

Providing ABA Services to Spanish-Speaking Populations. CARLOS A. VAZQUEZ (Behavior Analysis Inc.)

The Importance of Evaluating Treatment Fidelity in Community Trials. JASON DANIEL and Dennis R. Wahlgren (San Diego State University), Adelaide Brewer and Jennifer A Jones (Center for Behavioral Epidemiology and Community Health), and Melbourne F. Hovell (San Diego State University School of Public Health)

#146 Symposium

5/27/2007

9:00 AM - 10:20 AM

Ford AB

DDA/AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Eileen Roscoe, Ph.D., BCBA

Extensions of Functional Analysis Methodology for Clarifying Ambiguous Outcomes

Chair: Eileen M. Roscoe (New England Center for Children)

Functional Analysis and Treatment of the Sibling-Directed Aggression of Two Brothers Diagnosed with Autism. JEFFREY H. TIGER, Wayne W. Fisher, Tiffany Kodak, Nitasha Dickies, Darrel Moreland, and Christopher E. Bullock (Munroe-Meyer Institute, University of Nebraska Medical Center) and Kelly J. Bouxsein (Munroe-Meyer Institute and Georgia State University)

Functional Analysis of Problem Behavior Maintained by Idiosyncratic Forms of Social Positive Reinforcement. AIMEE GILES, Eileen M. Roscoe, Sacha T. Pence, Arianne Kindle, Griffin W. Rooker, and Amanda M. Mahoney (New England Center for Children)

An Evaluation of the Types of Attention Maintaining Problem Behavior. TIFFANY KODAK (Munroe-Meyer Institute, University of Nebraska Medical Center), John A. Northup (University of Iowa), Michael E. Kelley (Marcus Institute and Emory University), and Laura L. Grow (Western Michigan University)

Assessing the Utility of a Demand Assessment for Functional Analysis. LYNLEA J. LONGWORTH, Eileen M. Roscoe, Griffin W. Rooker, and Sacha T. Pence (New England Center for Children)

#147 Symposium

5/27/2007

9:00 AM - 10:20 AM

Elizabeth DE

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: SungWoo Kahng, Ph.D., BCBA

Factors Affecting Treatment Success I: Treatment Integrity

Chair: SungWoo Kahng (Kennedy Krieger Institute)

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

Evaluating Delayed Reinforcement as a Treatment Challenge in Differential Reinforcement of Alternative Behavior. MELISSA M. SHULLEETA (University of Maryland, Baltimore County) and SungWoo Kahng, Keith MacWhorter, and Nicole L. Hausman (Kennedy Krieger Institute)

A Parametric Evaluation of the Differential Reinforcement of Alternative Behavior Procedure. ELIZABETH S. ATHENS and Timothy R. Vollmer (University of Florida) and Michael E. Kelley (Marcus Institute and Emory University)

Direct Observations of Treatment Integrity: Assessing Observer Reactivity. ROBIN CODDING (University of Massachusetts, Boston), Gary M. Pace (May Institute), and Andrew Livanis (Long Island University)

#148 Symposium

5/27/2007

9:00 AM - 10:20 AM

America's Cup C

EDC; Applied Behavior Analysis

Hierarchies of Evidence? Randomized Trials, Professional Judgment, and Single Subject Design

Chair: Ronnie Detrich (Wing Institute)

Discussant: Timothy A. Slocum (Utah State University)

Professional Judgment: Fallibility, Inevitability, and Manageability. RANDY KEYWORTH, Ronnie Detrich, and Jack States (Wing Institute)

Randomized Clinical Trials: The Versatility and Malleability of the "Gold Standard." JACK STATES, Randy Keyworth, and Ronnie Detrich (Wing Institute)

Single Subject Research and Evidence-Based Interventions: Are SSDs Really the Ugly Stepchild? RONNIE DETRICH, Randy Keyworth, and Jack States (Wing Institute)



#149 Symposium

5/27/2007

9:00 AM - 10:20 AM

America's Cup AB

EDC; Service Delivery

BACB CE Offered. CE Instructor: Mary Huffstetter, Ph.D., BCBA

How to Be Successful Using Headsprout Early Reading with Diverse Populations

Chair: Betty Hanson (Private Tutor)

Discussant: David W. Anderson (Headsprout)

Using Headsprout Early Reading to Build a Culture of Reading. JOHN E. HUMPHREY (Cedar Rapids Schools)

Using Headsprout Early Reading with Pre-K and Struggling Older Learners. MARY HUFFSTETTER (Literacy Launchers)

Using Headsprout Early Reading with Difficult to Teach Special Education Populations. SUSAN SMETHURST (Toronto Schools)

#150 Symposium

5/27/2007

9:00 AM - 10:20 AM

Mohsen AB

TBA/EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Lynn Yuan, Ph.D., BCBA

Innovative Parenting Practices: Teaching Parents to Become Effective Teachers

Chair: Lynn Yuan (Fred S. Keller School)

Discussant: Susan Mariano-Lapidus (CABAS)

The Relationship between Children's Achievements in School and a Parent Education Curriculum. LYNN YUAN and Gina DiLeo (Fred S. Keller School)

The Effects of a Parent Education Training Package on the Acquisition of Parenting Skills and Their Children's Learning. Lynn Yuan and BARBARA KIMMEL (Fred S. Keller School)

CABAS Parent Education: Increasing Child Compliance via Parental Emission of Unflawed Commands and Contingent Consequatons. ARA J. BAHADOURIAN (Lehman College) and R. Douglas Greer (Columbia University)

#151 Symposium

5/27/2007

9:00 AM - 10:20 AM

Edward D

CBM; Applied Behavior Analysis

Modern Approaches to Assessment in Clinical Behavior Analysis

Chair: Jordan T. Bonow (University of Nevada, Reno)

Discussant: Thomas J. Waltz (University of Nevada, Reno)

Understanding Psychopathology and Psychological Health in Terms of Basic Behavioral Processes. THOMAS J. WALTZ, William C. Follette, and Claudia Drossel (University of Nevada, Reno)

Developing a Functional Assessment of Depression. SABRINA MICHELLE DARROW, William C. Follette, Thomas J. Waltz, Megan Oser, and Jordan T. Bonow (University of Nevada, Reno)

A Confirmatory Factor Analysis of the Functional Idiographic Assessment Template-Questionnaire (FIAT-Q). JORDAN T. BONOW (University of Nevada, Reno), Glenn M. Callaghan (San Jose State University), and William C. Follette (University of Nevada, Reno)

#152 Symposium

5/27/2007

9:00 AM - 10:20 AM

Annie AB

DDA/EDC; Applied Behavior Analysis

New Developments in the Functional Analysis and Treatment of Problem Behavior

Chair: Lloyd D. Peterson (Idaho State University)

Abolishing and Establishing Operation Effects of Pre-session Attention on Problem Behavior Maintained by Adult Attention. MOLLY ANN MCGINNIS, Nea Houchins-Juárez, and Craig H. Kennedy (Vanderbilt University)

Choice Making Embedded within Escape Conditions of Functional Analyses. PETE MOLINO, Stephanie M. Peterson, and Holly L. Molino (Idaho State University)

An Evaluation of the Use of Video Conferencing to Assess and Develop a Behavioral Support Plan for a Student with Severe Challenging Behavior. WENDY A. MACHALICEK and Mark F. O'Reilly (University of Texas at Austin)

Persistence of Academic Responses following Immediate, Signaled Delayed, and Unsignaled Delayed Reinforcement. ELLIE C. HARTMAN, Jennifer J. McComas, Samantha Worzalla, Roxanna Rodríguez, Jessica L. Cherne, Mimi L. McDonnell, Josh Goldberg, and Gizem Tatarer (University of Minnesota)

#153 International Symposium

5/27/2007

9:00 AM - 10:20 AM

Elizabeth H

AUT/CSE; Applied Behavior Analysis

Outcomes for Children in the Ontario IBI Program

Chair: Adrienne M. Perry (York University)

Effectiveness Research in IBI: The Context of the Ontario IBI Outcome Study. ANNE CUMMINGS (Central East Preschool Autism Services) and Jo-Ann M. Reitzel (Hamilton-Niagara Regional Early Autism Initiative)

Developmental and Diagnostic Characteristics of Children in the Ontario IBI Outcome Study. JANIS M. WILLIAMS (Erinook) and Susan Hughes (Pathways for Children and Youth)

Ontario IBI Outcome Study: Do Children Improve? TOM MANAGHAN (Child Care Resources) and Jennifer Dunn Geier (Preschool Autism Program - Eastern Ontario)

Ontario IBI Outcome Study: What Predicts Different Outcomes? LOUISE LAROSE (Private Practice) and Nancy Freeman (Surrey Place Centre)

#154 Panel Discussion

5/27/2007

9:00 AM - 10:20 AM

Betsy B

OTH; Service Delivery

Professional Development Series: How to Obtain Grant Funding

Chair: Sharlet D. Butterfield (University of Nevada, Reno)

RON VAN HOUTEN (Western Michigan University)

DONALD A. HANTULA (Temple University)

W. LARRY WILLIAMS (University of Nevada, Reno)

STEVEN W. CLARKE (Virginia Polytechnic Institute and State University)

#155 Symposium

5/27/2007

9:00 AM - 10:20 AM

Ford C

BPH; Experimental Analysis

Quantitative Analyses in Behavioral Pharmacology: Studies of Choice, Behavioral Momentum, and Self-Control

Chair: Tammy Wade-Galuska (University of Michigan)

Behavioral Momentum of Cocaine Self-Administration. STACEY MCFERON, Corina Jimenez-Gomez, and Timothy A. Shahan (Utah State University)

Effects of Acute and Repeated Administration of Methylphenidate on Delay Discounting in Spontaneously Hypertensive Rats (SHR). JONATHAN M. SLEZAK and Karen G. Anderson (West Virginia University)

A Behavioral Economic Analysis of Cocaine and Remifentanyl Self-Administration in Rhesus Monkeys. TAMMY WADE-GALUSKA, Gail Winger, and James H. Woods (University of Michigan)

The Generalized Matching Law as a Quantitative Measure of Relative Choice among Cocaine, Remifentanyl, and Methohexital in Rhesus Monkeys. MIKHAIL KOFFARNUS and James H. Woods (University of Michigan)

#156 Symposium

5/27/2007

9:00 AM - 10:20 AM

Cunningham C

EDC/OBM; Applied Behavior Analysis

Refining Highly Effective Instruction: No Student Left Behind

Chair: Ramona Houmanfar (University of Nevada, Reno)

Discussant: Jennifer L. Austin (California State University, Fresno)

Enabling Mastery of Introductory Statistics. JOSEPH CHARLES DAGEN and Mark P. Alavosius (University of Nevada, Reno)

The Differential Effects of Two Types of Feedback on Student Performance in a PSI-Type Course. JARED A. CHASE and Ramona Houmanfar (University of Nevada, Reno)

Evaluating the Effectiveness of Electronic Voting Devices in a University Introductory Psychology Course. N. JOSEPH RODRIGUES, Jared A. Chase, Joseph Charles Dagen, and Ramona Houmanfar (University of Nevada, Reno)

#157 International Symposium

5/27/2007

9:00 AM - 10:20 AM

Elizabeth A

VRB/EAB; Experimental Analysis

Social and Health Research Using the IRAP

Chair: Carol Murphy (National University of Ireland, Maynooth)

The Implicit Relational Assessment Procedure (IRAP): Assessing Implicit Racism. PATRICIA M. 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 and Responding to Food-Related Items Among Over-Weight and Non-Over-Weight Individuals. IAN MCKENNA, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

The IRAP as a Measure of Implicit Attitudes to Social and Health-Related Aspects of Smoking. NIGEL VAHEY, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

The Implicit Relational Assessment Procedure (IRAP) and the Malleability of Negative Attitudes to Sexual Orientation. CLAIRE CULLEN, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

#158 International Paper Session

5/27/2007

9:00 AM - 10:20 AM

Randle A

EAB

Timing and Counting

Chair: Andrew Fox (Central Michigan University)

SET or Let? Testing Two Timing Models. LUÍS OLIVEIRA, Joana Rodrigues Arantes da Silva, and Armando Machado (University of Minho)

Counting Categorically: Modeling Performance in a Numerical Reproduction Procedure. LAVINIA CM TAN and Randolph C. Grace (University of Canterbury)

Errorless Learning of a Temporal Bisection Task. JOANA RODRIGUES ARANTES DA SILVA (University of Minho), Randolph C. Grace (University of Canterbury), and Armando Machado (University of Minho)

#159 International Symposium

5/27/2007

9:00 AM - 10:20 AM

Edward C

CBM; Applied Behavior Analysis

Transforming Coercive Processes in Family Routines: Experimental Analyses of Family Centered Positive Behavior Support

Chair: Joseph Lucyshyn (University of British Columbia)

Discussant: Robert H. Horner (University of Oregon)

Transforming Coercive Processes in Family Routines with Families of Diverse Cultural and Linguistic Backgrounds. CHRISTY CHEREMSHYNSKI, Joseph Lucyshyn, and Brenda Fossett (University of British Columbia)

Transforming Coercive Processes in Family Routines with Parents Experiencing Multiple Family Systems Challenges. LAUREN BINNENDYK, Joseph Lucyshyn, and Lynn Miller (University of British Columbia)

Transforming Coercive Processes in Family Routines with a Parent Who Experiences an Anxiety Disorder. BRENDA FOSSETT, Joseph Lucyshyn, Lauren Binnendyk, and Lynn Miller (University of British Columbia)

#160 Symposium

5/27/2007

9:00 AM - 10:20 AM

Betsy A

DDA/AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Wayne Fisher, Ph.D.

Translational Research on Choice Responding

Chair: Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

Human Risky Choice in an Adjusting-Delay Procedure. CHRISTOPHER E. BULLOCK (University of Nebraska Medical Center), Timothy D. Hackenberg (University of Florida), and Patrick Steven Johnson (University of Kansas)

Applied Explorations on the Relation between Effort and Relative Stimulus Value. ISER GUILLERMO DELEON, Meagan Gregory and Gregory A. Lieving (Kennedy Krieger Institute), Melissa J. Allman (Johns Hopkins University School of Medicine), Lisa Toole (Kennedy Krieger Institute), and David M. Richman (University of Illinois)

Examination of Choice Responding in the Development of Treatments for Destructive Behavior. HENRY S. ROANE (University of Nebraska Medical Center & Munroe-Meyer Institute) and Ashley C. Glover and Robert R. Pabico (Marcus Institute)

Competition between Positive and Negative Reinforcement. WAYNE FISHER (Munroe-Meyer Institute, University of Nebraska Medical Center), Joanna Lomas (Marcus Institute), and Michael E. Kelley (Marcus Institute and Emory University)

#161 Symposium

5/27/2007

9:00 AM - 10:20 AM

Douglas A

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Marjorie Charlop-Christy, Ph.D.

Treatment Outcome for Children with Autism: A 15-Year Longitudinal Study

Chair: Marjorie H. Charlop-Christy (Claremont McKenna College)

Longitudinal Treatment Outcome Analysis: Where's the Data? Marjorie H. Charlop-Christy (Claremont McKenna College), Sarah Kuriakose (Pomona College), and KARI BERQUIST and Melanie Jira (Claremont Graduate University)

A Cost Efficient Way to Do Longitudinal Treatment Outcome Evaluation. Marjorie H. Charlop-Christy (Claremont McKenna College), Sarah Kuriakose (Pomona College), GINA T. CHANG, and Melanie Jira (Claremont Graduate University)

Some Longitudinal Treatment Outcomes: A Preliminary Report on the Progression of Speech and Play in Children with Autism over 15 Years. SARAH KURIAKOSE (Pomona College), Marjorie H. Charlop-Christy (Claremont McKenna College), and Melanie Jira (Claremont Graduate University)

Additional Longitudinal Treatment Outcomes: A Preliminary Look at the Occurrence of Four Appropriate and Four Inappropriate Behaviors of Ten Children with Autism over 15 Years. Sarah Kuriakose (Pomona College), Marjorie H. Charlop-Christy (Claremont McKenna College), and DEBRA L. BERRY MALMBERG, and Melanie Jira (Claremont Graduate University)

#162 Panel Discussion

5/27/2007

9:00 AM - 10:20 AM

Randle E

OTH/EDC; Service Delivery

Untold Personal Stories of Fred S. Keller Presented by His Colleagues, Students, and Enthusiasts Including Pictorial Memories

Chair: Victor J. DeNoble (Hissho, Inc.)

PETER HARZEM (Auburn University)

MARIA THERESA ARAUJO SILVA (University of Sao Paulo)

SHERMAN YEN (Asian American Anti-Smoking Foundation)

JACK MICHAEL (Western Michigan University)

#163 Symposium

5/27/2007

9:00 AM - 10:20 AM

Emma AB

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: John Austin, Ph.D.

Using Self-Monitoring to Improve Safety and Health-Related Behaviors

Chair: Nicole E. Gravina (Western Michigan University)

Discussant: Eric J. Fox (Western Michigan University)

Improving Postural Safety Using Intensive Accuracy Training and Self-

Monitoring. SHANNON M. LOEWY, Nicole E. Gravina, and John Austin (Western Michigan University)

The Effects of Extending the Self-Monitoring Schedule to a More Reasonable Rate. NICOLE

E. GRAVINA (Western Michigan University), Yueng-Hsiang (Emily) Huang, Michelle Robertson, and Michael Blair (Liberty Mutual Research Institute for Safety), and John Austin (Western Michigan University)

Commercial Truck Drivers Increase Physical Activity Levels through Self-Management

Activities. RYAN B. OLSON (Oregon Health and Science University) and Aubrey Buckert (Portland State University)

#164 Symposium

5/27/2007

9:00 AM - 10:20 AM

Elizabeth B

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Barbara E. Esch, BCBA

Verbal Behavior: Experimental Evaluations and Conceptual Analyses

Chair: Barbara E. Esch (ESCH Behavior Consultants, Inc.)

The Role of Automatic Reinforcement in Early Speech Acquisition. BARBARA E. ESCH (ESCH Behavior Consultants, Inc.), and James E. Carr and Laura L. Grow (Western Michigan University)

Generalization of Mands for Information across Establishing Operations. SARAH A. LECHAGO, James E. Carr, Laura L. Grow, Jessa R. Love, and Season Almason (Western Michigan University)

Conceptualizing Aphasia Using a Behavior Analytic Model. JONATHAN C. BAKER, Linda A. LeBlanc, and Paige Raetz (Western Michigan University)

Transfer of Stimulus Control and Verbal Behavior. TRACI CIHON (The Ohio State University)

#165 Panel Discussion

5/27/2007

9:30 AM - 10:50 AM

Randle D

OTH/OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gerald L Shook, Ph.D., BCBA

Behavior Analyst Certification Board: New Developments and Requirements

Chair: Gerald L. Shook (Behavior Analyst Certification Board)

JAMES M. JOHNSTON (Auburn University)

GINA GREEN (San Diego State University)

GERALD L. SHOOK (Behavior Analyst Certification Board)

CHRISTINE L. RATCLIFF (Behavior Analyst Certification Board)

Sunday, May 27

#166 B. F. Skinner Lecture Series

5/27/2007

10:00 AM - 10:50 AM

Douglas C

CBM; Applied Behavior Analysis



Couple Therapy: The Most Important Change May Be Acceptance

Chair: Kelly G. Wilson
(University of Mississippi)

B. F. Skinner Lecturer: Dr. Andrew Christensen
(University of California, Los Angeles)

Dr. Andrew Christensen is Professor of Psychology in the Department of Psychology at the University of California, Los Angeles. He received his Ph.D. from the University of Oregon and did his internship at Rutgers University Medical School. He studies couple conflict and couple therapy and has published over 100 professional articles, primarily on these topics. He is co-author of the influential scholarly book, *Close Relationships* (Freeman, 1983, reprinted in 2002). For therapists, he authored *Acceptance and Change in Couple Therapy: A Therapist's Guide for Transforming Relationships* (1998, Norton) with Neil S. Jacobson. He also completed a trade book for couples, *Reconcilable Differences* (2000, Guilford) with Jacobson. With support from the National Institute of Mental Health, he is conducting a long-term evaluation of the impact of couple therapy in general and his form of couple therapy in particular. Currently he is in the five-year follow-up phase of that investigation. His therapy approach and research have been cited in the *New York Times*, *Newsweek*, *Time Magazine*, *U.S. News and World Report*, *USA Today*, and other magazines and newspapers.

Abstract: Behavioral Couple Therapy (BCT) is the most widely researched treatment for couples. Developed by Patterson, Stuart, and Weiss, it emphasizes positive behavior change. BCT therapists assist couples in defining their global complaints into specific, actionable behaviors, learning communication and problem solving skills for discussing problem behaviors, and then negotiating for changes in relevant behaviors. Although BCT has clearly demonstrated its effectiveness in comparison to control conditions, many couples do not respond to treatment and of those who do, many relapse. Developed by Christensen and Jacobson, Integrative Behavioral Couple Therapy (IBCT), part of what Hayes has called the "third wave" of behavior therapy, was designed to be truer to behavioral analytic principles and to improve on the outcome of BCT. Specifically, IBCT relies on a functional analysis of couple behavior, includes both private and public behavior, focuses on contingency-shaped versus rule-governed change, and balances an emphasis on acceptance as well as change. In this talk, I will describe the theoretical principles and therapeutic practices involved in the evolution from BCT to IBCT. I will also describe some of the emerging data on IBCT.

Visit the ABA Expo

Sunday, May 27, 10:00 pm – 12:00 am

Manchester Ballroom (Second Level)

Learn about graduate programs, internships, ABA Chapters and Boards, Special Interest Groups, and many other opportunities in behavior analysis!

#167 B. F. Skinner Lecture Series and Tutorial

5/27/2007

10:00 AM - 10:50 AM

Douglas B

DEV/VRB; Experimental Analysis



Parallels in Processes of Avian and Human Vocal Learning

Chair: Jacob Gewirtz (Florida
International University)

B. F. Skinner Lecturer: Dr. Michael H. Goldstein
(Cornell University)

Dr. Michael H. Goldstein is an Assistant Professor of Psychology at Cornell University. He received his Ph.D in developmental psychology and animal behavior from Indiana University. His research focuses on the developmental processes by which knowledge is acquired from the social environment. He uses a comparative approach, studying vocal learning and development in young songbirds and humans. To investigate the processes by which infant development is constructed from interactions with caregivers, Goldstein takes a micro-analytic approach to social learning. He observes and manipulates parent-offspring interactions at small time scales to understand mechanisms of developmental change. His primary research goal is to identify parameters of social interaction that are crucial for infant learning to better understand causal forces of development. This general goal has given rise to two research programs. The first program investigates the development of babbling, specifying the relative contributions of infant and caregiver behavior in the generation of new vocal forms, including speech, phonology, and words. The second program examines the role of experience in adults' responses to prelinguistic vocalizations. By studying social interaction and learning as it occurs in moment-to-moment interactions, Goldstein intends to connect our knowledge of social influences on developmental outcomes with specific processes of learning.

Abstract: The early vocalizations of songbirds and human infants, though immature in form, are similar in function. Producing these early sounds is crucial for the later development of speech and song. The process of vocal development has a strong social component: the responses of conspecifics create social feedback for early sounds that guides the young towards mature vocalizations. I will present experiments demonstrating how immature sounds of young birds and babies regulate and are regulated by interactions with conspecifics. These studies view the infant as taking an active role in its own development and introduce new paradigms for understanding the origins of communicative skills. In cowbirds, *Molothrus ater*, immature vocalizations of young males elicit reactions from adult females (who do not sing), and this feedback facilitates the development of more advanced forms of song. In humans, playback experiments show that mothers use prelinguistic vocal cues to guide their responses to infants. Vocal learning studies reveal that prelinguistic infants use social feedback from caregivers to build more developmentally advanced forms of vocalizations. Feedback from conspecifics thus provides reliable cues about the consequences of vocalizing. These cues serve to facilitate infants' acquisition of the basic building blocks of speech and song.

#168 Symposium

5/27/2007

10:00 AM - 11:20 AM

Madeleine AB

EAB; Experimental Analysis

Current Research on Aversive Control

Chair: Cynthia J. Pietras (Western Michigan University)

Effectiveness of Skin Shock Punishment in an Applied Treatment Setting. MATTHEW L. ISRAEL (Judge Rotenberg Educational Center)

Response-Cost Punishment: Token Loss as an Aversive Event with Pigeons. TIMOTHY D. HACKENBERG, Bethany R. Raiff, and Christopher E. Bullock (University of Florida)

Contingent versus Noncontingent Negative Punishment in Humans. ANDREW E. BRANDT and Cynthia J. Pietras (Western Michigan University)

Escape from Disruption of A/V Stimulus Presentations: Percentile Reinforcement of Long Inter-Response Times in Humans. ERIC A. JACOBS (Southern Illinois University at Carbondale) and Jose L. Martinez (Southern Illinois University)

#169 International Paper Session

5/27/2007

10:00 AM - 11:20 AM

Madeleine CD

EAB

Stimulus Control I

Chair: Dennis Hand (Central Michigan University)

Does Peak Shift Occur in the Natural Environment? Evidence from Judgments of Human Faces and Women's Torsos. ADAM DERENNE, Karla Fehr, and R. Michael Breitstein (University of North Dakota)

Automated Equipment for Simple Two-Choice Olfactory and Tactile Discrimination in Rats. IVER H. IVERSEN (University of North Florida)

Identifying Multiple Stimulus Control Topographies in the Identity Matching Performance in a Capuchin Monkey. ROMARIZ BARROS, Paulo R. K. Goulart, Carlos Rafael P. Diniz, and Olavo F. Galvão (Universidade Federal do Pará)

#170 Paper Session

5/27/2007

10:30 AM - 11:50 AM

Gregory AB

CSE

Analysis of Cultural Phenomena: Behavioral Technology to the Rescue

Chair: Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

The Science of Nonviolent Power I: The Analysis of Activist Cultures. MARK A. MATTAINI (Jane Addams College of Social Work-University of Illinois at Chicago)

Consequence Analysis: Practical Knowledge Building Technology with Social Justice Implications. SARAH K. MOORE (Jane Addams College of Social Work-University of Illinois at Chicago)

An Experimental Analysis of Cultural Materialism and Metacontingencies. TODD A. WARD (University of Nevada, Reno)

The False Dichotomy of Morality and Self-Interest: Using Consequence Analyses to Facilitate Humanitarian Action against Genocide. MICHELLE ENNIS (Rowan University) and Denene M. Wambach (Temple University)

#171 Symposium

5/27/2007

10:30 AM - 11:50 AM

Cunningham C

EDC; Experimental Analysis

Behavior Analytic Research in College Classrooms

Chair: Kate Kellum (University of Mississippi)

Discussant: Gerald Mertens (St. Cloud State University)

Effects of Random vs. Voluntary Question Answering. KATE KELLUM, Laura Ely, Kelly G. Wilson, and Taylor DeCastro (University of Mississippi)

The Role of Cooperative Learning in Inter-teaching. THORHALLUR O. FLOSASON and Eric J. Fox (Western Michigan University)

Balanced Cooperative Learning Contingencies: Independent versus Dependent Individual and Group Credit. Katherine R. Krohn (University of Tennessee), MEGAN PARKER (University of Tennessee, Knoxville), Erin E. Carroll (University of Tennessee), Briana L. Hautau (University of Tennessee, Knoxville), and Robert Williams (University of Tennessee)

#172 International Symposium

5/27/2007

10:30 AM - 11:50 AM

Cunningham AB

TPC/OBM; Theory

Complex Systems: Robustness and Vulnerability- A Matter of Reinforcement and Extinction?

Chair: Ingunn Sandaker (Akershus University College)

Complex Systems from a Selectionist Perspective. GUNNAR REE (Akershus University College)

Connecting and Disconnecting in Networks: A Question of Reinforcement and Extinction. BRITT ANDERSEN (Akershus University College)

The Business as an Acting Agent. ARNE TERJE GULBRANDSEN (Akershus University College)

#173 International Symposium

5/27/2007

10:30 AM - 11:50 AM

Randle A

EAB/TPC; Experimental Analysis

Conditional Discriminations: Conceptual Issues and New Findings

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

Overview of Theory and Conceptual Issues. JOHN A. NEVIN (University of New Hampshire)

Persistence of Accuracy and Response Rate in Delayed Matching-to-Sample with Differential Outcomes. AMY ODUM, Ryan D. Ward, Corina Jiménez-Gómez, and Timothy A. Shahan (Utah State University) and John A. Nevin (University of New Hampshire)

Stimulus Dimension and Resistance to Change of Conditional Discrimination. RYAN D. WARD and Amy Odum (Utah State University)

Conditional Discrimination at Three Levels of Stimulus Difference: Implications for Theory. MICHAEL C. DAVISON (University of Auckland)

#174 Symposium

5/27/2007

10:30 AM - 11:50 AM

America's Cup AB

EDC; Theory

BACB CE Offered. CE Instructor: T. V. Joe Layng, Ph.D.

Contributions of the Basic, Applied, and Conceptual Analysis of Behavior to Headsprout Program Design

Chair: T. V. Joe Layng (Headsprout)

Basic, Applied, and Conceptual Behavior Analysis Contributions to Instructional Content Analysis. MARTA LEON and T. V. Joe Layng (Headsprout)

Basic, Applied, and Conceptual Behavior Analysis Contributions to Instructional Design and Development. MELINDA SOTA (Florida State University & Headsprout) and T. V. Joe Layng (Headsprout)

Basic, Applied, and Conceptual Behavior Analysis Contributions to User Testing. APRIL HEIMLICH, Hirofumi Shimizu, and Janet S. Twyman (Headsprout)

Basic, Applied, and Conceptual Behavior Analysis Contributions to Program Implementation. JENNIFER D. CLAYTON, Brian Walton, Deborah Anne Haas, and Janet S. Twyman (Headsprout)

#175 Symposium

5/27/2007

10:30 AM - 11:50 AM

Elizabeth DE

DDA/AUT; Applied Behavior Analysis

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

Enhancing Quality of Life among People with Severe Disabilities and Their Support Staff

Chair: Dennis H. Reid (Carolina Behavior Analysis & Support Center, Ltd.)

Identifying and Validating Indices of Happiness and Unhappiness among Non-Vocal Adults with Autism. LINDSEY P. LATTIMORE, Marsha B. Parsons (J. Iverson Riddle Center), and Dennis H. Reid (Carolina Behavior Analysis & Support Center, Ltd.)

Enhancing Quality of Staff Work Life: Making Disliked Job Tasks More Preferred. CAROLYN W. GREEN (J. Iverson Riddle Center) and Dennis H. Reid (Carolina Behavior Analysis & Support Center, Ltd.)

Living Quality Lives: A Methodology for Maintenance. MARTIN IVANCIC (J. Iverson Riddle Center)

#176 Symposium

5/27/2007

10:30 AM - 11:50 AM

America's Cup D

EDC; Service Delivery

BACB CE Offered. CE Instructor: Gretchen L. Jefferson, Ph.D., BCBA

Establishing Capacity for an RTI Model in the Inland Empire through Graduate Student Research

Chair: Gretchen Jefferson (Quality Behavioral Outcomes)

Discussant: Mack D. Burke (Texas A&M University)

CBM as a Predictor of WASL Performance for Rural Fourth Grade Students. MICHELLE MACE (Eastern Washington University), Gretchen Jefferson (Quality Behavioral Outcomes), and Greg Swartz (Deer Park School District)

CBM as a Predictor of WASL Performance for Rural Middle School Students. SARAH REIBER (Eastern Washington University/Sunnyside School District), Gretchen Jefferson (Quality Behavioral Outcomes), and Greg Swartz (Deer Park School District)

Educator Perceptions of the Utility of CBM Normative Data. JAMIE PETERSON (Mead School District), Gretchen Jefferson (Quality Behavioral Outcomes), Anna Fritts (Spokane Public Schools), and Greg Swartz (Deer Park School District)

#177 Symposium

5/27/2007

10:30 AM - 11:50 AM

Edward C

CBM/CSE; Applied Behavior Analysis

Expanding the Clinical Behavioral Realm: Behavioral Practices in Non-Behavioral Settings

Chair: Kenneth R. Huntley (Chapman University)

Discussant: Donald A. Jackson (Nevada Mental Health & Developmental Services)

The Role of Behavior Analysis in Emergency Response to National Disasters. GINA M. PALLOTTA (California State University, Stanislaus)

Mental Illness and the Measurement of Private Events: A Behavioral Perspective. CRIS T. CLAY (University of the Pacific)

A Behavioral Examination of Working with Suicidal Patients. KENNETH R. HUNTLEY (Chapman University)

#178 Symposium

5/27/2007

10:30 AM - 11:50 AM

Betsy A

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Brian A. Iwata, Ph.D., BCBA

Extensions of Functional Analysis Methodology

Chair: Brian A. Iwata (University of Florida)

Evaluation of a Trial-Based Approach to Functional Analysis in Classroom Settings. SARAH E. BLOOM, Brian A. Iwata, and Jennifer N. Fritz (University of Florida), Eileen M. Roscoe (New England Center for Children), and Abbey Carreau (Kennedy Krieger Institute)

An Empirical Approach for Identifying Precursors to Problem Behavior. JENNIFER N. FRITZ, Brian A. Iwata, Sarah E. Bloom, Jennifer Lynn Hammond, and Carrie M. Dempsey (University of Florida)

Functional Analysis of Low-Rate Problem Behavior. NATALIE ROLIDER, Brian A. Iwata, Erin Camp, and Jennifer N. Fritz (University of Florida)

Functional Analysis 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)

#179 Symposium

5/27/2007

10:30 AM - 11:50 AM

America's Cup C

EDC/OBM; Service Delivery

Going Beyond Initial Implementation: A Discussion of Possible Features That Foster Sustainability of Effective Practices

Chair: Teri Lewis-Palmer (Oregon State University)

Discussant: Mack D. Burke (Texas A&M University)

Some Emerging Characteristics of Sustainable Practices. Ronnie Detrich, RANDY KEYWORTH, and Jack States (Wing Institute)

Building an Infrastructure to Support Large-Scale Sustained Implementation. SUSAN BARRETT (Sheppard Pratt Health Systems) and Teri Lewis-Palmer (Oregon State University)

Evaluating the Effectiveness of School-Wide Positive Behavior Support in Urban Schools. CARIE L. ENGLISH (University of South Florida), Cynthia M. Anderson (University of Oregon), Teri Lewis-Palmer (Oregon State University), and Monica Bounds (Bethel School District)

#180 Symposium

5/27/2007

10:30 AM - 11:50 AM

Ford AB

DDA/EDC; Service Delivery

BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

Instructional Design in Behavior Analysis: What's New?

Chair: Kent Johnson (Morningside Academy)

Instructional Design in Higher Education. MARILYN B. GILBERT (Performance Engineering Group), Joseph J. Pear (University of Manitoba), Stephen E. Eversole (Behavior Development Solutions), Roxana I. Nedelcu (City University of New York -The Graduate Center), Melinda Sota (Florida State University), Gerald Mertens (St. Cloud State University), Joseph Charles Dagen (University of Nevada, Reno), and Leslie S. Burkett (University of North Texas)

Instructional Design Methodology. BRADLEY G. FRIESWYK (BGF Performance Systems), Matthew L. Porritt (Western Michigan University), Carl V. Binder (Binder Riha Associates), and Guy S. Bruce (Appealing Solutions, L.L.C)

Instructional Design in Staff Development. JOHN W. ESHLEMAN (Optimal Instructional Systems), Jessica M. Ray (University of Central Florida), and Vicci Tucci (Tucci Learning Solutions, Inc.)

Instructional Design Dissemination, Instructional Design for Children. RICHARD E. LAITINEN (Tucci Learning Solutions, Inc.), Richard K. Fleming (University of Massachusetts Medical School), and John E. Humphrey (Cedar Rapids Schools)

#181 Symposium

5/27/2007

10:30 AM - 11:50 AM

Elizabeth F

AUT/CBM; Applied Behavior Analysis

Measurement Issues in Interventions for Toddlers with Autism and Their Families

Chair: Shahla S. Ala'i-Rosales (University of North Texas)

Discussant: John R. Lutzker (Marcus Institute)

The Comparability and Efficiency of Varying Assessment Durations Employed in a Parent-Toddler Intervention Program. KATHLEEN S. LAINO, Shahla S. Ala'i-Rosales, Jesus Rosales-Ruiz, Amanda C. Besner, Andrea Newcomer, Nicole Suchomel, Allison M. Jones, and Nicole Zeug (University of North Texas)

Measures of Happiness in Behavioral Parent Training Programs. JESSICA L. BROOME, Shahla S. Ala'i-Rosales, Jesus Rosales-Ruiz, Andrea Newcomer, Nicole Suchomel, Allison M. Jones, Nicole Zeug, and Amanda C. Besner (University of North Texas)

Identifying a Learn Unit: Direct Observation and Social Validity Issues in Autism Parent Training Programs. AMANDA C. BESNER, Shahla S. Ala'i-Rosales, Jesus Rosales-Ruiz, Nicole Zeug, Nicole Suchomel, Jessica L. Broome, and Kathleen S. Laino (University of North Texas)

#182 Symposium

5/27/2007

10:30 AM - 11:50 AM

Edward D

CBM; Applied Behavior Analysis

New Advances in Behavioral Activation for Depression

Chair: Andrew Busch (University of Wisconsin, Milwaukee)

Using the Behavioral Activation for Depression Scale (BADSD). ALEX CZARNECKI, Andrew Busch, Laura C. Rusch, and Jonathan W. Kanter (University of Wisconsin, Milwaukee)

A Culturally and Linguistically Adapted Version of Behavioral Activation for Latinos: Preliminary Findings. LAURA C. RUSCH, Jonathan W. Kanter, Andrew Busch, and Azara Santiago-Rivera (University of Wisconsin, Milwaukee)

Making Behavioral Activation More Behavioral: Enhancement with Functional Analytic Psychotherapy. RACHEL MANOS, Andrew Busch, Laura C. Rusch, Laura Beth Turner, and Jonathan W. Kanter (University of Wisconsin, Milwaukee)

An Application of FAP Enhanced Behavioral Activation (FEBA) to Non-Clinical Relationships Difficulties. LAURA BETH TURNER, Rachel Manos, Laura C. Rusch, and Jonathan W. Kanter (University of Wisconsin, Milwaukee)

#183 Symposium

5/27/2007

10:30 AM - 11:50 AM

Elizabeth B

VRB/AUT; Service Delivery

BACB CE Offered. CE Instructor: Pamela Osnes, Ph.D., BCBA

New Developments and Data from STARS and Behavior Analysts, Inc.

Chair: Pamela G. Osnes (Behavior Analysts, Inc.)

Discussant: James W. Partington (Behavior Analysts, Inc.)

STARS School: Acquisition and Generalization Programming in Sessions and Beyond. JOEL VIDOVIC, and Kanako Yamamoto (Behavior Analysts, Inc.), Gwen Dwiggin (The Ohio State University), and Pamela G. Osnes (Behavior Analysts, Inc.)

Parents: Start Teaching and Reinforcing Today (START) JULIA FIEBIG, Carrie S. W. Borrero, and Pamela G. Osnes (Behavior Analysts, Inc.)

School Consultation via STARS Model Classrooms. KATHLEEN MULCAHY, Carmen Claire Martin, Julia Fiebig, and James W. Partington (Behavior Analysts, Inc.)

#184 International Paper Session

5/27/2007

10:30 AM - 11:50 AM

Emma C

OBM

OBM Paper Series: Graduate Training to the Real World

Chair: William B. Abernathy (Southeastern Louisiana University and Aubrey Daniels International)

An Interdisciplinary Approach to OBM Training and Practice. WILLIAM B. ABERNATHY (Southeastern Louisiana University and Aubrey Daniels International)

A Multidisciplinary Approach to Graduate Training in Organizational Behavior Management. WILLIAM B. ABERNATHY (Southeastern Louisiana University and Aubrey Daniels International)

Critical Factors for Making the Transition from Academics to the Real World: Experiences from the USA. THOMAS E. BOYCE (Center for Behavioral Safety, LLC)

Critical Factors for Making the Transition from Academics to the Real World: Experiences from Sweden. NED CARTER (Swedish Association of Local Authorities and Regions, Stockholm, Sweden)

Sunday, May 27

#185 Symposium

5/27/2007

10:30 AM - 11:50 AM

Douglas A

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Paul Coyne, Ph.D., BCBA

Outcome Data from a Variety of Early Intervention Programs for Children with Autism

Chair: Paul Coyne (Coyne & Associates, Inc.)

Outcome Data from an In-Home Early Intervention Program for Children with Autism Younger than Three Years Old. PAUL COYNE, Katherine Calarco, Len Levin, and M. Alice Coyne (Coyne & Associates, Inc.)

A Systematic Evaluation of a Preschool Autism Intervention: Child Performance, Staff Performance, and Family Life. NICHOLAS L WEATHERLY and Richard W. Malott (Western Michigan University)

An Evaluation of Overall Student Progress from Discrete Trial to Kindergarten in an Autism Preschool Program. Carmen May Jonaitis (Croyden Avenue School / Kalamazoo Regional Educational Service Agency)

Outcome Data from the North Los Angeles County Regional Center ABA Intervention Program for Children with Autism. JOHN YOUNGBAUER (North Los Angeles County Regional Center)

#186 International Panel Discussion

5/27/2007

10:30 AM - 11:50 AM

Molly AB

DEV/CSE; Service Delivery

Participatory Community Research and Effective Dissemination: Experiences from Aging and Long Term Care Research

Chair: R. Mark Mathews (University of Sydney)

R. MARK MATHEWS (University of Sydney)

LINDA A. LEBLANC (Western Michigan University)

BETH A. D. NOLAN (University of Pittsburg)

LEILANI FELICIANO (University of California, San Francisco)

#187 Panel Discussion

5/27/2007

10:30 AM - 11:50 AM

Betsy B

OTH; Applied Behavior Analysis

Professional Development Series: Advice from the Recently Hired

Chair: Katherine R. Krohn (University of Tennessee)

BECKY PENROD (Sacramento State University)

GINGER WILSON (ABRITE, LLC)

TIMOTHY WEIL (Florida State University, Panama City)

#188 Panel Discussion

5/27/2007

10:30 AM - 11:50 AM

Randle B

TPC; Theory

Professional Development Series: Perspectives on the Future of Behavior Analysis

Chair: Marianne L. Jackson (University of Nevada, Reno)

STEVEN C. HAYES (University of Nevada, Reno)

CYNTHIA M. ANDERSON (University of Oregon)

THOMAS S. CRITCHFIELD (Illinois State University)

WILLIAM L. HEWARD (The Ohio State University)

#189 Symposium

5/27/2007

10:30 AM - 11:50 AM

Emma AB

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: David A. Wilder, BCBA

Recent Research in Organizational Behavior Management

Chair: Timothy D. Ludwig (Appalachian State University)

The Effects of Process Change, Feedback, and Incentive System on Quality. KRISTIN BERGLUND and Timothy D. Ludwig (Appalachian State University)

The Use of Feedback and Disincentive Reversal to Decrease Delivery Errors. MARIA MIHALIC and Timothy D. Ludwig (Appalachian State University)

Improving Telephone Customer Service Behaviors in a Medical Clinic Setting: A Follow-Up Study. JULIE M. SLOWIAK (Western Michigan University) and Gregory J. Madden (University of Kansas)

Antecedent-Based Descriptive Analysis and Improvement of Employee Performance. KIMBERLEY L. M. ZONNEVELD, James L. Squires, David A. Wilder, Amanda A. M. Fixsen, Erica Hess, Kristen Alyssa Rost, and Ryan Curran (Florida Institute of Technology)

#190 Symposium

5/27/2007

10:30 AM - 11:50 AM

Elizabeth C

VRB; Applied Behavior Analysis

Research and Instructional Implications for the Functional Independence of Primary Verbal Operants for Early Speakers

Chair: Irfa Karmali (Shelby Residential and Vocational Services)

Synthesis of Research on the Functional Independence of Primary Verbal Operants. GLADYS WILLIAMS (CIEL, SL), Jose Julio Carnerero (Centro Al-Mudaris, Cordoba), and Luis A. Perez-Gonzalez (University of Oviedo, Spain)

Effects of Pure and Impure Tact Instruction on Tact Acquisition and Generalization for Preschoolers. DENISE ROSS (Teachers College, Columbia University), Leila Farshchian (Stepping Stones- Fairlawn's Autism Program), and Domenica Bassora and Allison Pahlck (Fairlawn Public Schools)

Multiple Exemplar Instruction to Establish Pure and Impure Tact Responses for Early Speakers. YASMIN HELOU (Teachers College, Columbia University) and Shira A. Ackerman (Columbia University Teachers College)

Multiple Exemplar Instruction across Establishing Operations to Teach Mand and Tacts. KRISTL GIORDANO and Shira A. Ackerman (Columbia University Teachers College)

#191 Symposium

5/27/2007

10:30 AM - 11:50 AM

Mohsen AB

TBA/EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: D. Daniel Gould, Ph.D., BCBA

Teaching Behavior Analysis: Bringing the "Corporate University" to Human Services

Chair: D. Daniel Gould (New England Center for Children)

Discussant: Chris Hakala (Western New England College)

Establishing Verbal Fluency with Basic Principles of Behavior. MAEVE G. MEANY-DABOUL (New England Center for Children) and Karen E. Gould (May Institute/Northeastern)

A Supervision Model to Meet BACB® Certification Requirements. MYRNA E. LIBBY, Pamela M. Olsen, and Jennifer Long (New England Center for Children)

Doctoral Training in ABA: Western New England College and New England Center for Children Collaboration. D. Daniel Gould (New England Center for Children) and DENNIS J. KOLODZIEJSKI (Western New England College)

#192 Panel Discussion

5/27/2007

10:30 AM - 11:50 AM

Elizabeth G

AUT/DDA; Service Delivery

BACB CE Offered. CE Instructor: Richard M. Foxx, Ph.D., BCBA

The Development of a Behavioral Treatment Team within a Large Special Educational Organization: Lessons Learned

Chair: Richard M. Foxx (Pennsylvania State University)

JEFFREY S. GARITO (Lancaster-Lebanon IU 13)

JONATHAN W. IVY (Lancaster-Lebanon IU 13)

JAMES N. MEINDL (Lancaster-Lebanon IU 13)

RICHARD M. FOXX (Pennsylvania State University)

#193 Symposium

5/27/2007

10:30 AM - 11:50 AM

Annie AB

DDA; Experimental Analysis

The Impact of Caregiver Involvement in Experimental and Descriptive Analyses

Chair: Eric Boelter (Kennedy Krieger Institute)

Discussant: John A. Northup (University of Iowa)

Therapist Effects on Functional Analysis Outcomes with Young Children. JOHN M. HUETE, Patricia F. Kurtz, and Michelle D. Chin (Kennedy Krieger Institute)

Increasing Procedural Integrity with Parents as Therapists during Brief Functional Analyses. NATHAN CALL (Marcus Institute), Karen Rader (Louisiana State University), and Katherine V. Powers (Marcus Institute)

An Evaluation of Correspondence Between Caregiver Descriptive Analysis and Experimental Analysis. KATHERINE V. POWERS (Marcus Institute), Michael E. Kelley (Marcus Institute and Emory University), Jane Morton (University of Georgia), and Jeb Jones (Marcus Institute)

#194 Symposium

5/27/2007

10:30 AM - 11:50 AM

Edward AB

CBM/VRB; Applied Behavior Analysis

The Words that Bind Us: Clinical Issues and RFT I

Chair: Emily Kennison Sandoz (University of Mississippi)

Gender Identity and Implicit Attitudes towards Gender Conformity. PATRICIA BACH and Lauren Rog (Illinois Institute of Technology)

Using the IRAP to Measure Differences in Association Strength during Mood Induction Procedures. RACHEL FREUND (University of New Mexico)

Evaluating a Behavioral Measure of Psychological Flexibility. Chad Drake and Kelly G. Wilson (University of Mississippi)

Transformation of Functions of Pseudo Food Names. EMILY KENNISON SANDOZ, Kelly G. Wilson, and Chad Drake (University of Mississippi)

#195 Paper Session

5/27/2007

10:30 AM - 11:50 AM

Elizabeth A

VRB

Theoretical Issues in Verbal Behavior

Chair: Sam Leigland (Gonzaga University)

Identifying Controlling and Mediating Verbal Units within Ongoing Conversation. GENAE HALL and Robert G. Vreeland (Behavior Analysis & Intervention Services)

Developing Verbal Units and the Verbal Operant: "Words and Rules" versus the Operant. JOHN H. MABRY (University of North Carolina, Chapel Hill)

Fifty Years Later: Projected Areas of Development and Advancement in the Science of Verbal Behavior. SAM LEIGLAND (Gonzaga University)

#196 International Paper Session

5/27/2007

10:30 AM - 11:50 AM

Elizabeth H

AUT

Towards Comparing Treatments and Treatment Components

Chair: April Sullivan (York University)

Developmental Trajectories of Young Children with Autism Enrolled in an IBI Program: What the ABLLS Can Tell Us about Their Progress. APRIL M. SULLIVAN and Adrienne M. Perry (York University), Nancy Freeman (Surrey Place Centre), and James Bebko (York University)

A Further Analysis of the "Discrete Trials" of Autism Programs. AMY A. CRYE and Whitney S. O'Keefe (Spectrum Center)

A Comparative Analysis of Discrete Trial Training, Natural Environment Training, and Relationship Development Intervention: Can We Reach a Treatment Compromise? MAE R. BARKER (University of Florida) and Kim D. Lucker (Behavior Management Consultants)



#197 Symposium

5/27/2007

10:30 AM - 11:50 AM

Del Mar AB

EAB/TPC; Experimental Analysis

What Stimuli Comprise an Equivalence Class?

Chair: Karen M. Lionello-DeNolf (University of Massachusetts Medical School - Shriver Center)

Discussant: Caio F. Miguel (California State University, Sacramento)

Within-Class Differences in Sample Responding Can Preclude Acquired Sample Equivalence Pigeons' Many-to-One Matching. PETER URCUIOLI and Marco Vasconcelos (Purdue University)

Inclusion of Differential Responses in Equivalence Classes. PAULA RIBEIRO BRAGA-KENYON (New England Center for Children) and Karen M. Lionello-DeNolf (University of Massachusetts Medical School - Shriver Center)

How to Apply Basic Finding of Equivalence Research to Instructional Design? HIROFUMI SHIMIZU (Headsprout)

198 Invited Event

5/27/2007

11:00 AM - 11:50 AM

Douglas C

BPH; Experimental Analysis

The Neurobiology of Alcoholism: A Dysregulated Neuroadaptational View

Chair: Corina Jimenez-Gomez (Utah State University)

GEORGE KOOB (The Scripps Research Institute)



Dr. George F. Koob is Professor and Chairman of the Committee on the Neurobiology of Addictive Disorders at The Scripps Research Institute and Adjunct Professor of Psychology and Psychiatry and the Skaggs School of Pharmacy and Pharmaceutical Sciences at the University of California, San Diego. An authority on addiction and stress, his research interests include the neurobiology of emotion, with a focus on the theoretical constructs of reward and stress. He has made contributions to our understanding of the anatomical connections of the emotional systems and the neurochemistry of emotional function. His current research is focused on exploration of the neurobiological basis for the neuroadaptation associated with drug dependence and stress. He has published over 630 scientific papers, is the United States Editor-in-

Chief of the journal *Pharmacology Biochemistry and Behavior*, Director of the National Institute on Alcohol Abuse and Alcoholism (NIAAA) Alcohol Research Center at The Scripps Research Institute, Director of the Pearson Center for Alcoholism and Addiction Research, and Consortium Coordinator for NIAAA's multi-center Integrative Neuroscience Initiative on Alcoholism. His awards include being honored as a Highly Cited Researcher from the Institute for Scientific Information, and the Distinguished Investigator, Mark Keller, and Tharp Awards from the Research Society on Alcoholism.

Abstract: Addiction has been conceptualized as a chronic relapsing disorder with roots in impulsivity and compulsivity, and neurobiological mechanisms change as the individual moves through the stages of the addiction cycle. Animal models of excessive drinking include binge models and models that focus on interactions with stress and dependence and include abstinence-induced drinking, drinking following abstinence and withdrawal, and drinking during protracted abstinence in animals with a history of dependence. Key neurochemical elements involved in reward and stress within a basal forebrain macrostructure termed the extended amygdala are hypothesized to be dysregulated in addiction to convey the vulnerability for compulsive drug intake. During intoxication, elements in the extended amygdala are activated. During the development of dependence, the reward systems become compromised, but there is also dysregulation of the brain stress systems such as corticotropin releasing factor, and norepinephrine and neuropeptide Y. In addition, critical neurocircuitry in the basal forebrain for cue-induced reinstatement are providing clues to the neurobiological basis of craving. Neurocircuitry involving separate components for "craving," reward deficits, and compulsivity provide a heuristic framework for the study of individual differences in the vulnerability for addiction.

5/27/2007

11:00 AM - 11:50 AM

Douglas B

OTH; Applied Behavior Analysis



Domestication of the Silver Fox and Its Research Findings

Chair: William D. Timberlake
(Indiana University)

B. F. Skinner Lecturer: Anna Kukekova (Baker Institute/College of Veterinary Medicine, Cornell University) and Lyudmila N. Trut (Institute of Cytology and Genetics of the Russian Academy of Sciences)

Dr. Anna Kukekova (left), a Research Associate at the Baker Institute for Animal Health, Cornell University, is studying genetics of simple and complex traits in canids. Her main research interests include canine genetics and evolutionary genetics of behavior. Kukekova graduated from St. Petersburg State University, Russia in 1993 and received a Ph.D. from the Institute of Cytology of the Russian Academy of Sciences in 1999. She came to Cornell University in 1999 as a postdoctoral fellow to work with Drs. Acland and Aguirre on the genetics of eye disorders in dogs. In 2001, she became involved in the study of domestication in silver foxes. Kukekova, et al., have demonstrated that canine microsatellites can be used for genetic studies in foxes and developed the first meiotic linkage map of the fox genome using such markers. Together with collaborators at the Institute of Cytology and Genetics and at Cornell University, Kukekova implemented a new quantitative method for assignment of fox behavioral phenotypes. Analysis of these behavioral phenotypes in relation to genotypes in the powerful sets of fox experimental pedigrees have allowed the mapping of genetic loci implicated in fox behavior.

Dr. Lyudmila N. Trut (right), received her Ph.D. in 1966 and her doctor of science degree in 1981. The title of her doctoral thesis was *The Role of Behavior in the Transformation of Silver Foxes during Domestication*. Dr. Trut has been recognized as an Honored worker of Science and the Vavilov Prize Laureate.

She graduated with honors from Moscow State University, Department of Biology, in 1958. That same year, she joined the Laboratory of Evolutionary Genetics of the Institute of Cytology and Genetics of the Siberian Department of the Russian Academy of Science as a laboratory assistant. She became head of the Laboratory of Evolutionary Genetics in 1986, and she has been head of a research group since 1990. She is the author of over 150 publications, including the book *Essays on Behavior Genetics*, published in Russian.

Dr. Trut's scientific interests include the specificity of evolutionary transformations of animals during the extreme environmental changes. These changes are associated with strong selection pressure on genetic systems implicated in behavior and stress response. Her research group is studying the evolutionary role of behavior in the silver fox and the wild gray rat experimental models. As a result of long-term breeding of foxes for behavior, she and her group have selected a unique population of domestic foxes and have shown manifold consequences of selection for behavior. This selection experiment continues today.

Abstract: The farm-bred silver fox (*Vulpes vulpes*) has been subjected to strong selective breeding for docility for about 45 years at the Institute of Cytology and Genetics of the Russian Academy of Sciences. It is believed that during early domestication, all animals were challenged by the same evolutionary situation that is produced by selection pressure on the specific behavioral traits that facilitate adaptation to humans. This event is considered as a key mechanism of morphological transformation of domestic animals. As a result of the selection for the capacity to be tame, a strain of foxes with behavioral responses to humans analogous to those of the domestic dog has been produced. It is remarkable that the morphological characters of domestication have been acquired along with doglike behavioral patterns. Developmental shifts and neurohormonal changes in the

domesticated foxes have been demonstrated. The strong heritability of tame behavior has been confirmed in experimental pedigrees among foxes. A rigorous system for measuring behavior as a truly continuous variable has been implemented. The availability of mapping tools developed for the canine genome has enabled the development of a fox meiotic linkage map and thus the mapping of loci influencing these behavioral phenotypes in the fox genome.

#200 International Poster Session

5/27/2007

12:00 PM - 1:30 PM

Manchester

AUT

- 1. A Review of Interventions to Reduce Challenging Behavior in School Settings for Students with Autism Spectrum Disorders.** (EDC; Applied Behavior Analysis) Wendy A. Machalicek, Mark F. O'Reilly, and NATASHA BERETVYAS (University of Texas at Austin), Jeffrey S. Sigafoos (University of Tasmania), and Giulio Lancioni (University of Bari)
- 2. Examination of Microswitch Activation in Identifying Potential Auditory Reinforcers in Children with Developmental Disabilities.** (Applied Behavior Analysis) GLENN SLOMAN (University of Florida), Jennifer M. Asmus (University of Wisconsin, Madison), and Maureen A. Conroy (University of Florida)
- 3. Use of Differential Reinforcement to Reduce Inappropriate Vocalizations across School Settings for Students with ASD.** (EDC; Applied Behavior Analysis) STACEY M. MCINTYRE and Jane M. Barbin (Behavioral Directions, LLC)
- 4. The Treatment of Severe Aggression in an Adolescent with Autism.** (DDA; Applied Behavior Analysis) Richard M. Foxx (Pennsylvania State University) and JAMES N. MEINDL (Pennsylvania State Harrisburg)
- 5. DRA Procedure for Encopresis for a 13-Year-Old Boy with Autism.** (Applied Behavior Analysis) YASAMAN DIANAT (Autism Spectrum Therapies)
- 6. Proactive DRO Treatment to Decrease Disrobing Behavior in an Adult with Autism.** (Applied Behavior Analysis) HAROLD MAHECHA, Frank R. Cicero, and Michael Porcelli (Eden II Programs)
- 7. Evaluating the Use of Differential Reinforcement of Incompatible Physical Activity to Reduce Stereotypic Teeth Grinding in a Child with Autism and Cerebral Palsy: A Case Study.** (VRB; Applied Behavior Analysis) ELIZABETH MCCURDY, Erica R. Roest, Heidi Glesne, Helen Donnelly, Naoise Tobin, and Amy Jamba (Autism Behavior Consultants), Nickie Lau (Autism Behavior Consultants; California State University), and Moira Smith (Autism Behavior Consultants)
- 8. Using DRL to Decrease Maladaptive Behaviors in a Six-Year-Old Child with Autism.** (Applied Behavior Analysis) STACI MIZOKAMI (Autism Spectrum Therapies)
- 9. A Case Study Examining a Self-Management Procedure with a Child Diagnosed with Autism.** (Applied Behavior Analysis) JENNIFER A. CASTELLANOS, Michele Renee Bishop, and Patrick M. Ghezzi (University of Nevada, Reno)
- 10. Implementation of a Self-Management Program to Reduce the Occurrence of Challenging Behaviors in a Child with Autism.** (Applied Behavior Analysis) ELISHA M. VILLANUEVA (Autism Spectrum Therapies)
- 11. Using FCT and Differential Reinforcement to Decrease Pica in a Child with Autism in a Classroom Setting.** (EDC; Applied Behavior Analysis) Lisa A. Blaakman, Lori B. Kohl, and Heather M. Vallese (Monroe #1 BOCES) and David McAdam and DEBORAH A. NAPOLITANO (University of Rochester)
- 12. The Effects of Reinforcement and Extinction on Compliance during Transitions in a Preschool Setting.** (Applied Behavior Analysis) ALICIA A. RICHARDS and Rebekah L. Houck (Pennsylvania Verbal Behavior Project) and Mary Shore (SPIN/Elwyn)
- 13. Functional Analysis and Treatment of Pica: Training Exchange of Inedible Items.** (Applied Behavior Analysis) JEB S. JONES and Katherine V. Powers (The Marcus Institute), Michael E. Kelley

(Marcus Institute and Emory University), and Jane F. Morton and Crystal Gremillion (The Marcus Institute)

- 14. Idiosyncratic Functions: Assessment and Treatment of Problem Behaviors Maintained by Access to Ritualistic Behaviors.** (Applied Behavior Analysis) NICOLE LYNN HAUSMAN, SungWoo Kahng, Ellen Farrell, and Camille Mongeon (Kennedy Krieger Institute)
- 15. Decreasing Problematic Behavior in Children with Autism through a Self-Monitoring Cost Response System.** (Applied Behavior Analysis) MICHELLE KARREN, Colby Anderson (St. Cloud State University), Rachel D. Russell (Able Developmental Clinic), and Sara White (Binghamton University)
- 16. The Effect of a Visual Schedule on the Bruxism of a Nine-Year-Old with Autism.** (Applied Behavior Analysis) AISLING A. ARDIFF and Lorna Hogan (The Saplings School)
- 17. The Use of Cognitive-Behavioral Strategies, Restricted Attention, and Response Cost to Decrease Challenging Behavior in a Student with Asperger's Syndrome.** (Service Delivery) HESTER BEKISZ (Genesis School), Mary Ellen McDonald (Eden II Programs/Genesis School), and Sofi Michalak, Steve Reed, and Lewis Mazzone (Genesis School)
- 18. Use of Matched Stimuli to Reduce Stereotypic Behavior Maintained by Automatic Reinforcement.** (Applied Behavior Analysis) VIRGINIA S. WONG, Amy J. Davies Lackey, and Christine Montalto (Hawthorne Country Day School)
- 19. Treating of Noncompliance and Aggression in an Adult with Autism: The Effectiveness of a Task Board and "Choices," within a Group Home Setting.** (DDA; Applied Behavior Analysis) NIALL JAMES TONER (Eden II Programs)
- 20. Non Contingent Access to Changing Clothes to Decrease Urination Accidents in an Adult with Autism.** (Applied Behavior Analysis) GINA FORLENZA (Eden II School for Autistic Children Inc.) and Anthony Mauro (Eden II Programs)
- 21. Systematic Desensitization to Increase Tolerance of Previously Aversive Stimuli in a Six-Year-Old Boy with Autism.** (Applied Behavior Analysis) JANE KIM (Autism Spectrum Therapies)
- 22. Training Grandparents to Implement Interventions to Decrease Disruptive Behaviors.** (CSE; Applied Behavior Analysis) KARA BERNIER, Katie Marshall, and Joseph M. Vedora (BEACON Services)
- 23. Using Latency to Approach for Comparing Stimuli Preferences for Students with Autism.** (DDA; Applied Behavior Analysis) TODD FRISCHMANN (Rutgers University), Robert Larue (Douglass Developmental Disabilities Center, Rutgers University), and Meredith Bamond (Rutgers University)
- 24. Assessment and Treatment of Escape-Maintained Aggression: The Use of Self-Monitoring Techniques for a Student with Autism.** (DDA; Applied Behavior Analysis) JANA HOROWITZ, Kate E. Fiske, Melissa Ortega, and Alexandra Vlahogiannis (Rutgers University), Tina Zorrilla Rivera (Douglass Developmental Disability Center, Outreach), and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers University)
- 25. Self-Management and Time-Out to Decrease Challenging Behaviors.** (DDA; Applied Behavior Analysis) HELENA MAGUIRE, Marijke P. Callahan, and Jessica Surette (Melmark New England), Tiffany M. Esposito (Melmark New England/Northeastern University), and Kimberly Mayer (Melmark New England)
- 26. Reducing Automatically Reinforced Aberrant Behaviors in a Child with Autism, Using a Positive Procedure: A Case Study.** (DDA; Applied Behavior Analysis) GLADYS WILLIAMS and Monica Rodriguez-Mori (CIEL, SL), Jaqueline Marilac Madeira (Universidad de Oviedo, Spain), and Manuela Fernandez-Vuelta Vuelta (CIEL, SL)
- 27. Pivotal Response Training on Symbolic Play Behaviors of a Preschool Child with Autism.** (EDC; Applied Behavior Analysis) Chia-Jane Chung and HUA FENG (National Changhua University of Education)

28. The Development of a Coin Equivalence Curriculum for Children with Autism. (EAB; Applied Behavior Analysis) Krista Smaby (Las Lomas School District), HEATHER E. FINN (New England Center for Children), Betty Kao (Spectrum Center), and Caio F. Miguel (California State University, Sacramento)

29. Caregiver Conducted Functional Analysis to Determine the Function of Inappropriate Touching. (CSE; Applied Behavior Analysis) CAROL DEPEDRO and Robert K. Ross (BEACON Services)

30. Teaching Young Children with Autism to Self-Monitor through the Use of a Behavior Contract. (Applied Behavior Analysis) CHRISTEN RAE and Cathy Eschete (Therapeutic Pathways, Inc.)

31. Establishing Textual Control over Independent Play Schedules via Relational Training. (VRB; Applied Behavior Analysis) HEEJEAN G. YANG and Heather E. Finn (New England Center for Children) and Caio F. Miguel (California State University, Sacramento)

32. An Analysis of Gaze Shifts in the Context of Joint Attention. (DDA; Applied Behavior Analysis) KRISTA SMABY, Rebecca P. F. MacDonald and William H. Ahearn (New England Center for Children), and William V. Dube (University of Massachusetts Medical School Shriver Center)

33. Teaching Object Imitation to a Child with Downs Syndrome and PDD-NOS Dual-Diagnosis Using a Naturalistic Behavioral Approach. (Applied Behavior Analysis) NICOLE ZEUG, Amanda C. Besner, Andrea Newcomer, Nicole Suhomel, Allison M. Jones, Shahla S. Ala'i-Rosales, and Jesus Rosales-Ruiz (University of North Texas)

34. Can Children with Autism Be Taught to Respond to and Initiate Joint Attention? (EAB; Applied Behavior Analysis) NOZOMI NAOI and Jun'ichi Yamamoto (Keio University, Japan)

35. The Relationship between Eye Contact, Joint Attention, and Functional Verbal Behavior in Children with Autism. (VRB; Applied Behavior Analysis) HITOMI KUMA and Jun'ichi Yamamoto (Keio University, Japan)

36. The Learning Efficacy of Joint Attention on Preschool Children with Autism. (EDC; Applied Behavior Analysis) YU-CHING HUANG and Hua Feng (National Changhua University of Education)

37. The Effects of the Picture Exchange Communication System on Head-Hitting of Children with Autism. (Applied Behavior Analysis) YI-WEI HSIN (The Ohio State University), Tsung-Han Ho (University of Texas at Austin), and Ta-Yen Wang (Taipei Municipal University of Education)

38. Comparison of Data Collection Methods in Intensive Early Behavior Therapy for Children with Autism. (DDA; Applied Behavior Analysis) LISA BARSNESS (Minnesota Early Autism Project) and Jennifer Bozosi (Lovaas Institute)

39. Reducing Severe, Aggressive Behaviors in a Seven-Year-Old Boy with Autism. (Applied Behavior Analysis) SANDRA CAZARES (Autism Behavior Consultants; California State University, Los Angeles)

40. Intensive Behavioral Intervention for Young Children with Autism: A Review and Critique of Large-Scale Outcome Studies. (Applied Behavior Analysis) RACHEL SUMNER, Michele Renee Bishop, and Patrick M. Ghezzi (University of Nevada, Reno)

41. Teaching Children with Autism to Follow Eye Gaze: A Response Shaping Program. (Applied Behavior Analysis) KRISTIN MILLER and Matthew Tritto (F.A.C.E.S.)

#201 International Poster Session

5/27/2007

12:00 PM - 1:30 PM

Manchester

CSE

42. Effects of Contingent Outcomes and Changes in Group Membership on Distribution of Groups Earnings in an Experimental Metacontingency. (EAB; Experimental Analysis) RICARDO CORREA MARTONE, Sigrid S. Glenn, and Thomas Anatol da Rocha Woelz (University of North Texas)

- 43. The Effects of Resource Availability and Storage Capacity on Recurring Cooperative Interlocking Behavioral Contingencies.** (EAB; Experimental Analysis) ANA BARBARA NEVES, Sigrid S. Glenn, and Thomas Anatol da Rocha Woelz (University of North Texas)
- 44. The Research Practices of Positive Behavior Support.** (DDA; Applied Behavior Analysis) MITCH FRYLING, W. Larry Williams, and Ainsley McPherson (University of Nevada, Reno)
- 45. Child Sexual Abuse Primary Prevention with Low-Income Brazilian Students.** (EDC; Applied Behavior Analysis) MARIA DA GRAÇA SALDANHA PADILHA (Universidade Federal de São Carlos), Maria Cristina Antunes (University Tuiuti of Paraná), and Lucia C. A. Williams (Universidade Federal de São Carlos)
- 46. Gender Differences on Infidelity in a Southern Brazilian City.** (CBM; Applied Behavior Analysis) Maria Cristina Antunes (University Tuiuti of Paraná) and MARIA DA GRAÇA SALDANHA PADILHA (Universidade Federal de São Carlos)
- 47. Is Enrichment Really Enriching? A Systematic Method of Evaluating Enrichment Items.** (Applied Behavior Analysis) KATHRYN KALAFUT and Jesus Rosales-Ruiz (University of North Texas)
- 48. Relation between Suicidal Ideation and Patterns of Addiction in Mexican Adolescents.** (Applied Behavior Analysis) Arturo Silva Rodríguez, NORMA COFFIN, and María de Lourdes Jiménez Rentería (Universidad Nacional Autónoma de México)
- 49. An Epidemiological Study of Suicidal Ideation in Mexican Adolescents.** (Applied Behavior Analysis) NORMA COFFIN, Arturo Silva Rodríguez, and María de Lourdes Jiménez Rentería (Universidad Nacional Autónoma de México)
- 50. Reducing Environmental Tobacco Smoke and Cigarette Litter in Outdoor Settings on a University Campus.** (Applied Behavior Analysis) NATHAN C. HAHN and April S. Worsdell (Southern Illinois University)
- 51. Core Values in Behavior Analysis.** (EDC; Applied Behavior Analysis) ERIK ARNTZEN (Akershus University College), Jon A. Lokke (University of Oslo), and Gunn Lokke (University College of Ostfold, Norway)
- 52. Social Validity in the *Journal of Applied Behavior Analysis*.** (Applied Behavior Analysis) DANIELLE LISE LAFRANCE and Renee Reagan (Florida Institute of Technology), Carelle A. D. Harris, and David A. Wilder (Florida Institute of Technology)
- 53. From Feral to Friendly: Shaping "Tameless" in Felines.** (Applied Behavior Analysis) ANGELA DRAKE and Jesus Rosales-Ruiz (University of North Texas)
- 54. Graphic Crime Scene Evidence Functions as an Establishing Operation Potentiating Harsher Sentences.** (TPC; Theory) DAVID E. GREENWAY and Matthew Ian Isaak (University of Louisiana at Lafayette)
- 55. Comprehension and Retention of Risk Information.** (EAB; Experimental Analysis) FRANK HAMMONDS (Troy University) and Wendy Donlin (Johns Hopkins School of Medicine)
- 56. Eating Disorders and Obesity Ambulatory: A Brazilian Service.** (CBM; Service Delivery) DENISE C. HELLER (Univeristy Tuiuti do Parana) and Talita L. Marques
- 57. Body Image Improvement Program: An Experimental Intervention in a Fitness Center in Brazil.** (CBM; Applied Behavior Analysis) TALITA LOPES MARQUES and Denise C. Heller (Univeristy Tuiuti do Parana)
- 58. Using Behavioral Strategies to Enhance Diabetes Management.** (CBM; Applied Behavior Analysis) ROBERT L. SHAPIRO (HMEA/Simmons College)
- 59. Frequency of Exercise and the Value Ratio.** (CBM; Applied Behavior Analysis) STEPHEN C. BITGOOD, Layla Abby, and Donna LePrell (Jacksonville State University)
- 60. Simplified Habit Reversal and Self-Monitoring as a Treatment for a Behavior Analyst with Nail Biting: A Case Study.** (EDC; Applied Behavior Analysis) LAUREN WASANO (Quality Behavioral Outcomes (QBO))

61. A Single-Subject Application of FAP Enhanced Behavioral Activation (FEBA) to Non-Clinical Relationship Difficulties. (Applied Behavior Analysis) Laura Beth Turner, Rachel C. Manos, Laura C. Rusch, Nicole A. Roberts, and Jonathan W. Kanter (University of Wisconsin, Milwaukee)

62. Behavioral, Attitudinal, and Decision-Altering Effects of Aggressive Videogames on Young Adults. (TPC; Experimental Analysis) Kent Smallwood, Scott Latour, John Ceglarek, DEREK SZAFRANSKI, and R. WAYNE Fuqua (Western Michigan University)

#202 International Poster Session

5/27/2007

12:00 PM - 1:30 PM

Manchester

DDA

63. A Demonstration of Discriminated Responding between Simultaneously Presented Communication Cards. (Experimental Analysis) ERIC BOELTER and Louis P. Hagopian (Kennedy Krieger Institute)

64. Correspondence between Stimulus Preferences and Progressive Ratio Break Points in Individuals with Developmental Disabilities. (EAB; Applied Behavior Analysis) MEAGAN GREGORY, and Iser Guillermo DeLeon (Kennedy Krieger Institute), Melissa J. Allman (Johns Hopkins University School of Medicine), and Michelle A. Frank (Kennedy Krieger Institute)

65. Assessing Self-Injurious Behavior (SIB) during Feeding for a Child with Profound Disabilities and Visual Impairments. (Applied Behavior Analysis) LAUREN LLOYD WITHHART and Julia T. O'Connor (Kennedy Krieger Institute)

66. Attention and Treatment of Socially Maintained Stereotypes. (Applied Behavior Analysis) DENISE KUREK, SungWoo Kahng, Terri Sambroski, and Marie Andachter (Kennedy Krieger Institute)

67. Multiple-Respondent Anecdotal Assessments for Behavior Disorders: An Analysis of Interrater Agreement and Correspondence with Treatment Outcomes. (Applied Behavior Analysis) ROXANNE L. WOLF, Richard G. Smith, Jessica Hobbs, Heather A. Moore, Larisa Maxwell, Curtis J. Harris, Bryan Lovelace, and Lauren A. Cherryholmes (University of North Texas)

68. Measuring Outcomes of Behavioral Treatment Using the Aberrant Behavior Checklist (ABC). (CBM; Applied Behavior Analysis) DANIELLE GUREGHIAN (Kennedy Krieger Institute/University of Maryland Baltimore County) and Theodosia R. Paclawskyj (Kennedy Krieger Institute)

69. The Use of Non-Contingent Reinforcement without Extinction to Treat Aggressive Behavior Occasioned by Blocking Sleep. (Applied Behavior Analysis) SALLY D. GRAVES, Heather K. Jennett, and Louis P. Hagopian (Kennedy Krieger Institute)

70. Using Augmented Simplified Habit Reversal in the Treatment of Tourette's Disorder in an Individual Diagnosed with Severe Mental Retardation. (CBM; Applied Behavior Analysis) KRISTIN RUSCITI PURINGTON (St. Cloud State University) and Kayla Jean Davidson and Steven L. Taylor (Glenwood Resource Center)

71. Choice and Work Performance in Mentally Retarded Adults (II). (DEV; Experimental Analysis) GIOVANA ESCOBAL and A. Celso Goyos (Federal University of Sao Carlos)

72. Validating Conditioned Reinforcers through Preference Assessment. (AUT; Applied Behavior Analysis) ELIZABETH J. KELSEY (Northeastern University) and D. Daniel Gould (New England Center for Children)

73. Effects of Choice of Task Sequence in Picture Activity Schedules. (AUT; Applied Behavior Analysis) CHRISTINE APOSTOL (Crossroads - New England) and D. Daniel Gould (New England Center for Children)

74. Effects of Toy Play Skills on Occurrence of Problem Behavior Maintained by Automatic Reinforcement: Preliminary Findings. (Applied Behavior Analysis) KELLY M. VINQUIST, Anuradha Salil Kumar Dutt, Jason M. Stricker, Wendy K. Berg, David P. Wacker, Joel E. Ringdahl, and Jeffrey R. Luke (University of Iowa)

- 75. Analysis of Task Prompting Strategies during Functional Communication Training.** (AUT; Applied Behavior Analysis) JAY W. HARDING, David P. Wacker, Wendy K. Berg, John F. Lee, and Muska Ibrahimovic (University of Iowa)
- 76. Reducing Challenging Behaviors Using Behavioral Contracting.** (Applied Behavior Analysis) TATE MCGHEE and Kimberly M. Smith (Pinellas Association for Retarded Children)
- 77. Functional Communication Training with Participants Diagnosed with a Behavior Disorder.** (TPC; Applied Behavior Analysis) RUSSELL LANG (University of Texas at Austin)
- 78. Interval Recording for Duration Events: A Re-Evaluation.** (AUT; Applied Behavior Analysis) AMANDA M. COLBY and John T. Rapp (St. Cloud State University), Timothy R. Vollmer (University of Florida), Henry S. Roane (University of Nebraska Medical Center & Munroe-Meyer Institute), Joanna Lomas (Marcus Institute), and Lisa N. Britton (Spectrum Center)
- 79. Validation of Behavior Analytic Instructional Design for an On-Line Course in Psychology of the Exceptional Child.** (EDC; Applied Behavior Analysis) JAMES SANTOYO and Duane A. Lundervold (Central Missouri State University)
- 80. Training Parents to Treat Noncompliance in Children with Developmental Disabilities Using Guided Compliance.** (AUT; Applied Behavior Analysis) CHRISTINE BENNETT (University of Washington Autism Center) and Linda A. LeBlanc (Western Michigan University)
- 81. Using Competing Stimuli to Treat Self-Injurious and Other Problem Behavior in a Young Adult with Cornelia de Lange Syndrome.** (Applied Behavior Analysis) KOREN M. BOGGS (Johns Hopkins University School of Medicine) and Louis P. Hagopian (Kennedy Krieger Institute)
- 82. Preference Assessment: Principle and Practice.** (Applied Behavior Analysis) DAVID GELLER, Stacie Neff (University of South Florida), and Kenneth G. Winn (Agency for Persons with Disabilities)
- 83. Decreasing Escape Maintained Maladaptive Behaviors through the Use of Functional Communication Training.** (Applied Behavior Analysis) MICHELLE J. GRAHAM (May Institute), Julie Erin Lomartire (Charles River ARC), and Brad Frithsen (May Institute)
- 84. Concurrent Operants Assessment of Functional Reinforcers for Problem Behavior.** (AUT; Applied Behavior Analysis) JENNIFER L. BREDTHAUER, Nathan A. Call, Robert R. Pabico, and Joanna Lomas (Marcus Institute)

#203 International Poster Session

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Manchester

EAB

- 85. Conditioned Taste Avoidance Induced by Wheel Running is Inhibited by Pre-Exposure to Novel Food Tastes.** (Experimental Analysis) W. DAVID PIERCE and Donald C. Heth (University of Alberta)
- 86. Discriminative Control of Choice Behavior in Humans.** (Experimental Analysis) ROBERT W. ALLAN (Lafayette College), Lanny Fields (Queens College, City University of New York), and Patricia A. Moss (The Graduate Center of the City University of New York)
- 87. A Brief Opportunity to Run Does Not Function as a Reinforcer for Mice Selected for High Daily Wheel-Running Rates.** (Experimental Analysis) TERRY W. BELKE (Mount Allison University) and Ted Garland, Jr. (University of California, Riverside)
- 88. The Matching Law and Division I Basketball.** (TPC; Experimental Analysis) JENNIFER L. HITT, Thomas S. Critchfield, and Larry A. Alferink (Illinois State University)
- 89. A Behavioral Study of Counterfactuals.** (VRB; Experimental Analysis) ARELI MORANDO, Ma. Antonia Padilla, Mayra Hernández, Enyola Rodríguez, and Laura Barba (University of Guadalajara) and José E. Burgos (Centro de Estudios e Investigaciones en Comportamiento - University of Guadalajara)
- 90. Functional Analysis of the Training and Evaluation of the Correspondence between Verbal and Non-Verbal Behavior.** (VRB; Experimental Analysis) HORTENSIA HICKMAN, Diana L. Moreno,

Rosalinda Arroyo, Ma. Luisa Cepeda Islas, Olivia Tena, and Patricia Anabel Plancarte Cansino (Universidad Nacional Autónoma de México)

91. Speed Transfer and Class Mergers via Conditional Discriminations: Differential Transfer Training with One or Two Class Members. (Experimental Analysis) ABDULRAZAQ A. IMAM (John Carroll University)

92. Establishment of Stimuli Classes of Letters through a Procedure of Errorless Simple Discrimination without Reversion. (EDC; Experimental Analysis) DANIEL CARVALHO DE MATOS and Maria Amalia Andery (Catholic University of São Paulo)

93. The Discriminative Function of Responses and Its Participation in Equivalence Classes. (Experimental Analysis) ANNA BEATRIZ MULLER QUEIROZ and Maria Amalia Andery (Catholic University of São Paulo)

94. Access to Others: Player Points in the Prisoner Dilemma Game. (VRB; Experimental Analysis) PEDRO BORDINI FALEIROS (Universidade de São Paulo/UNIARARAS/Universidade Metodista de Piracicaba), Martha Hubner (Universidade de São Paulo), and Raquel Zacharias, Viviana Ferrante, Adriana Leme, Juliana Mesquita, and Raquel Deperon (UNIARARAS)

95. An Evaluation of Escape Maintained Aggressive Behavior. (DDA; Applied Behavior Analysis) DANIELLE ELISABETH EDMONDS (Bancroft NeuroHealth) and Jennifer L. Tessing (AdvoServ)

96. Responding on a Variable Ratio Schedule with Counter: Operant-Respondent Interactions. (Experimental Analysis) ZANE FERGUSON (City University of New York Graduate Center) and Robert W. Allan (Lafayette College)

97. Comparison of Discounting Parameters Obtained through Different Adjusting Procedures: Bisection and Up-Down. (Experimental Analysis) THOMAS ANATOL DA ROCHA WOELZ and Manish Vaidya (University of North Texas)

98. All Washed Up: An Applied Behavior Analysis Program to Increase the Retention and Return Rate of Towels in a Student Recreation Center. (Applied Behavior Analysis) RAYMOND O. SACCHI, Thomas A. Brigham, Holly Denise Shockley, Benjamin L. Lawson, Ryan Sain, and Samantha Swindell (Washington State University)

99. Haloperidol and Naltrexone Didn't Change the Time Allocation. (BPH; Experimental Analysis) FRANCISCO JUSTINIANO VELASCO (Sigma Alimentos Noreste, S. A de C. V.) and Carlos F. Aparicio (University of Guadalajara)

100. Satiation, Habituation, and Elasticity: An Economic Analysis. (Experimental Analysis) AMANDA L. ZANG and James D. Dougan (Illinois Wesleyan University)

101. Signal Effects on Preference in Two Choice Procedures. (Experimental Analysis) ALANA DULANEY, Robin Hepworth, and Matthew C. Bell (Santa Clara University)

102. The Aesthetics of Inter-Teaching: Does Introduction Method Affect Performance? (EDC; Applied Behavior Analysis) ELIZABETH A. DALIANIS, Nicole A. Capik, and Sherry L. Serdikoff (James Madison University)

103. Differential Reinforcement of the Eye Traveling Speed: A Preliminary Study. (Experimental Analysis) SHO OTAKI, Haruka Takeshita, Naoki Kamiya, and Takayuki Sakagami (Keio University)

104. The Effects of Fixed Ratio Values on Concurrent Mand and Play Responses. (TPC; Experimental Analysis) HAVEN BERNSTEIN (City University of New York Graduate Center), Bruce L. Brown (Queens College), and Peter Sturmey (Queens College, City University of New York)

105. How a Contingent Auditory Marker Signal Affects Learning when a Delay to Reinforcement Is Present. (Experimental Analysis) MICHELE STONE and Shawn R. Charlton (University of California, San Diego)

106. Repeated Acquisition and Resistance to Change of Rule Governed Self-Control as a Function of Rule Completeness. (VRB; Experimental Analysis) LUISA FERNANDA CANON GARZON and Linda J. Hayes (University of Nevada, Reno)

107. Effects of Listening and Talking on a Categorization Task in Three- to Four-Year-Old Children. (VRB; Experimental Analysis) ALEJANDRA MARQUEZ and Emilio Ribes-Iñesta (University of Guadalajara)

108. Response and Time Allocation on Concurrent Variable-Interval Schedules of Signaled and Unsignaled Reinforcement. (TPC; Experimental Analysis) JEFFREY EVERLY and Michael Perone (West Virginia University)

109. The Use of a Matching-to-Sample Task to Train Say-Do-Describe Non-Correspondence. (Experimental Analysis) MARIA ELENA RODRIGUEZ and Mario Lopez Islas (University of Guadalajara)

#204 International Poster Session

5/27/2007

12:00 PM - 1:30 PM

Manchester

EDC

110. Corrective Reading: Improving the Reading Skills of Struggling Middle School Urban Learners. (Applied Behavior Analysis) CHRISTOPHER D. YAWN, Temple Sharese Lovelace, Yi-Wei Hsin, and Ralph Gardner, III (The Ohio State University)

111. The Effects of a Prevention-Based Supplemental Corrective Reading Program with At-Risk Urban Learners. (CSE; Service Delivery) ANGELLA HARJANI SINGH and Gwendolyn Cartledge (The Ohio State University)

112. The Effects of the Reading Mastery Program on Children at Risk for Low Beginning Reading Achievement. (DDA; Applied Behavior Analysis) TYLER JACK, Kathleen Marie Waldron-Soler, and Kurt Stellwagen (Eastern Washington University)

113. Direct Instruction Reading: Effects of the Reading Mastery Plus Curriculum on Children with Developmental Disabilities. (DDA; Applied Behavior Analysis) RYAN M. ZAYAC (Auburn University)

114. Effects of a Reading Racetrack on Sight Word Reading Fluency of Urban Elementary Students with Disabilities. (Applied Behavior Analysis) CUONG LUU, Madoka Itoi, and Moira Konrad (The Ohio State University)

115. A Comparison of Response Modes on Letter Naming Rates of English-Language Learners. (Service Delivery) DONNA MARIE GILBERTSON, Janie Maxfield, and John Hughes (Utah State University)

116. Improving Reading Fluency in Adults Who Have Low Literacy Skills. (Applied Behavior Analysis) LAURA D. FREDRICK, Amy C. Scarborough, Daphne Greenberg, and Victoria Burke (Georgia State University)

117. Visual Goal and Progress Stimuli and Their Effects on Students' Reading Fluency Growth Rates. (DDA; Applied Behavior Analysis) DAVID E. FORBUSH, April Rose Lockwood, and Linsey Glead (Utah State University)

118. The Impact of Offering Rewards when Assessing Students' Reading Fluency: A Between-Subjects Experimental Comparison. (Applied Behavior Analysis) JOHN BEGENY (North Carolina State University), Scott P. Ardoin (University of South Carolina), and Kristina Groce and Hailey Krouse (North Carolina State University)

119. Improving Oral Reading Fluency and Retelling Comprehension of Students with Native American Heritage through the Use of Repeated Readings and Precision Teaching Measurement Approaches. (CSE; Applied Behavior Analysis) Brittany S. Schreurs, Heather A. Niebuhr, and WILLIAM J. SWEENEY (University of South Dakota) and Paul Malanga (Arlington Developmental Center)

120. Effects of Two Supplemental Writing Interventions on Fourth and Fifth Grade Students' Written Expression. (Applied Behavior Analysis) MADOKA ITOI and Moira Konrad (The Ohio State University) and Theresa Hessler (The Ohio State University, Newark)

121. Effects of Two Self-Mediated Interventions on the Writing of High-Achieving Urban African American First Graders. (Service Delivery) Jennifer Tsvetkoff (The Ohio State University), Theresa

Hessler (The Ohio State University, Newark), and TEMPLE SHARESE LOVELACE and Ralph Gardner, III (The Ohio State University)

122. The Effects of Writer Immersion and Responses of a Reader on the Writing Effectiveness of Students with Academic Delays. (Applied Behavior Analysis) R. Douglas Greer (Columbia University Graduate School and Teachers College) and YASMIN HELOU (Teachers College, Columbia University)

123. Use of Copy, Cover, and Compare with Middle School Students: A Further Replication. (DEV; Applied Behavior Analysis) T. F. MCLAUGHLIN, Kimberly P. Weber, and Stephanie Quinlan (Gonzaga University), Gary Johnson (Spokane Public Schools), and Susan Poindexter (Gonzaga University)

124. Preparing Students for College Entrance Exams: Findings of a Targeted Intervention Conducted within a Three-Tiered Model of Support. (Experimental Analysis) KATHLEEN L. LANE, E. Jemma Robertson, Joseph Wehby, and Robin J. Parks (Vanderbilt University)

125. The Effect of Using Classwide Student Tutoring Teams in Middle School Science Classes. (Applied Behavior Analysis) GREGORY F. HARPER and Barbara Mallette (State University of New York at Fredonia) and Lisa Greenauer (Silver Creek Central School District)

126. Behavioral Assessment of Skill Development in Youth Soccer. (Applied Behavior Analysis) MANOEL RODRIGUES-NETO, Phillip Ward, and Robert Smith (The Ohio State University)

127. The Development, Implementation, and Initial Findings of a School-Wide Positive Behavior Support (SWPBS) Program in a Rural High School in East Tennessee. (EAB; Applied Behavior Analysis) LEIA D. BLEVINS and James J. Fox (East Tennessee State University)

128. The Impact of Administrative Support on the Stress, Burnout, and Attrition of Teachers of Students with E/BD. (Service Delivery) EDWARD J. CANCIO and Jesse W. Johnson (Northern Illinois University)

129. Project CREATE: A Response to Intervention Model to Identify Students as Emotionally Disturbed. (TPC; Service Delivery) CLAYTON COOK, Sage Thornton, and Ramon B. Barreras (University of California, Riverside)

130. The Integral Intervention in the Academic and Social Problems of Students with Migrant Parents. (CSE; Service Delivery) MARCO W. SALAS MARTINEZ, Esperanza Ferrant Jimenez, María del Pilar Gonzalez Flores Flores, Luis Rey Yedra, Laura Oliva Zarate, Dinorah Leon Cordoba, Angelica Rivera Vargas, and Andree Fleming-Holland (University of Veracruz)

131. Tools to Facilitate Behavioral Interventions in the General Education Setting. (DDA; Service Delivery) LEAH GONGOLA and Jennifer Sweeney (Kent State University)

132. Expanding Behavior Analysis' Role in Contemporary Teacher Preparation Programs. (Service Delivery) LAWRENCE J. MAHEADY (State University of New York at Fredonia), David Pomerantz (State University of New York at Buffalo), and Sheila Alber-Morgan (The Ohio State University)

#205 International Poster Session

5/27/2007

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Manchester

TBA

133. Behavioral Computer Workshop. (Applied Behavior Analysis) MEHREEN ARSHAD, Hui Ling Loh, Steven J. Pitts, Ariel Grosshuesch, and Richard W. Malott (Western Michigan University)

134. Self-Management System. (Applied Behavior Analysis) ANDREA M. RAU, Breanne K. Crooks, Courtney Fox, Matt Brodhead, and Richard W. Malott (Western Michigan University)

135. Intermediate Autism Practicum. (AUT; Applied Behavior Analysis) KATIE MICHELLE RELPH, Christina J. Vestevich, Susan M. E. Bills, and Richard W. Malott (Western Michigan University)

136. Advanced Autism Practicum. (AUT; Applied Behavior Analysis) NICOLE HOFFMEISTER, David Slade, and Richard W. Malott (Western Michigan University)

- 137. Behavior Analysis Training System.** (Applied Behavior Analysis) KRISTA GABRIAU, Alaina Nichole Clark, Tara Adams, and Richard W. Malott (Western Michigan University)
- 138. Professional Psychology Practicum.** (AUT; Applied Behavior Analysis) ALLISON RAE BARRAND, Zachariah T. Dugger, Kyleen Gray, Clarissa Barnes, and Richard W. Malott (Western Michigan University)
- 139. Graduate Student Instructor Performance Management and Training.** (Applied Behavior Analysis) DAVID EISENHART, Erin Carey, Amanda Donner, and Richard W. Malott (Western Michigan University)
- 140. Graduate Record Exam System.** (Applied Behavior Analysis) DEANNA NIEMIEC, Callie Amanda Simms, Danielle Williams, and Richard W. Malott (Western Michigan University)
- 141. Language Facilitation Training System.** (Applied Behavior Analysis) ROBBIE BALDUS, Erin Carey, Lauren Morrell, and Richard W. Malott (Western Michigan University)
- 142. The Behavior Systems Analysis Project.** (OBM; Applied Behavior Analysis) ALLISON R. MUELLER, Woan Tian Chow, August Holtyn, Elizabeth Saur, and Richard W. Malott (Western Michigan University)
- 143. Behavioral Research Supervisory System.** (Applied Behavior Analysis) JESSICA ANN IRISH, Kendra Sue Priest, Brooke L. Gieber, Catrina C. Litzenburg, and Richard W. Malott (Western Michigan University)
- 144. Pre-Practicum.** (AUT; Applied Behavior Analysis) BLAKE GRIDER, Kristin Hustyi, and Richard W. Malott (Western Michigan University)
- 145. Behavior Analysis Training System: An Evaluation of Behavioral Academic and Career Counseling.** (Applied Behavior Analysis) TAMINA A. STUBER, Daniel Lee Shafto, Lisa LeVasseur, and Richard W. Malott (Western Michigan University)
- 146. Continuous Quality Improvement for Instructional Technology.** (Applied Behavior Analysis) STEVEN PAUL CELMER, Emily Bruen, and Richard W. Malott (Western Michigan University)
- 147. Applied Assessment of Quality and Efficacy, Using Point Contingencies within a Behavioral Analysis Training System.** (OBM; Applied Behavior Analysis) BROOKE L. GIEBER, Jessica Irish, Kendra Priest, Catrina Litzenburg, and Richard W. Malott (Western Michigan University)
- 148. Dissemination of Behavior Analysis: Pragmatic Criteria for the Adoption of Strategies.** (CSE; Theory) TIMOTHY C. FULLER, Genevieve M. DeBernardis, Erick M. Dubuque, and Linda J. Hayes (University of Nevada, Reno)
- 149. Dissemination of Behavior Analysis: Interactions among Strategies Aimed at Different Audiences.** (CSE; Theory) GENEVIEVE M. DEBERNARDIS, Erick M. Dubuque, Timothy C. Fuller, and Linda J. Hayes (University of Nevada, Reno)

#206 International Paper Session

5/27/2007

1:30 PM - 2:20 PM

Madeleine AB

EAB

Categorization

Chair: Ronald Weisman (Queens University)

Visual Categorization in Pigeons: Comparing Rule-Based, Information Integration, and Associative Models. MARK E. BERG and Randolph C. Grace (University of Canterbury)

Teaching Concepts: Examples from Category Perception, Propagation, and Equivalence for the Natural Communication Signals. RONALD G. WEISMAN (Queens University) and Laurie Bloomfield, Tara Farrell, Marc Avery, and Christopher Sturdy (University of Alberta)

#207 B. F. Skinner Lecture Series

5/27/2007

1:30 PM - 2:20 PM

Douglas B

EDC; Applied Behavior Analysis



Meta-Analysis of Single Subject Research

Chair: Timothy A. Slocum

(Utah State University)

B. F. Skinner Lecturer: Dr. William R. Shadish

(University of California, Merced)

Dr. William R. Shadish is Professor and Founding Faculty at the University of California, Merced. He received his bachelor's degree in sociology from Santa Clara University in 1972, and his M.S. (1975) and Ph.D. (1978) degrees from Purdue University in clinical psychology. He completed a postdoctoral fellowship in methodology and program evaluation at Northwestern University from 1978 to 1981. His current research interests include experimental and quasi-experimental design, the empirical study of methodological issues, the methodology and practice of meta-analysis, and evaluation theory. He is author (with T. D. Cook & D.T. Campbell, 2002) of *Experimental and Quasi-Experimental Designs for Generalized Causal Inference* and *ES: A Computer Program and Manual for Effect Size Calculation*, co-editor of five other volumes, and the author of over 100 articles and chapters. He was 1997 President of the American Evaluation Association, winner of the 1994 Paul F. Lazarsfeld Award for Evaluation Theory from the American Evaluation Association and the 2000 Robert Ingle Award for service to the American Evaluation Association. He is a Fellow of both the American Psychological Association and the American Psychological Society, and a past editor of *New Directions for Program Evaluation*.

Abstract: Meta-analysis has become an essential tool for summarizing large bodies of primary research literature in the social sciences. Among the many applications of meta-analysis is the determination of whether a given educational or clinical practice can be termed evidence- or research-based. With a few exceptions, however, evidence from single subject research has not been included in meta-analyses. The reason for this is primarily technological rather than ideological, that there is little agreement on optimal statistical methods for doing meta-analysis of single subject research, and that the methods for doing this kind of meta-analysis have not received the advanced statistical attention necessary to identify sampling distributions for pertinent effect size estimators, appropriate weights, homogeneity tests, and all the ancillary statistical methods such as fixed versus random effects models. This address will review the existing methodological literature on doing meta-analysis of single subject research, identify some of the key strengths and weaknesses of some of these methods, and discuss statistical developments that may improve those methods.

#208 Panel Discussion

5/27/2007

1:30 PM - 2:20 PM

Betsy B

OTH; Applied Behavior Analysis

Professional Development Series: Giving Effective Oral Presentations

Chair: Jessica B. Long (West Virginia University)

DANIEL ADAM OPENDEN (University of California, Santa Barbara)

AMANDA ADAMS (California State University, Fresno)

#209 Panel Discussion

5/27/2007

1:30 PM - 2:20 PM

Randle E

OTH/TPC; Applied Behavior Analysis

The Professional Affairs Committee of ABA: The Work We Do

Chair: Jennifer R. Zarcone (University of Rochester Medical Center)

SUZANNE LETSO (Connecticut Center for Child Development)

MICHAEL WEINBERG (Professional Education Resources and Conference Services)

THOMAS L. ZANE (The Evergreen Center and The Center for Applied Behavior Analysis at The Sage Colleges)

#210 Symposium

5/27/2007

1:30 PM - 2:50 PM

Edward D

CBM; Applied Behavior Analysis

A Closer Look at Reinforcement Contingencies within an Established Token Economy for the Treatment of Aberrant Behavior in Typically-Developing Adolescents in Residential Care

Chair: Clint Field (Utah State University)

When Points Don't Matter: Bridging the Conditioned Reinforcer Gap with Typically Developing Adolescents. STEPHANIE SPEAR (University of Nevada, Reno) and Sarah E. Graves (Mississippi State University)

Not All Attention Is Created Equal: Assessing the Reinforcing Value of Qualitatively Different Forms of Attention with Typically Developing Adolescents. REO NEWRING (University of Washington) and Margaret Fitts (Girls and Boys Town)

"But You Like This, Don't You?": Evaluating Preference and Reinforcement Assessment with Typically Developing Adolescents. JENNIFER L. RESETAR and Kristin Anderson (Girls and Boys Town)

When the Right Hand Doesn't Know What the Left Hand Is Doing: Investigating Behavioral Contrast and Behavioral Compensation with Typically Developing Adolescents. SEAN T. SMITHAM and Michael I. Axelrod (Girls and Boys Town)

#211 Symposium

5/27/2007

1:30 PM - 2:50 PM

Ford C

BPH/CSE; Applied Behavior Analysis

Abstinence Reinforcement Interventions in the Treatment of Drug Abuse

Chair: Wendy Donlin (Johns Hopkins School of Medicine)

Discussant: Steven R. Hursh (Institutes of Behavior Resources and John Hopkins University School of Medicine)

Technological Innovations in Behavioral Treatment for Cigarette Smoking. JESSE DALLERY and Steven E. Meredith (University of Florida)

Contingency Management for the Treatment of Methamphetamine Use Disorders: Efficacy and Optimization. JOHN M. ROLL (Washington State University)

Sequential Cocaine and Opiate Abstinence Contingencies in Methadone Patients Working in the "Therapeutic Workplace." WENDY DONLIN (Johns Hopkins School of Medicine), Todd W. Knealing (Briarcliff University), Mick J. Needham (Johns Hopkins University), Conrad J. Wong (University of Kentucky), and Kenneth Silverman (Johns Hopkins University)



#212 Symposium

5/27/2007

1:30 PM - 2:50 PM

Elizabeth H

AUT/EDC; Applied Behavior Analysis

Applied Research on Acquisition: Differential Effects Related to Generalization, Preference, and Rate of Acquisition

Chair: James E. Carr (Western Michigan University)

The Effects of Differential Reinforcement of Unprompted Responding on Skill Acquisition of Children with Autism. AMANDA M. FIRTH and James E. Carr (Western Michigan University)

Differential Efficacy of Generalization Promotion Techniques on Acquisition Rates of Target Behaviors. GINA T. CHANG (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)

Acquisition of Nonverbal Social Initiation Behavior in Low-Functioning Children with Autism: A Comparison of Natural and Artificial Reinforcement-Based Teaching Strategies. KARI BERQUIST (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)

A Comparison of Two Spelling Strategies with Respect to Acquisition, Generalization, Maintenance, and Student Preference. TRACIE B. MANN and Gregory P. Hanley (University of Kansas)

#213 International Paper Session

5/27/2007

1:30 PM - 2:20 PM

Elizabeth F

AUT

Aspects of Providing ABA Services in Preschool and Home-Based Settings

Chair: Jack Scott (Florida Atlantic University)

Early Intensive Behavioral Intervention Survey: Results for 2006 Survey of Parents with Home Programs. JACK SCOTT, Kyle Bennett, and Bairbre Flood (Florida Atlantic University)

Outcomes of a Publicly-Funded Preschool Intervention: The St. Amant ABA Program in Manitoba, Canada. DANIELA FAZZIO and Angela Cornick (St. Amant), Dickie C. T. Yu (University of Manitoba & St. Amant Centre), and Toby L. Martin (University of Manitoba & St. Amant Research Centre)

#214 Symposium

5/27/2007

1:30 PM - 2:50 PM

Edward C

CBM; Applied Behavior Analysis

Assessment and Treatment of Feeding Problems: Reinforcer Manipulations and Applications to Alternative Settings

Chair: Gregory K. Reed (Howard University)

Discussant: Charles S. Gulotta (Kennedy Krieger Institute)

The Effects of Bolus Size on Food Refusal and Aggression during Intensive Outpatient Treatment. DANIELLE N. DOLEZAL (Kennedy Krieger Institute Johns Hopkins University) and John M. Huete and Nicole B. Carman (Kennedy Krieger Institute)

Assessment and Treatment of Feeding Disorders: Community-Based Applications. ANJALI BARRETTO and Margaret Armstrong (Gonzaga University)

Manipulation of Positive Reinforcers in the Absence of Escape Extinction to Treat Feeding Problems in Children. MELANIE H. BACHMEYER, David P. Wacker, Linda J. Cooper-Brown, Brenda J. Engebretson, and Anuradha Salil Kumar Dutt (University of Iowa)

#215 Symposium

5/27/2007

1:30 PM - 2:50 PM

Gregory AB

CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: H(arry) Allen Murphy, Ph.D., BCBA

Behavioral Community Psychology: Making a Difference in Your Hometown

Chair: H. Allen Murphy (Florida State University at Panama City)

An Evaluation of Antecedent Prompting on Proper Disposal of Smoking Items. Roaslind Bradley, Cassandra Gayman, Mistie Miller, LINDSEY OSBORN, and Akiko Yokoyama (Florida State University)

Using Visual Prompts to Increase Consumer Compliance. CASEY LYNN BURGE, Christine Lamas, and Sally Lee (Florida State University at Panama City)

Behavioral Community Psychology Project: Percentage of Identification Checks Completed at a Local Store. MEGAN DELEON (Florida State University at Panama City), Dianne E. Hughes (Florida State University/Brilliant Minds), and Amanda Williams and Alina Yurchenko (Florida State University at Panama City)

Bringing Behavior Analysis to Volunteerism: Improving the World through Blood Donation. TARYN M. MANDERS, Jessica M. Ludwig, Emily Winebrenner, Ed Littleton, and Sandra Rodgers (Florida State University)

#216 Symposium

5/27/2007

1:30 PM - 2:50 PM

Emma C

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Manuel A. Rodriguez, M.S., BCBA

Behaviorally-Based Coaching

Chair and Discussant: Manuel A. Rodriguez (Continuous Learning Group)

Rest in Peace: Coaching Support for Leaders of a Death Care Enterprise. FRANCISCO MANUEL GOMEZ and Manuel A. Rodriguez (Continuous Learning Group)

Coaching Coaches: Supporting a Corporate-Wide Initiative for Enabling Performance-Based Management. MANUEL A. RODRIGUEZ (Continuous Learning Group)

Behaviorally-Based Executive Coaching at Bechtel Group, Inc. LAURA L. METHOT (Continuous Learning Group)

#217 Symposium

5/27/2007

1:30 PM - 2:50 PM

Cunningham C

EDC; Applied Behavior Analysis

Designing Comprehensive Academic Programs: Advances in Behavioral Education

Discussant: Kimberly Nix Berens (Center for Advanced Learning, Inc.)

Integrating Behavioral Education and Curriculum Based Measurement. CYNTHIA CARDENAS (Center for Advanced Learning, Inc.), Maria T. Stevenson (University of Nevada, Reno), and Kimberly Nix Berens (Center for Advanced Learning, Inc.)

The Evolution of a Corrective Writing Program. KENDRA L. RICKARD (University of Nevada, Reno - Center for Advanced Learning, Inc.) and Kimberly Nix Berens (Center for Advanced Learning, Inc.)

Targeting Concept Learning in a Precision Teaching Program to Promote Generalization. KERRI L. KAE LIN (University of Nevada, Reno) and Kimberly Nix Berens (Center for Advanced Learning, Inc.)

#218 International Symposium

5/27/2007

1:30 PM - 2:50 PM

America's Cup AB

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Philip N. Chase, Ph.D.

Empirical Validation of Internet-Based Curriculum

Chair: Philip N. Chase (West Virginia University)

Discussant: Satoru Shimamune (Hosei University)

An Evaluation of the Effectiveness of iLearn Math in Improving Math Achievement in Middle School. ROBERT L. COLLINS (iLearn, Inc.)

Education and Treatment of Children with Autism Using Computer-Assisted Programs from TeachTown. CHRISTINA WHALEN DALLAIRE (TeachTown)

Headsprout Early Reading: Multi-Year, Multi-Site Measures of Effectiveness. Janet S. Twyman, T. V. Joe Layng, and DEBORAH HAAS (Headsprout)

#219 Symposium

5/27/2007

1:30 PM - 2:50 PM

Annie AB

DDA/OBM; Applied Behavior Analysis

Generalization and Tools for Training Direct Care Staff

Chair: Valerie R. Rogers (University of Nevada, Reno)

Discussant: W. Larry Williams (University of Nevada, Reno)

Assessing Strategies of Programming for Generalization in Training Direct Care Staff. JEREMY E. RAFACZ and W. Larry Williams (University of Nevada, Reno)

Training for Direct Care Staff: Assessing Generalization across Consumer Behavior Programs. SHARLET D. BUTTERFIELD, Valerie R. Rogers, and W. Larry Williams (University of Nevada, Reno)

Training Staff to Use Normalized Interventions with Video Feedback and Self-Monitoring. MOLLY L. DAY and Patrick M. Ghezzi (University of Nevada, Reno)

#220 Symposium

5/27/2007

1:30 PM - 2:50 PM

America's Cup C

EDC; Service Delivery

BACB CE Offered. CE Instructor: Joanne Robbins, Ph.D.

Morningside Academy: What's New?

Chair: Joanne K. Robbins (Morningside Academy)

Assessment: Reading Comprehension, Oral Reading Fluency, and Vocabulary. HEATHER GRADA, Marianne Delgado, Kent Johnson, and Julian Gire (Morningside Academy)

Adding a Clinical Component to a Middle School Curriculum: Problem Solving Planning System (PSPS). ADAM G. STRETZ, Marianne Delgado, and Kent Johnson (Morningside Academy)

Fluent Thinking Skills: Becoming an Active and Engaged Reader in a Content Course. MEGAN KNIGHT and Joanne K. Robbins (Morningside Academy)

Prompting Question-Generating Behaviors; Promoting Number Writing Fluency with Discrimination Training. JENNI REILLY, Joanne K. Robbins, Julian Gire, and Erin Mitchell (Morningside Academy)

#221 Symposium

5/27/2007

1:30 PM - 2:50 PM

Randle B

TPC/EAB; Theory

Neuroscience and Behavior Analysis: Relationships among Functional Systems

Chair: Travis Thompson (University of Minnesota)

Discussant: William D. Timberlake (Indiana University)

Integration of Behavior-Analytic, Genetic, and Neuroscientific Findings by Means of Simulation Research. JOHN W. DONAHOE (University of Massachusetts, Amherst)

Behavioral Phenotypes in the Functional Analysis of Behavior. WILLIAM J. MCILVANE (University of Massachusetts Medical School)

Relations among Functional Biological Systems in Behavior Analysis. TRAVIS THOMPSON (University of Minnesota)

#222 International Symposium

5/27/2007

1:30 PM - 2:50 PM

Del Mar AB

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Denis O'Hora, Ph.D., BCBA

New Methods in the Experimental Analysis of Relational Responding: New Tricks for Old Dogs!

Chair: Denis P. O'Hora (National University of Ireland, Galway)

A Review of the Literature on Temporal Relational Responding: Isn't It about Time? JOHN HYLAND (University of Ulster) and Denis P. O'Hora (National University of Ireland, Galway)

What's in a Game? The Relational Properties of Computer Gaming Behavior. CONOR LINEHAN, Bryan T. Roche, Seamas MacLoone, and Tomás Ward (National University of Ireland, Maynooth)

Contextual Control over Non-Arbitrary Relational Responding: Further Empirical Investigations. IAN T. STEWART (National University of Ireland, Galway), Dermot Barnes-Holmes (National University of Ireland, Maynooth), Louise A. McHugh (University of Wales, Swansea), and Denis P. O'Hora (National University of Ireland, Galway)

The Effect of Sample-Comparison Interference and Comparison-Comparison Interference on Stimulus Equivalence Relations. DENIS P. O'HORA (National University of Ireland, Galway), Ian Thomas Tyndall (American College Dublin/ National University of Ireland, Galway), and Molly Loesche (University of Ulster)

Sunday, May 27

#223 Paper Session

5/27/2007

1:30 PM - 2:50 PM

Emma AB

OBM

OBM Paper Series: Research in Behavioral Safety

Chair: Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County)

The Safety Observer Effect across Various Work Conditions. ADRIENNE R. ROBEK (City University of New York Graduate School at Queens College) and Alicia M. Alvero (Queens College, City University of New York)

A Comparison of Momentary Time Sampling Procedures across Various Interval Lengths on Ergonomic Safety Performance. ALICIA M. ALVERO and Eva Rappaport (Queens College, City University of New York)

Behavioral Mechanisms of Safe Posture. SIGURDUR OLI SIGURDSSON (University of Maryland, Baltimore County)

Increasing Safety while Using Agriculture Equipment. LAURA L. PORTERA and Mark R. Dixon (Southern Illinois University)

#224 International Symposium

5/27/2007

1:30 PM - 2:50 PM

Betsy A

DEV/TBA; Applied Behavior Analysis

On the Development of Higher-Order Thinking: Shaping More Complex Behavioral Repertoires

Chair: Darlene E. Crone-Todd (Salem State College)

Discussant: Margaret E. Vaughan (Salem State College)

Implications of the Model of Hierarchical Complexity for Learning and Teaching of College Students. PATRICE MARIE MILLER (Salem State College) and Michael Lamport Commons (Harvard Medical School)

Using Computer-Aided Personalized System of Instruction to Increase Students' Higher-Order Thinking. JOSEPH J. PEAR (University of Manitoba)

The Development of Higher-Order, Complex Thinking Behavior. DARLENE E. CRONE-TODD (Delta State University)

#225 International Panel Discussion

5/27/2007

1:30 PM - 2:50 PM

Randle D

OTH; Applied Behavior Analysis

Professional Development Series: On Aspects of Applied Internships in Applied Behavior Analysis

Chair: Amanda C. Adcock (University of North Texas)

MARTA LEON (Headsprout)

ROBERT T. PEYTON (Kennedy Krieger Institute)

NATALIE B. JACOME (Murdoch Center)

KATHERINE V. POWERS (Marcus Institute)

#226 Symposium

5/27/2007

1:30 PM - 2:50 PM

Randle A

EAB; Experimental Analysis

Recent Advances in Behavioral Economics and Delay Discounting

Chair: Chad M. Galuska (University of Michigan)

Behavioral Economics, Impulsivity, and Empirical Findings From an Animal Model of Gambling. GREGORY J. MADDEN, Patrick Steven Johnson, Nathaniel G. Smith, and Adam T. Brewer (University of Kansas)

Preference Reversals with Losses. JOEL MYERSON and Leonard Green (Washington University) and Daniel D. Holt and Sara J. Estle (University of Wisconsin, Eau Claire)

Reinforcer Accumulation: A Cross-Species Analysis. RACHELLE L. YANKELEVITZ, Timothy D. Hackenberg, and Christopher E. Bullock (University of Florida)

A New Procedure to Rapidly Assess Drug Demand in Rhesus Monkeys. CHAD M. GALUSKA and Gail Winger (University of Michigan), Steven R. Hursh (Institutes of Behavior Resources & John Hopkins University School of Medicine), and James H. Woods (University of Michigan)

#227 Paper Session

5/27/2007

1:30 PM - 2:50 PM

Cunningham AB

TPC

Sharpening Our Behavior-Analytic Concepts: Ethics, PBS, and "Everything"

Chair: Richard W. Malott (Western Michigan University)

The Roots of the Behavior Analysts' Code of Ethics: From Hippocrates to the Behavior Analyst Certification Board. CARL CONKLIN and Edward K. Morris (University of Kansas)

Everything You Know About Behavior Analysis Is Wrong. RICHARD W. MALOTT (Western Michigan University)

Applied Behavior Analysis and Positive Behavior Support: Is There Really a Difference? JANET A. BUTZ (Collaborative Autism Resources & Education), Stephen B. Mayville and Chris Holcomb (Odyssey Charter School), Carie L. English (University of South Florida), and Rose Iovannone (University of South Florida/Florida Mental Health)

#228 Symposium

5/27/2007

1:30 PM - 2:50 PM

Douglas A

AUT; Service Delivery

BACB CE Offered. CE Instructor: Alan Harchik, Ph.D., BCBA

Some Macro and Micro Issues in Instructional Methodology for Children with Autism

Chair: Alan E. Harchik (May Institute)

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

The Use of Prompting Strategies to Teach Skills to Children Diagnosed with Autism. Sara M. Weinkauff, Julie A. Ackerlund, Corey Scot Stocco, Jennifer Lynn Bechtold, Claire Anderson, Nicholas R. Vanselow, Carrie Haessly, and KEVIN P. KLATT (University of Wisconsin, Eau Claire)

An Evaluation of Prompting Systems in Determining Effectiveness with Children with Autism. JUSTIN B. LEAF, Amanda Tyrell, Brandon McFadden, Jan B. Sheldon, and James A. Sherman (University of Kansas)

The Study of Behavioral Cusps in Programs for Children with Autism and Their Families. SHAHLA S. ALA'1-ROSALES and Jesus Rosales-Ruiz (University of North Texas)

Sunday, May 27

#229 Symposium

5/27/2007

1:30 PM - 2:50 PM

Elizabeth G

AUT; Service Delivery

BACB CE Offered. CE Instructor: Nanette L. Perrin, M.A., BCBA

Strategies That Fit: Identifying Efficient Interventions to Support Children with Autism, Families, and Staff

Chair: Nanette L. Perrin (Early Childhood Autism Program - Community Living Opportunities)

Discussant: Shannon Kay (May Institute)

Empowering Teachers across the Grades to Complete Functional Behavior

Assessment. STEPHANIE THORNE, Amanda L. Tyrrell, and Nanette L. Perrin (Early Childhood Autism Program, Community Living Opportunities, Inc.), Diane Bannerman Juracek (Community Living Opportunities, Inc.), James A. Sherman and Jan B. Sheldon (University of Kansas), and Jamie D. Price (Community Living Opportunities, Inc.)

Increasing Family Self-Sufficiency to Assess the Functions of Child Problem Behavior and Develop the Fix. DIANE BANNERMAN JURACEK (Community Living Opportunities, Inc.) and Amy McCart (University of Kansas)

Toddlers with Autism: Effective Parent Training. KATE LAINO, Shahla S. Ala'i-Rosales, Jesus Rosales-Ruiz, Amanda C. Besner, Nicole Zeug, Andrea Newcomer, Nicole Suchomel, and Allison M. Jones (University of North Texas)

#230 Symposium

5/27/2007

1:30 PM - 2:50 PM

Mohsen AB

TBA; Applied Behavior Analysis

Teaching Applied Behavior Analysis to Pre-Service Teachers

Chair: Robert L. Morgan (Utah State University)

Infusing Applied Behavior Analysis into Non-Traditional Courses: Foundations and Applications. NATALIE ALLEN-WILLIAMS and Melina Alexander (Weber State University)

Methods of Teaching a One-Semester Behavior Analysis Course without an Applied Setting Experience. DONALD M. STENHOFF (University of Kentucky)

Methods for Teaching a Two-Semester Sequence of Behavior Analysis Courses with School-Based Applications. ROBERT L. MORGAN and Eleazar Vasquez, III (Utah State University)

Applied Behavior Analysis and the Special Education Teacher Training Programs at Gonzaga University. RANDY L. WILLIAMS, T. F. McLaughlin, K. Mark Derby, Kimberly P. Weber, and Anjali Barretto (Gonzaga University)

#231 Panel Discussion

5/27/2007

1:30 PM - 2:50 PM

Molly AB

DEV/TPC; Applied Behavior Analysis

The Behavior Analyst - Alone Again, Naturally: Forging Alliances in the Community

Chair: Noel A. Crooks (Florida International University)

EMILY BRANSCUM (Behavior/Solutions International)

JENNIFER D. RUSSELL (Ideal Behavioral Services, Inc.)

DEBORAH LEE SAFKO (Infinite Personal Possibilities)

TARA M. SHEEHAN (Florida International University)

#232 Symposium

5/27/2007

1:30 PM - 2:50 PM

Madeleine CD

EAB; Applied Behavior Analysis

The Direct and Collateral Effects of Extinction and Punishment

Chair: Rachel H. Thompson (University of Kansas)

Resurgence of Infant Caregiving Responses. JENNIFER LYNNE BRUZEK and Rachel H. Thompson (University of Kansas) and Nicole M. Cotnoir (The Columbus Organization)

Assessment and Treatment of Attention Maintained Problem Behavior: A Comparison of Punishment with and without Extinction. ANNA E. CHIRIGHIN and SungWoo Kahng (Kennedy Krieger Institute) and Nicole M. Rodriguez (University of Kansas)

An Analysis of the Reinforcing and Punishing Effects of Common Preschool Teaching Strategies. NICOLE HEAL and Gregory P. Hanley (University of Kansas)

An Analysis of the Direct and Indirect Effects of Blocking the Aggressive Play of Preschoolers. TARA A. FAHMIE and Gregory P. Hanley (University of Kansas)

#233 Symposium

5/27/2007

1:30 PM - 2:50 PM

America's Cup D

EDC; Applied Behavior Analysis

The Observational System of Instruction: Extending the Observational Repertoire to Address Complex Verbal Behavior

Chair: Grant Gautreaux (The Chicago School of Professional Psychology)

The Effects of Implementing Components of the OSI on Observational Learning, Naming, and Speaker-Listener Exchanges. DARCY M. WALSH (Teachers College, Columbia University), Grant Gautreaux (Chicago School of Professional Psychology), and R. Douglas Greer (Columbia University Graduate School and Teachers College)

A Peer-Yoked Contingency's Effects on Observational Learning and Naming. MINDY BUNYA ROTHSTEIN (Teachers College), Grant Gautreaux (Chicago School of Professional Psychology), and R. Douglas Greer (Columbia University Graduate School and Teachers College)

Testing the Effects of Component Application of the OSI on the Acquisition of Higher Order Operants. SHIRA A. ACKERMAN (Columbia University Teachers College) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

The Effects of the Observational System of Instruction on the Acquisition of a Problem Solving Repertoire. GRANT GAUTREAUX (Chicago School of Professional Psychology) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

#234 Symposium

5/27/2007

1:30 PM - 2:50 PM

Elizabeth DE

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Meredith L. Garrity, Ph.D., BCBA

Transitioning Children with Autism from a Specialized Behavior Analytic Setting to a Less Restrictive Environment

Discussant: Robert H. LaRue (Douglass Developmental Disabilities Center, Rutgers University)

Reduction of Disruptive Behavior. MEREDITH L. GARRITY (May Institute)

The Impact of Skill Deficits on a Successful Transition to a Public School Setting. JAIMIE L. HOOVER (May Institute)

Reduction of Stigmatizing Behavior before a Transition to District. Katherine T. Gilligan (May Institute)

#235 Invited Panel Discussion

5/27/2007

1:30 PM - 2:50 PM

Douglas C

VRB/TPC; Theory

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

Verbal Behavior at Fifty: Past, Present, and Future

Chair: Mark L. Sundberg (Sundberg and Associates)

JACK MICHAEL (Western Michigan University)

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

TERRY J. KNAPP (University of Nevada, Las Vegas)

Abstract: Fifty years ago B. F. Skinner published the book *Verbal Behavior*. The book contains behavioral analyses of the most complex aspects of human behavior such as language, private events, thinking, epistemology, memory, and logical and scientific verbal behavior. In many respects, the core of Skinner's radical behaviorism is presented in this book. The members of this panel will discuss the significance of *Verbal Behavior* in terms of past contributions and controversies, its current usage, and its potential for the field of behavior analysis.



Dr. Jack L. Michael was born in 1926 in Los Angeles. He entered the University of California, Los Angeles (UCLA) in 1943 as a chemistry major, served two years in the army, and returned to UCLA in 1946. He obtained a B.A., M.A., and Ph.D. at UCLA, finishing in 1955. As a graduate student, his main interests were statistical methodology, physiological psychology, and learning theory. During his first teaching job (in the Psychology Department at Kansas University), he was much influenced by reading B. F. Skinner's *Science and Human Behavior*, and since then has been primarily involved in teaching behavioral psychology; at Kansas University, the University of Houston, Arizona State University, and Western Michigan University. At

Houston in 1957, as a result of influence by the rehabilitation psychologist, Lee Meyerson, Dr. Michael began to apply Skinner's behavior analysis in the areas of mental retardation, mental illness, and physical disability. During the next several years, as behavior modification went through a period of rapid expansion, Dr. Michael contributed with his teaching, writing, and public presentations. At Arizona State as a result of contact with Fred S. Keller, he became interested in college instructional technology from a behavioral perspective. Most recently, he has been concerned with the technical terminology of behavior analysis, basic theory regarding motivation, and verbal behavior.

He contributed to the founding of the Association for Behavior Analysis in 1974 and served as president of that organization in 1979. In 2002 he received the ABA Award for Distinguished Service to Behavior Analysis, and the American Psychological Association Division 25 Don Hake Award for research that bridges the gap between experimental and applied behavior analysis. He is author of a laboratory manual and a number of articles and chapters dealing with basic and applied behavior analysis. He retired from Western Michigan University in 2003.



Dr. A. Charles Catania began his career in behavior analysis in fall 1954, when he enrolled in Fred Keller's course in introductory psychology at Columbia. That course included a weekly laboratory on the behavior of rats, and Catania continued working with rats and pigeons and other nonhuman organisms over subsequent decades. In Spring 2004, having closed down his pigeon laboratory the previous summer, he celebrated his half century of animal lab activity with a classroom rat demonstration in a learning course. He regards the study of nonhuman behavior as essential to our understanding of verbal behavior, because verbal behavior is necessarily

supported by a nonverbal scaffolding. That lesson too came from Columbia, where, as a senior, Catania took a seminar on verbal behavior jointly taught by Fred Keller, Nat Schoenfeld, and Ralph Hefferline. Ever since, Catania has been addicted to the field of verbal behavior, teaching courses in it whenever possible. One function of his text, *Learning*, is to integrate the topics of nonverbal and verbal behavior, which have too often been given separate treatments.



Dr. Terry J. Knapp is Professor of Psychology at the University of Nevada, Las Vegas. His interest in B. F. Skinner's book, *Verbal Behavior*, stems from the 1960s, when he was in speech-communication and completed a Master's thesis on "Communication and Privacy: A Critical Explication of B. F. Skinner's Analysis." After Knapp stopped being critical, he took up Skinner's analysis and sought his doctoral degree under the late Willard Day because of Day's contributions on the topics of privacy, verbal behavior, and behaviorism.

#236 Panel Discussion

5/27/2007

1:30 PM - 2:50 PM

Edward AB

CBM/TPC; Service Delivery

Wherefore Experiential Exercises? Critical Perspectives on Their Clinical Utility

Chair: Gareth I. Holman (University of Washington)

JONATHAN W. KANTER (University of Wisconsin, Milwaukee)

BARBARA S. KOHLENBERG (University of Nevada School of Medicine)

WILLIAM C. FOLLETTE (University of Nevada, Reno)

ROBERT J. KOHLENBERG (University of Washington)

#237 Panel Discussion

5/27/2007

2:30 PM - 3:20 PM

Betsy B

OTH

Professional Development Series: Research in Non-University Settings

Chair: Jason Vladescu (Central Michigan University)

WILLIAM V. DUBE (University of Massachusetts Medical School-Shriver Center)

D. DANIEL GOULD (The New England Center for Children)

JONATHAN J. TARBOX (Center for Autism and Related Disorders)

#238 International Paper Session

5/27/2007

2:30 PM - 3:50 PM

Madeleine AB

EAB

Behavior Analysis and Cognition

Chair: James T. Todd (Eastern Michigan University)

Taking the Map out of the Tolman's Cognitive Map—and the Cognition Too. HEATHER M. ANSON and James T. Todd (Eastern Michigan University)

A Spatial-Memory Task Controlling Odor Guided Choices. FELIPE CABRERA, Alejandro Corujo, and Francois Tonneau (Universidad de Guadalajara), and Tara K. Ferrigno

Simple Schedules of Reinforcement and the Serial Reaction Time Task. NATASHA A. BUIST, Maree J. Hunt, and David N. Harper (Victoria University of Wellington)

#239 Panel Discussion

5/27/2007

2:30 PM - 3:50 PM

Randle E

OTH/TPC; Applied Behavior Analysis

Promoting Behavior Analysis in the Media

Chair: John Austin (Western Michigan University)

E. SCOTT GELLER (Virginia Polytechnic Institute and State University)

PAUL CHANCE (Seaford, DE)

JON S. BAILEY (Florida State University/Florida Association for Behavior Analysis)

AMY SUTHERLAND (Freelance Writer)

#240 Invited Symposium

5/27/2007

2:30 PM - 3:50 PM

Douglas B

EDC; Applied Behavior Analysis

Standards of Evidence across Areas of Practice

Chair: Teri Lewis-Palmer (Oregon State University)

Discussant: Robert H. Horner (University of Oregon)

Standards of Evidence for Prevention Research. ANTHONY BIGLAN (Oregon Research Institute)



Dr. Anthony Biglan has been conducting research on the development and prevention of child and adolescent problem behavior for the past 23 years. His work has included studies of the risk and protective factors associated with tobacco, alcohol, and other drug use (e.g., (Biglan & Smolkowski, 2002; Biglan, Duncan, Ary, & Smolkowski, 1995), high-risk sexual behavior (e.g., Biglan, et al., 1990; Biglan, Noell, Ochs, Smolkowski, & Metzler, 1995), and anti-social behavior (Biglan, 1995). He has conducted numerous experimental evaluations of interventions to prevent tobacco use both through school-based programs (Biglan, Severson, Ary, Faller, Gallison, Thompson, Glasgow, & Lichtenstein, 1987) and community-wide interventions (Biglan, Ary, Smolkowski, Duncan, & Black, 2000). He has also performed

evaluations of interventions to prevent high-risk sexual behavior (Metzler, Biglan, Ary, & Noell, 2000), antisocial behavior (Barrera, Biglan, Ary, & Li, 2001), and reading failure (Gunn, Biglan, Smolkowski, & Ary, 2000). During the 2000-2001 school years, Dr. Biglan led a team of scholars in a review of what is known about the development and prevention of youth problem behaviors. A book summarizing the evidence and defining next steps for research and practice is forthcoming (Biglan, Brennan, Foster, & Holder, 2005).

Abstract: This presentation will describe the development of the standards of evidence of the Society for Prevention Research (SPR). SPR created the standards in response to concerns that numerous federal agencies were identifying "research-based" programs, but standards for such a designation were lacking. A task force of prevention scientists therefore created standards that we believed would give greatest weight to programs that had been shown in multiple experimental evaluations to affect an important public health outcome. The standards recognize both randomized controlled trials and interrupted time-series designs. This presentation will discuss the importance of both of these types of designs and will indicate the influence that these standards appear to be having on efforts to identify empirically supported practices.

The National Standards Project: Standards of Evidence in Autism. SUSAN WILCZYNSKI (National Autism Center; May Institute)



Dr. Susan Wilczynski is the Executive Director of the National Autism Center. In this role, she oversees the National Standards Project, updates public policy makers about evidence-based practice related to educational and behavioral interventions, develops assessment clinics specializing in the evaluation of children and adolescents with autism spectrum disorders, and establishes the parent education and professional training agenda of the National Autism Center.

Dr. Wilczynski has authored numerous articles on the treatment of autism spectrum disorders. Prior to her position at the National Autism Center, she developed and directed an intensive early intervention program for children with autism spectrum disorders at the Munroe-Meyer Institute. She has held academic appointments at the University of Southern Mississippi and the University of Nebraska Medical Center. Dr. Wilczynski holds a joint appointment with May Institute, where she serves as Vice President of Autism Services. She is an adjunct professor at the University of Nebraska Medical Center. Dr. Wilczynski is a licensed psychologist and a board certified behavior analyst

Abstract: The number of unproven treatments offered for autism spectrum disorders (ASD) proliferates. The National Standards Project was developed in response to this urgent need for information. The National Standards Project is a collaborative effort to systematically review educational and behavioral treatment research involving individuals under the age of 22 in order to determine the strength of evidence supporting these approaches. In this way, parents and educators can weigh the quality and quantity of research supporting an intervention into their decision-making. This presentation will use the National Standards Project as a backdrop for discussing the importance of (a) transparency in developing evidence-based guidelines, (b) organizing the literature in a meaningful way for consumers, (c) receiving input from a broad range of professionals representing multiple theoretical orientations, and (d) using a continuum to describe strength of evidence so that consumers understand the quantity and quality of research available for the large number of interventions they are likely to be offered. In addition, integrating the value of evidence-based practice and research findings with clinical judgment and patient values will be addressed.

A Review of the What Works Clearinghouse. WILLIAM R. SHADISH (University of California, Merced)



Dr. William R. Shadish is Professor and Founding Faculty at the University of California, Merced. He received his bachelor's degree in sociology from Santa Clara University in 1972, and his M.S. (1975) and Ph.D. (1978) degrees from Purdue University in clinical psychology. He completed a postdoctoral fellowship in methodology and program evaluation at Northwestern University from 1978 to 1981. His current research interests include experimental and quasi-experimental design, the empirical study of methodological issues, the methodology and practice of meta-analysis, and evaluation theory. He is author (with T. D. Cook & D.T. Campbell, 2002) of *Experimental and Quasi-Experimental Designs for Generalized Causal Inference* and *ES: A Computer Program and Manual for Effect Size*

Calculation, co-editor of five other volumes, and the author of over 100 articles and chapters. He was 1997 President of the American Evaluation Association, winner of the 1994 Paul F. Lazarsfeld Award for Evaluation Theory from the American Evaluation Association and the 2000 Robert Ingle Award for

Abstract: The What Works Clearinghouse (WWC) was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education.

The WWC promotes informed education decision making through a set of easily accessible databases and user-friendly reports that provide education consumers with high-quality reviews of the effectiveness of replicable educational interventions (programs, products, practices, and policies)

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that intend to improve student outcomes. To do this, the WWC uses standards for reviewing and synthesizing research. The WWC is currently conducting systematic reviews of existing research, and producing intervention and topic reports. A Technical Advisory Group (TAG) composed of leading experts in research design, program evaluation, and research synthesis works with the WWC to ensure the quality and integrity of its efforts. The TAG helps establish and validate the standards for reviewing research, informs the methodological aspects of the evidence reviews, and provides guidance to the WWC contractors.

This paper will describe the standards for acceptable evidence developed for the WWC and discuss the rationale for these standards.

#242 International Paper Session

5/27/2007

3:00 PM - 3:50 PM

Randle A

EAB

Choice I

Chair: John Smethells (Central Michigan University)

Reinforcer Magnitude Effects on the Dynamics of Choice: New Data Analysis. CARLOS F. APARICIO (University of Guadalajara) and William M. Baum (University of California, Davis)

A Critical Appraisal of Contemporary Approaches in the Quantitative Analysis of Behavior. JAY MOORE and Jay Moore (University of Wisconsin, Milwaukee)

#243 Symposium

5/27/2007

3:00 PM - 3:50 PM

Elizabeth G

AUT; Service Delivery

Models of Service Delivery for Families with Children with Autism: From Early Identification to Parent Education

Chair and Discussant: Daniel Adam Openden (University of California, Santa Barbara)

Effectiveness of a Group Parent Education Workshop Intervention for Multiple Families of Children with Autism. DANIEL ADAM OPENDEN (University of California, Santa Barbara)

First S.T.E.P.: A Program Description of a Screening Project for Young Children at Risk for Autism or Developmental Delays. NICOLETTE NEFDT (University of California/Autism Research & Training Center), Robert L. Koegel (Koegel Autism Center, University of California), Lynn Kern Koegel (University of California, Santa Barbara), and Sharon Elmensdorp (Koegel Autism Center)

#244 Paper Session

5/27/2007

3:00 PM - 3:50 PM

Annie AB

DDA

Staff Development in Developmental Disabilities

Chair: Andrew M. Syvertsen (Chicago School of Professional Psychology)

Evaluation of Materials, Instruction, and within Session Feedback to Increase Staff Choice-Offering Behavior. ANDREW M. SYVERTSEN and Robert J. Alexander (Chicago School of Professional Psychology) and David A. Pyles (Behavior Change Systems, Inc.)

Transforming Behavioral Assessment and Support Plan Procedures at a Residential Facility for Adults. PAUL W. HEERING and Kail H. Seymour (Rplus)

#245 Paper Session

5/27/2007

3:00 PM - 3:50 PM

Elizabeth C

VRB

Verbal Behavior with Children with Autism

Chair: Kimberly Vogt (David Gregory School and Columbia University)

The Effects of Reciprocal Peer Tutoring as a Tactic for Increasing Verbal Operants in a Generalized Setting. KIMBERLY VOGT (David Gregory School and Columbia University) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

Verbal Behavior for Young Children with Autism. ANN PATE (Children's Specialized Hospital)

#246 Symposium

5/27/2007

3:00 PM - 4:20 PM

America's Cup D

EDC; Applied Behavior Analysis

Applications and Utility of Brief Experimental Analysis of Academic Performance

Chair: Jennifer J. McComas (University of Minnesota)

Discussant: Matthew Burns (University of Minnesota)

Brief Experimental Analysis of Early Reading Interventions. ANNA-LIND PETURSDOTTIR, Jennifer J. McComas, and Kristen McMaster (University of Minnesota)

Reading Fluency: Prescriptive Assessment for Improved Outcomes. DANA WAGNER and Jennifer J. McComas (University of Minnesota) and Kerry Bolman (St. Croix River Education District), and Erin M. Holton (University of Minnesota)

Brief Experimental Analysis of Written Expression. ZOILA GANUZA, Rachel London, and Matthew Burns (University of Minnesota)

#247 Symposium

5/27/2007

3:00 PM - 4:20 PM

America's Cup C

EDC/TBA; Service Delivery

BACB CE Offered. CE Instructor: Dan Hursh, Ph.D., BCBA

Applying the Competent Learner Model in Preschool Settings

Chair and Discussant: Dan Hursh (West Virginia University)

The Relationship of Competent Learner Repertoire and Developmental Assessments. DAN HURSH, Liyu Chen, Reagan Curtis, and Bobbie Warash (West Virginia University)

The Competent Learner Model's Impact on Teacher Decision Making. BOBBIE WARASH, Liyu Chen, and Reagan Curtis (West Virginia University)

An Implementation of the Competent Learner Model in a Preschool and Day Care Setting. JAWANTEY MORRIS (Tucci Learning Solutions, Inc.), Suzanne Holm (Heritage Health Foundation, Inc.), and Dan Hursh (West Virginia University)

5/27/2007

3:00 PM - 4:20 PM

Douglas C

CSE/CBM; Theory

Behavior and Social Issues: Behavior Analysis, Biological Psychiatry, and the Treatment of Severe Behavior Disorders

Chair: Richard F. Rakos (Cleveland State University)

RICHARD W. MALOTT (Western Michigan University)

MARK A. MATTAINI (Jane Addams College of Social Work-University of Illinois at Chicago)

KURT SALZINGER (Hofstra University)

STEPHEN E. WONG (Florida International University)

Abstract: Behavior analysis, once a promising and widely used approach in the understanding and treatment of severe behavior disorders, has been obscured by the rise of biological psychiatry and its biomedical model of mental illness that prioritizes psychotropic drugs as the treatment of choice. The current hegemony of biological psychiatry stems less from reliable empirical data and much more from ideological, political, economic, and disciplinary sources of social and fiscal control. The panelists will discuss this thesis, analyze the ramifications of it, and offer suggestions for increasing the visibility and impact of behavior analysis in the social response to severe behavior disorders. The panelists are drawn from the contributors to a forthcoming issue of *Behavior and Social Issues* devoted to a discussion of the relative obscurity of behavior analysis in the treatment of severe behavior disorders.



Dr. Richard W. Malott received his B.A. in Psychology at Indiana University in 1958 where he was privileged to study with James Dinsmoor. He received his Ph.D. at Columbia University in 1963 where he had the additional privilege of studying with William Cumming, W. N. Schoenfeld, and Fred S. Keller. And, like many before and after him, he frittered away a few years of his life doing research on schedules of reinforcement. He taught with the Kantorians at Denison University from 1963 to 1966. In 1966, he helped start the behavior-analysis program at Western Michigan University, where he continues to teach. At WMU, he also helped start an intro psych course that taught behavior analysis to 1,000 students per semester, with the aid of 500 lab rats and 100 Skinner boxes (1,000 lever-pressing rats per year).

Now, his students only condition 230 rats per year, but they also do 130 self-management projects and provide 13,500 hours of training to autistic children each year.

Malott and his students have packaged their teaching/learning efforts in educational systems known as the Student-Centered Education Project (aka The First Fly-by-night Underground College of Kalamazoo), the Behavioral Social Action Program, and the Behavior Analysis Training System. Currently, every summer, he teaches the Behavioral Boot Camp, an intense 18-hour-per-week, 7.5 week, graduate-level, behavior-analysis seminar. He has been actively involved in teaching African-American students and international students behavior analysis and behavior systems analysis at the graduate level. He and his students developed and run the Behavioral Research Supervisory System, a performance-management system to help 30 B.A., M.A., and Ph.D. students per year complete their projects, theses, and dissertations with high quality and in a timely manner. In addition, he and his students developed and run the Behavioral Academic and Career Counseling service, a behavioral-systems approach to helping 100 students per year get into behavior-analytic graduate programs and get behavior-analytic jobs.

Malott helped start Behaviordelia (a publisher of behavioral comic books, etc.), the Association for Behavior Analysis (ABA), ABA's Teaching Behavior Analysis Special Interest Group, ABA's Education Board, ABA's Behavioral Follies (previously known as the Behavioral Performing Arts), the ABA Social (previously known as the Behavioral Boogie), the Behavioral Bulletin Board on CompuServe, and the Notes from a Radical Behaviorist bulletin board in the Cambridge Center's Behavioral Virtual Community (<http://www.behavior.org>). He wrote the newsletter and column Notes from a Radical Behaviorist and coauthored Principles of Behavior (the book previously known as Elementary

Principles of Behavior.) He is now (and has been for many years) working on I'll Stop Procrastinating when I Get around to It and Applied Behavioral Cognitive Analysis. He has presented in 13 countries and has received two Fulbright Senior Scholar Awards. Over the years, he has also worked extensively with multi-media presentations, from seven-projector slide shows to contemporary PowerPoint presentations, but always with jazz and rock and roll lurking in the background and art and behavior analysis sharing the foreground.



Dr. Mark A. Mattaini (M.S.W., University of Utah; D.S.W., Columbia University) is Associate Professor, Jane Addams College of Social Work, University of Illinois at Chicago, where he chairs the Community Health and Urban Development concentration and the human behavior division. He has also been on faculty at Columbia University and the University of Wisconsin-Milwaukee. Dr. Mattaini is Editor of *Behavior and Social Issues*; author or co-editor of 10 books, including *Finding Solutions to Social Problems: Behavioral Strategies for Change* (with Bruce Thyer), *Clinical Practice with Individuals, Clinical Intervention with Families*, and *Peace Power for Adolescents: Strategies for a Culture of Nonviolence*; and author of over 75 other publications. He trained with Richard Stuart at the University of Utah in the 1970s, and

earlier in his career worked in residential treatment, youth development, substance abuse, autism, and mental health settings. Dr. Mattaini was previously Director of Mental Health Programs for Tanana Chiefs Conference in Interior Alaska, and has particular expertise in the area of mental health treatment and community-level prevention work with indigenous populations. Currently, his research focuses primarily on violence prevention (in particular, the cultural analytic PEACE POWER strategy: www.peacepower.info), and elaborating the cultural analytic science underlying nonviolent social action.



Dr. Kurt Salzinger has been Senior Scholar in Residence at Hofstra University in Hempstead, NY since January 2003. He was Executive Director for Science at the American Psychological Association from 2001 to 2003. He has been President of the New York Academy of Sciences, has served on the Board of Directors of the APA, and has been president of Divisions 1 (General Psychology) and 25 (Behavior Analysis) and of the American Association of Applied and Preventive Psychology. He also served on the Board of the Cambridge Center as the first Chairman of the Board from 1986 to 1988 and as a Board member from 1988 to 1991, then from 2004 to the present. He is author or editor of 12 books and over 120 articles and book chapters. The most recent book was edited by Rieber, R.

W., and Salzinger in 1998: *Psychology: Theoretical-Historical Perspectives*. He has varied research interests, including behavior analysis applied to human beings, dogs, rats, and goldfish; schizophrenia; verbal behavior of children and adults; and history of psychology. He has both given grants (when a program officer at the National Science Foundation) and received them (when professor of psychology at Hofstra University and Polytechnic University of New York and Principal Research Scientist at the New York State Psychiatric Institute) for his own research. He received the Sustained Superior Performance Award from the National Science Foundation, the Stratton Award from the American Psychopathological Association, and the Most Meritorious Article Award from the Journal of Behavior Therapy and Experimental Psychiatry. In 2002, he was Presidential Scholar for the Association for Behavior Analysis. Kurt probably has contributed tremendously by bringing behavior analysis to national and international attention as well as to that of the broader scientific community.



Dr. Stephen E. Wong received his Ph.D. in psychology (Applied Behavior Analysis) from Western Michigan University. His early professional experience included positions as Research Associate with the Department of Psychiatry, University of California at Los Angeles, and program director and researcher in psychiatric hospitals and residential treatment centers in New Mexico, Florida, and Texas. In 1994, Dr. Wong returned to academia and took an appointment as Assistant Professor in the School of Social Service Administration at the University of Chicago. He is currently employed as Associate Professor in the School of Social Work at Florida International

University in Miami, Florida. Dr. Wong has conducted numerous studies in applied behavior analysis teaching interpersonal and independent living skills to persons with severe and persistent mental disorders. He has served on many editorial boards including the *Journal of Applied Behavior Analysis*, *Research on Social Work Practice*, *Ethical Human Psychology and Psychiatry*, and *Behavior and Social Issues*, and he is currently on the governing board of *Behavior Analyst Online*. Dr. Wong has published widely in psychology, psychiatry, and social work journals and books. Some recent works are:

Wong, S. E. (2006). Behavior analysis of psychotic disorders: Scientific dead end or casualty of the mental health political economy? *Behavior and Social Issues*, 15(2), 152-177.

Wilder, D. A., & Wong, S. E. (in press). Schizophrenia and other psychotic disorders. In P. Sturmey (Ed.), *The handbook of functional analysis and clinical psychology*. Philadelphia, PA: Elsevier.

Wong, S. E. (in press). *Operant learning*.

Pelaez, M., Gewitz, J. L., & Wong, S. E. (in press). A critique of stage theories of human development: A pragmatic approach in social work. The last two chapters both in B. A. Thyer (Ed.), *Comprehensive handbook of social work and social welfare, volume 2: Human behavior in the social environment*. New York: John Wiley and Sons.

#249 Symposium

5/27/2007

3:00 PM - 4:20 PM

Molly AB

DEV/DDA; Applied Behavior Analysis

Behavioral Cusps in the Analysis of Behavioral Cusps

Chair: Gary D. Novak (California State University, Stanislaus)

Discussant: Hayne W. Reese (West Virginia University)

Behavioral Cusps through the Spectrum: A Person-Centered Process for Establishing Pivotal Behaviors and Repertoires. GARNETT J. SMITH (University of Hawaii at Manoa)

In Search of Behavioral Cusps: How Far Should We Go? SEBASTIEN BOSCH and Eric Maier (California Unified Service Providers, LLC)

Verbal Developmental Cusps. R. DOUGLAS GREER (Columbia University Graduate School and Teachers College)

#250 Symposium

5/27/2007

3:00 PM - 4:20 PM

Elizabeth DE

DDA/EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Thomas S. Higbee, Ph.D., BCBA

Establishing and Assessing Preferences for Social Interactions, Auditory Stimulation, and Community-Based Activities

Chair: Thomas S. Higbee (Utah State University)

Assessing Preferences for Community-Based Activities. G. TRACEY TORAN, Rebecca Maxfield, Elisse M. Battle, and Richard B. Graff (New England Center for Children)

An Evaluation of a Stimulus Preference Assessment of Auditory Stimuli for Adolescents with Developmental Disabilities. ERIN HORROCKS and Thomas S. Higbee (Utah State University)

Assessment Protocol for the Identification of Preferred Socially Mediated Consequences. KRISTA SMABY, Rebecca P. F. MacDonald and William H. Ahearn (New England Center for Children) and William V. Dube (University of Massachusetts Medical School - Shriver Center)

Efficacy of and Preference for Schedules of Social Interaction. KEVIN LUCZYNSKI and Gregory P. Hanley (University of Kansas)

#251 Symposium

5/27/2007

3:00 PM - 4:20 PM

Edward D

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michael E. Kelley, Ph.D., BCBA

Examination of Variables that Affect the Development of Interventions for Pediatric Feeding Disorders

Chair: Cathleen C. Piazza (Munroe-Meyer Institute)

Discussant: Michael E. Kelley (Marcus Institute and Emory University)

Differential Effects of Staff Conducted Functional Analysis versus Caregiver Functional Analysis. HEATHER KADEY (Munroe-Meyer Institute and University of Nebraska Medical Center), Gregory K. Reed (Howard University), Melanie H. Bachmeyer (University of Iowa), and Cathleen C. Piazza and Kristi D. Murphy (Munroe-Meyer Institute and University of Nebraska Medical Center)

The Effectiveness of Shaping plus Avoidance as an Alternative to Escape Extinction to Treat Pediatric Feeding Disorders. VALERIE M. VOLKERT (Marcus Institute), Michael E. Kelley (Marcus Institute and Emory University), Heather Kadey and Kristi D. Murphy (Munroe-Meyer Institute and University of Nebraska Medical Center), and Crystal N. Bowen (Marcus Institute)

An Examination of a Choice Paradigm to Increase Self-Feeding in Children Diagnosed with Feeding Disorders. KRISTI D. MURPHY, Cathleen C. Piazza, Heather Kadey, and Jeff Tiger (Munroe-Meyer Institute and University of Nebraska Medical Center)

#252 International Paper Session

5/27/2007

3:00 PM - 4:20 PM

Elizabeth B

VRB

Experimental Analysis of Verbal Behavior

Chair: Monika Suchowierska (Warsaw School of Social Psychology)

Visual Abstraction in Discriminating Three Letter Words by Two- to Four-Year-Olds. MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology)

Evaluation and Teaching of "Yes/No" Responding across Verbal Operants. M. ALICE SHILLINGSBURG, Melissa Ross Brown, and April Kisamore (Marcus Institute) and Michael E. Kelley (Marcus Institute and Emory University)

Recombinative Generalization in the Context of Learning to Read. MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology)

#253 Symposium

5/27/2007

3:00 PM - 4:20 PM

Randle B

TPC/TBA; Theory

BACB CE Offered. CE Instructor: Edward Morris, Ph.D., BCBA

Illuminating the Present in Light of the Past

Chair and Discussant: Gail B. Peterson (University of Minnesota)

In Good Company, when Psychology was Fun. JOHN C. MALONE (University of Tennessee)

Back to the Future: B. F. Skinner, Third Variables, and the Concept of Context. EDWARD K. MORRIS (University of Kansas)

The World's First LOOK at Shaping. GAIL B. PETERSON (University of Minnesota)

#254 International Symposium

5/27/2007

3:00 PM - 4:20 PM

Betsy A

DEV/EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Maricel Cigales, Ph.D., BCBA

Imitation and Observational Learning: Analysis, Methodological Issues, and Applications

Chair: Jacob L. Gewirtz (Florida International University)

Discussant: Maricel Cigales (Advance Behavior Consulting)

Observational Learning: A Contingency Analysis. A. CELSO GOYOS (Universidade Federal de São Carlos)

Discriminating which Fork to Use: Teaching Selective Imitation to People with Autism. ANN K. BROWN (Queens College/City University of New York and REED Academy) and Claire L. Poulson (Queens College/City University of New York)

Analysis of the Observing Response during Matching-to-Sample Tasks and the Formation of Equivalence Classes. A. CELSO GOYOS and Aline Favaro Dias (Universidade Federal de São Carlos)

#255 International Symposium

5/27/2007

3:00 PM - 4:20 PM

Gregory AB

CSE; Experimental Analysis

BACB CE Offered. CE Instructor: Maria R. Ruiz, Ph.D., BCBA

Implicit Sexual Behavior: Developing and Using Implicit Behavior Tests to Identify Sexual History

Chair: Bryan T. Roche (National University of Ireland, Maynooth)

Developing Implicit Behavior Tests Based on the Concept of Derived Relational Responding. BRYAN T. ROCHE and Amanda Gavin (National University of Ireland, Maynooth), and Maria R. Ruiz (Rollins College)

A Stimulus Equivalence-Based Implicit Test to Identify Inappropriate Internet Use. Sarah McGuire, AMANDA GAVIN, Bryan T. Roche, and Conor Linehan (National University of Ireland, Maynooth) and Maria R. Ruiz (Rollins College)

Using a Behavioral Precursor to the Implicit Association Test to Measure Differences in the Sexual Categorisation of Children and Adults by Men and Women. Louise Levins, AMANDA GAVIN, Bryan T. Roche, and Conor Linehan (National University of Ireland, Maynooth) and Maria R. Ruiz (Rollins College)

Using an Implicit Association Test to Assess Differences in the Sexual Categorisation of Children and Adults by Men and Women. MARIA R. RUIZ, Jaslin Goicoechea, and Brittany Johnson (Rollins College) and Bryan T. Roche and Amanda Gavin (National University of Ireland, Maynooth)

#256 Panel Discussion

5/27/2007

3:00 PM - 4:20 PM

Douglas A

AUT/DDA; Service Delivery

BACB CE Offered. CE Instructor: Frank Cicero, MS, BCBA

Incorporating Research from Other Disciplines into the Behavioral Treatment of Learners with Autism

Chair: Joanne Gerenser (Eden II Programs)

JOANNE GERENSER (Eden II Programs)

DANA BATTAGLIA (Eden II/Genesis School)

FRANK R. CICERO (Eden II Programs)

REBECCA L. NULL (Burlington County Special Services School District)

#257 Symposium

5/27/2007

3:00 PM - 4:20 PM

America's Cup AB

EDC/TPC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Katie Endicott, BCABA

Language for Learning, Children with Autism, and Relational Frame Theory

Chair: Cathy L. Watkins (California State University, Stanislaus)

Discussant: Timothy A. Slocum (Utah State University)

Program Overviews of Language for Learning for Children with Autism. TRINA D. SPENCER (Utah State University)

Clinical Applications of Language for Learning with Preschoolers with Autism. KATIE ENDICOTT and Nicole C. Groskreutz (Utah State University)

Language for Learning: A Relational Frame Theory Perspective. GINGER KELSO (Utah State University)

#258 International Symposium

5/27/2007

3:00 PM - 4:20 PM

Cunningham C

EDC; Applied Behavior Analysis

Management Process in Educational Places: Developing Behavioral Strategies for Improvement

Chair and Discussant: Sebastián Figueroa-Rodríguez (Universidad Veracruzana)

Creativity Profile of Mexican Researchers: A Preliminary Approach. Rocio Angelica Gonzalez Romo (Universidad Autonoma de San Luis Potosi) and Sebastián Figueroa-Rodríguez (Universidad Veracruzana)

In-Work Satisfaction as a Preventive Factor in Burnout Syndrome in Academic Employees. ALEJANDRA BONOLA-JIMÉNEZ, Blandina Bernal Morales, and Sebastián Figueroa-Rodríguez (Universidad Veracruzana)

Learning and Behavior Modification in Mexican Preschool Children. ADRIANA ORDAZ GARCÍA and Leticia Rivera (Universidad Cristobal Colon) and Sebastián Figueroa-Rodríguez (Universidad Veracruzana)

#259 Symposium

5/27/2007

3:00 PM - 4:20 PM

Edward AB

CBM/TPC; Applied Behavior Analysis

Mindfulness as Process: An ACT/RFT Conceptualization

Chair: Lindsay B. Fletcher (University of Nevada, Reno)

Discussant: Emily Kennison Sandoz (University of Mississippi)

Mindfulness, Meditation, and ACT. LINDSAY B. FLETCHER and Michael Levin (University of Nevada, Reno)

Mindfulness pour Deux: Oh, Mamma, This Is Some Strange Behavior Therapy! KELLY G. WILSON (University of Mississippi)

Deictic Frames and Mindfulness: Theoretical Underpinnings and Practical Implications. ROGER VILARDAGA and Yadavaia James (University of Nevada, Reno)

#260 Symposium

5/27/2007

3:00 PM - 4:20 PM

Elizabeth A

VRB; Applied Behavior Analysis

Palilalia, Echolalia, and Vocal Stereotypy: Functional Analyses and Effective Treatments

Chair: JeanneMarie Speckman-Collins (Teachers College and The Fred S. Keller School)

The Effects of Contingent Auditory Consequences on Non-Contextual Repetitive Speech/Palilalia. AMOY KITO HUGH-PENNIE (Graham-Windham Children's Early Learning Center)

Teaching Self-Monitoring Skills to Decrease Stereotypical Singing of a Student with Autism. Dolleen-Day Keohane (Columbia University Teachers College & CABAS) and ROBIN A. NUZZOLO (Columbia University Teachers College and The Fred S. Keller School)

Reducing Palilalia and Echolalia by Teaching the Tact Operant to Young Children with Autism. IRFA KARMALI (Shelby Residential and Vocational Services)

Using a Rapid Echoic Tact Procedure to Reduce Palilalia and Vocal Stereotypy and Increase Pure Tacts. JEANNEMARIE SPECKMAN-COLLINS (Teachers College and The Fred S. Keller School) and Hye-Suk Lee Park (The Fred S. Keller School)

#261 International Paper Session

5/27/2007

3:00 PM - 4:20 PM

Elizabeth F

AUT

Parents and Persons with Autism

Chair: Ginger Wilson (University of Nevada, Reno)

Training Parents as Behavior Change Agents: An Examination of the Benefits of Targeting Knowing about or Knowing How to Implement Operant Principles. GINGER WILSON and Patrick M. Ghezzi (University of Nevada, Reno)

Highlights from 20 Years of ABA Techniques in Everyday Life of a High-Functioning Autistic Child. LUCIA A. J. BOLAND (Centrum Autisme Leiden, The Netherlands)

The Effects of Parents as Therapists on Social-Communicative Development of Toddlers with Autism. LAURIE A. VISMARA, Sally Rogers, and Costanza Colombi (University of California, Davis M.I.N.D. Institute)

#262 Symposium

5/27/2007

3:00 PM - 4:20 PM

Emma AB

OBM; Experimental Analysis

Performance Improvement: The Impact of Compensation Systems and Goal Setting

Chair: Kristen A. Maglieri (University of Nevada, Reno)

Discussant: Alyce M. Dickinson (Western Michigan University)

The Effect of a Grouped Piece-Rate Arrangement on the Individual Performance of High Performers. HORACIO RICARDO ROMAN, Ramona Houmanfar, Jared A. Chase, and Sandy Kennedy (University of Nevada, Reno)

The Effect of Hourly, Incentive, and Profit Share Compensation Systems on Performance on a Data Entry Task. KRISTEN A. MAGLIERI and Ramona Houmanfar (University of Nevada, Reno), Denis O'Hora (National University of Ireland, Galway), and Horacio Ricardo Roman (University of Nevada, Reno)

The Effect of Goal Statements on Performance on a Data Entry Task. Catriona McGeady (University of Ulster), DENIS O'HORA (National University of Ireland, Galway), and Kristen A. Maglieri and Horacio Ricardo Roman (University of Nevada, Reno)

#263 Symposium

5/27/2007

3:00 PM - 4:20 PM

Del Mar AB

EAB; Experimental Analysis

Stimulus Relations in Humans

Chair: Vennessa L. Walker (West Virginia University)

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

Choices Among Stimuli in Equivalence Classes. CHRISTY A. ALLIGOOD and Philip N. Chase (West Virginia University)

Complex Stimulus Control in Humans: Merging Functional and Equivalence Classes. HAROLD E. LOBO and Philip N. Chase (West Virginia University)

Using a Compound Class-Specific Reinforcer Procedure to Teach Math. AMANDA E. GULD (The Ohio State University) and Carol Pilgrim (University of North Carolina, Wilmington)

#264 Symposium

5/27/2007

3:00 PM - 4:20 PM

Ford AB

DDA/EDC; Applied Behavior Analysis

The Application of Peer Supports in Accessing the General Curriculum for Students with Significant Cognitive Disabilities

Chair and Discussant: Fred Spooner (University of North Carolina, Charlotte)

Literary Responses of Middle-School Aged Students with Severe Cognitive Disabilities in Reading Adapted Grade Level Material with Peer Supports. TRACIE-LYNN ZAKAS, Fred Spooner, and Diane Browder (University of North Carolina, Charlotte)

Sustainability of Peer Support Programs for Students with Severe Disabilities. Nitasha M. Clark and CRAIG H. KENNEDY (Vanderbilt University)

Promoting Peer Interaction and Academic Engagement in Inclusive Secondary Classrooms. ERIK CARTER (University of Wisconsin Madison)

#265 Panel Discussion

5/27/2007

3:00 PM - 4:20 PM

Mohsen AB

TBA/EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Deirdre Lee Fitzgerald, Ph.D., BCBA

Training Entry Level Behavior Analysts: Managing the BCABA Experience Requirement in an Undergraduate Setting

Chair: Deirdre Lee Fitzgerald (Eastern Connecticut State University)

DENNIS B. MOZINGO (University of Rochester School of Medicine, Strong)

JAMES KOPP (University of Texas at Arlington)

MENIKA S. SCHULTE (Eastern Connecticut State University)

DEIRDRE LEE FITZGERALD (Eastern Connecticut State University)

#266 Symposium

5/27/2007

3:00 PM - 4:20 PM

Edward C

CBM; Applied Behavior Analysis

Treatment of Pediatric Feeding Disorders

Chair: Peter Girolami (Kennedy Krieger Institute)

Comparison of Two Methods of Re-Presentation to Decrease Expelling. JAMES H. BOSCOE and Peter Girolami (Kennedy Krieger Institute)

Rumination Disorder and the Role of Taste Preference: A Case Study. ANDREW W. GARDNER (Northern Arizona University), Patricia F. Kurtz (Kennedy Krieger Institute), and Lindsay P. Richerson (Northern Arizona University)

Evaluation of a Home-Based Intervention for Food Refusal and Food Selectivity. CHAD D. HARRISON, Aaron Barnes, and Cynthia M. Anderson (University of Oregon)

Behavioral Treatment of Food Refusal at an Outpatient Hospital Setting. Ivy M. Chong and NICOLE M. CARLISLE (William Beaumont Hospital - CARE Program)

#267 Paper Session

5/27/2007

3:00 PM - 3:50 PM

Cunningham AB

TPC

Variables Affecting the Shaping of Animal and Human Behavior

Chair: Parsla Vintere (The Graduate Center City University of New York)

Error-Correction Procedures in Movement Training. PARSLA VINTERE (The Graduate Center City University of New York) and Claire L. Poulson (Queens College/City University of New York)

Understanding Why Practice Should be Fast and Accurate. PHILIP IRVIN PAVLIK (Carnegie Mellon University)

#268 Panel Discussion

5/27/2007

3:30 PM - 4:50 PM

Betsy B

OTH; Theory

Professional Development Series: Non-Traditional Research Areas and Their Role in Behavior Analysis

Chair: Andrew Scherbarth (University of North Texas)

JOSEPH D. CAUTILLI (Children Crisis Treatment Center/St. Joseph's University)

MEGAN OSER (University of Nevada, Reno)

ANN BRANSTETTER (Missouri State University)

GRETCHEN S. THWING (AdvoServ)

#269 Symposium

5/27/2007

4:00 PM - 5:20 PM

Annie AB

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Brian A. Iwata, BCBA

Applied Research on Schedules of Reinforcement

Chair: Brian A. Iwata (University of Florida)

Preference for Reinforcers under Progressive- and Fixed-Ratio Schedules in Single- and Concurrent-Operant Arrangements. ASHLEY C. GLOVER (Marcus Institute) and Henry S. Roane and Heather Kadey (University of Nebraska Medical Center & Munroe-Meyer Institute)

Reinforcing Effects of Preference-Assessment vs. Token-Store Selections under Single and Concurrent Reinforcement Schedules. JORGE RAFAEL REYES, Kimberly Sloman, and Timothy R. Vollmer (University of Florida)

Effects of Fixed, Momentary DRO Schedules under Signaled and Unsignaled Arrangements. JENNIFER LYNN HAMMOND, Brian A. Iwata, Carrie M. Dempsey, and Jennifer N. Fritz (University of Florida)

Evaluation of a Conjugate Reinforcement Schedule for Exercise Behavior in Individuals with Prader-Willi Syndrome. CLAUDIA L. DOZIER, Brian A. Iwata, Jessica L. Thomason, and Pamela L. Neidert (University of Florida)

#270 Paper Session

5/27/2007

4:00 PM - 5:20 PM

Ford C

BPH

Contemporary Behavioral Pharmacology: I

Chair: Julie Marusich (University of Florida)

An Examination of the Behavioral Time Course of Cocaine in Pigeons. JULIE A. MARUSICH and Marc N. Branch (University of Florida)

The Effects of Fixed Interval and Fixed Ratio Schedules on the Development of Tolerance to Cocaine. MATTHEW WEAVER and Marc N. Branch (University of Florida)

Effects of Nicotine on Lever Pressing in Rats: Light, Dark, and Food Production. BETHANY R. RAIFF and Jesse Dallery (University of Florida)

Nicotine Self-Administration Using a Multiple Schedule of Intravenous Nicotine and Sucrose Reinforcement in Rats. DUSTIN STAIRS and Michael T. Bardo (University of Kentucky)

#271 Symposium

5/27/2007

4:00 PM - 5:20 PM

Elizabeth G

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Mary Jane Weiss, Ph.D., BCBA

Development and Clinical Implications of Performance Standards in Young Children with Autism

Chair: John D. McElwee (Hazleton Area School District)

Discussant: Carl V. Binder (Binder Riha Associates)

Developing Performance Aims for Learners on the Autism Spectrum. MICHAEL FABRIZIO (Fabrizio/Moors Consulting)

Estimating Performance Standards for Instructional Programs in EIBI for ASD Students. JOHN D. MCELWEE (Hazleton Area School District)

Clinical Implications of Non-Fluent Behaviors. MARY JANE WEISS (Rutgers University)

#272 International Paper Session

5/27/2007

4:00 PM - 5:20 PM

Madeleine AB

EAB

Experimental Analysis of Human Behavior

Chair: Jade Hill (Jacksonville State University)

Effects of Instruction Variation and Accuracy upon Behavioral Sensitivity. JOSELE ABREU-RODRIGUES and Myriam Christina Alves Rodrigues (Universidade de Brasília)

Research Participation Under Informed Consent: Factors Influencing the Choice to Withdraw. DOUGLAS NAVARICK (California State University, Fullerton)

Number of Repetitions: A Learning History Variable. LAURILYN D. JONES and Francis Mechner (The Mechner Foundation)

#273 International Symposium

5/27/2007

4:00 PM - 5:20 PM

Randle A

EAB; Experimental Analysis

Feedback Functions and Behavior

Chair: Michael C. Davison (University of Auckland)

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

A New Candidate Feedback Function for Variable-Interval Schedules. JACK J. MCDOWELL (Emory University)

Effects of Negative Feedback Functions between Response Ratios and Reinforcer Ratios. MICHAEL C. DAVISON and Douglas Elliffe (University of Auckland) and M. Jackson Marr (Georgia Institute of Technology)

Local and Extended Control and Analysis. WILLIAM M. BAUM (University of California, Davis)

#274 Symposium

5/27/2007

4:00 PM - 5:20 PM

Madeleine CD

EAB/AUT; Experimental Analysis

Habituation and Dishabituation of Orienting and Operant Responses

Chair: Janice K. Doney (University of Nevada, Reno)

Dishabituation: Misunderstood, Overlooked, and Undervalued. AMY KENZER and Patrick M. Ghezzi (University of Nevada, Reno)

Dishabituation of Operant Responding in Humans. AMY KENZER, Patrick M. Ghezzi, and Timothy C. Fuller (University of Nevada, Reno)

Habituation of the "Where Is It?" Response: Measurement, Analysis, and Relevance of the OR to Childhood Autism. JANICE K. DONEY, Patrick M. Ghezzi, and Christine M. Coffman (University of Nevada, Reno)

#275 Invited Symposium

5/27/2007

4:00 PM - 5:20 PM

Douglas B

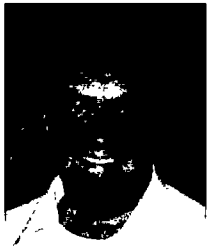
OBM/CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jon S. Bailey, Ph.D., BCBA

Improving Homeland Security Using Behavior Analysis: Basic and Applied Research Examples

Chair: Jon S. Bailey (Florida State University/Florida Association for Behavior Analysis)

Human Vigilance during Luggage Screening Tasks: Signals Function as Reinforcement for Observing Responses. RYAN B. OLSON (Oregon Health and Science University) and Matthew C. Bell and Lindsey Hogan (Santa Clara University)



Dr. Ryan B. Olson completed undergraduate studies at Utah State University and earned his M.A. in Industrial and Organizational Psychology and his Ph.D. in Applied Behavior Analysis at Western Michigan University. Dr. Olson has published papers on the topics of occupational health and safety, performance improvement, work motivation, and aviation psychology and has served as a guest reviewer for the *International Journal of Stress Management*, the *Journal of Organizational Behavior Management*, and the *Journal of Applied Behavior Analysis*. He has consulted with aviation, auto parts and paper products manufacturing, higher education, and pharmaceutical organizations on safety, training, psychological assessment, and performance improvement issues. Dr. Olson's co-authored paper on

work motivation became the feature article in a special issue of the *Journal of Organizational Behavior Management* (Olson, Laraway, & Austin, 2001). His work in transportation settings has opened new areas of occupational health and safety research, including the first experimental evidence that self-monitoring (SM) procedures can improve the safe driving of bus operators (Olson & Austin, 2001). He also developed a descriptive measurement system for beginning flight student landings, which resulted in the first published profile of landing errors for a cohort of novice pilots (Olson & Austin, in press).

Abstract: A 2x2 factorial design tested the effects of signal schedule (extinction or VI 6-min) and visual field and signal context (DIAL with needle deflections or BAGGAGE with knives) on the rate of observing responses in a visual screening task. During 30-minute sessions, participants (n=24) pressed the spacebar to briefly view a BAGGAGE or DIAL image (two seconds) and pressed a "hit" key when a signal was present. Cumulative records of spacebar presses were approximately 30% steeper during VI 6-min conditions. Statistical analyses showed a main effect for target schedule [$F(1,20)=12.4, p<.05$], no main effect for visual context ($F<1$), and no interaction ($F<1$). The results highlight the importance of signal schedules in maintaining vigilant performance during visual screening tasks.

Improving Human Performance in an Advanced Security System Environment: Vigilance Data from an Airport Communications Center. JON S. BAILEY (Florida State University/Florida Association for Behavior Analysis) and Marco D. Tomasi, Sara M. Olsen, and Kimberly Clark (Florida State University)



Dr. Jon S. Bailey is Professor of Psychology at Florida State University where he has been on the graduate faculty for 37 years and serves as Director of the Applied Behavior Analysis doctoral program and the undergraduate Performance Management Track and is Co-Director of the Master's Program in Applied Behavior Analysis. Dr. Bailey is President of Behavior Management Consultants, Inc., is a licensed psychologist and a Board Certified Behavior Analyst in the State of Florida, has served on the Florida Behavior Management Peer Review Committee, and has been an Expert Witness for the U.S. Department of Justice. He is a Fellow of the Association for Behavior Analysis International and the American Psychological Association (APA), as well as the American Psychological

Society. He has served on the Executive Councils of the Association for Behavior Analysis International and Division 25 of APA. He is currently the Secretary/Treasurer of the Florida Association for Behavior Analysis, which he founded in 1980. Dr. Bailey is the past-Editor of the *Journal of Applied Behavior Analysis* and is co-author of four recent books, all co-authored with Dr. Mary Burch: *Research Methods in Applied Behavior Analysis*, *How Dogs Learn*, *Ethics for Behavior Analysts*, and, in 2006, *How to Think Like a Behavior Analyst*.

Abstract: In a post-9/11 world, airport security has become a national priority. In 2005, the Department of Homeland Security's (DHS) budget set aside \$5.2 billion for the Transportation Security Administration (TSA) and \$851 million to improve aviation security. The current study was carried out within the operations division of a regional airport. The operations division is responsible for the airport's communication center, safety, security, oversight of general aviation, ground transportation, compliance with FAA regulations, and coordination with police and fire services. We defined and measured vigilance behaviors in the communications center and evaluated the effects of naturally-occurring and specially designed behavioral intervention.

Towards a Program of Behavioral Research for Domestic Preparedness. MARK P. ALAVOSIUS (University of Nevada, Reno)



Dr. Mark P. Alavosius received his B.A. in psychology from Clark University in 1976 and earned his M.S. (1985) and Ph.D. (1987) in Psychology from the University of Massachusetts at Amherst. He is an Assistant Professor of Psychology in the Behavior Analysis Program at the University of Nevada, Reno. He held faculty appointments in the Behavior Analysis and Industrial/Organizational Program at Western Michigan University and the Behavior Analysis Program at West Virginia University. As President of MPA & Associates, Inc., Dr. Alavosius works with specialists in instructional design, multi-media interactive systems, software development, business strategy, and performance management to develop and provide behavioral systems to improve performance in business and industry. His interests are in

developing behavioral and instructional systems to improve work performance, particularly in the areas of health and safety. Dr. Alavosius has a proven track record with National Institute for Occupational Safety and Health as a recipient of Small Business Innovations Research Grants to develop and test behavioral safety technologies. With over twenty years of experience in behavioral approaches to work performance and occupational health and safety, Dr. Alavosius has over 100 publications and conference presentations to his credit.

Abstract: Analyses of the events of 9/11 and hurricane Katrina reveal many behavioral, organizational, and system variables that thwart effective prevention and containment of such catastrophic events. This paper proposes areas for behavioral research and application in an effort to promote an integrated contribution by behavior analysts to homeland security.

Challenges to Security and Human Factors Research Efforts at the Department of Homeland Security. JOSHUA RUBINSTEIN (Transportation Security Laboratory, Department of Homeland Security)

Dr. Joshua Rubinstein received a B.A. in Psychology from Swarthmore College in 1984, an M.A. in Cognitive Psychology from the University of Illinois in 1989, and a Ph.D. in Experimental Psychology from the University of Michigan in 1993. He was post-doctoral research fellow at the Center for Neuroscience at the University of California, Davis, where he conducted research on several aspects of attention, including human executive control processes. Dr. Rubinstein joined the FAA's Aviation Security Human Factors Program in May 2000 as an Engineering Research Psychologist. He developed the X-ray Screener Selection Test currently used by TSA as the X-ray aptitude test for screener hiring. One of his current responsibilities is long-term research of a technical monitor of human factors. Starting in 2001, Dr. Rubinstein developed a program for funding academic scientists in the areas of attention, target detection, object recognition, training, learning, and fatigue as they relate to the X-ray screener task. Currently, he is acting lead of the Human Factors Program at the Transportation Security Laboratory. He is also responsible for usability analyses and designing and conducting the qualification tests for human in-the-loop security systems.

Abstract: Dr. Rubinstein is a member of the Transportation Security Laboratory (TSL) within the Department of Homeland Security (DHS). The TSL is the key government laboratory resource in the United States, responsible for research, development, engineering, and test and evaluation activities related to explosives and weapons detection for all modes of transportation security. Dr. Rubinstein will discuss the role of research and development within the DHS and emerging priorities for the human factors research program at the TSL. He will also report results from selected human factors studies related to transportation security.

#276 International Paper Session

5/27/2007

4:00 PM - 5:20 PM

Elizabeth H

AUT

Joint Control, Preference Assessment and Responsiveness to Sensory Stimulation

Chair: Francesca Espinosa (University of Southampton)

The Role of Joint Control in the Emergence of Generalized Receptive Responding. FRANCESCA DEGLI ESPINOSA and Bob Remington (University of Southampton)

Altering Preference Assessments Using Conditioned Reinforcement. VANESSA L. ARMANO and Lela Cloer Reynolds (Perspectives Corporation)

Are Atypical Sensory/Perceptual Responses Salient in Understanding and Treating Autism? DAVID R. DONNELLY (University of Rochester/Monroe Community College)

#277 Panel Discussion

5/27/2007

4:00 PM - 5:20 PM

Randle E

OTH; Applied Behavior Analysis

Professional Development Series: Conversation Hour with Prominent Women in Behavior Analysis

Chair: Kate E. Fiske (Rutgers University)

LINDA J. HAYES (University of Nevada, Reno)

MARIA E. MALOTT (Association for Behavior Analysis International)

FRANCES K. MCSWEENEY (Washington State University)

JANET S. TWYMAN (Headsprout)

#278 Panel Discussion

5/27/2007

4:00 PM - 5:20 PM

Randle D

OTH; Applied Behavior Analysis

Professional Development Series: Utilizing Behavior Analysis to Get Through Graduate School

Chair: Kristen Alyssa Rost (Queens College)

SUMMER FERRERI (Michigan State University)

THERESA HESSLER (The Ohio State University, Newark)

MICHELE M. NOBEL (Antioch University McGregor)

NATALIE ALLEN-WILLIAMS (Weber State University)

#279 Symposium

5/27/2007

4:00 PM - 5:20 PM

Elizabeth C

VRB; Service Delivery

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

The Pennsylvania Verbal Behavior Project: Infusing ABA within Public School Autism Classrooms

Chair: Mary L. Barbera (Pennsylvania Verbal Behavior Project)

Discussant: Michael Miklos (Pennsylvania Training and Technical Assistance Network)

The Pennsylvania Verbal Behavior Project: An Overview and Summary of Outcomes. DEBRA NAMEY (Pennsylvania Verbal Behavior Project) and Kelly R. Gansarski (Tuscarora Intermediate Unit 11)

Transfer Procedure Research Done through the PA Verbal Behavior Project. MARY L. BARBERA and Amiris Dipuglia (Pennsylvania Verbal Behavior Project)

PA Verbal Behavior Project Selected Case Studies. AMIRIS DIPUGLIA and Mary L. Barbera (Pennsylvania Verbal Behavior Project)

#280 Paper Session

5/27/2007

4:30 PM - 5:20 PM

Edward AB

CBM

Acceptance and Commitment Therapy

Chair: Jennifer Plumb (University of Nevada, Reno)

Using Cognitive Defusion Techniques to Reduce Repetitive Behavior with Individuals Diagnosed with Pervasive Developmental Disorders. HEIDI J. MOLINA (University of Nevada) and Steven C. Hayes (University of Nevada, Reno)

A Randomized Clinical Trial of Acceptance and Commitment Therapy for OCD. Mike P. Twohig (University of Nevada) and Steven C. Hayes, JENNIFER PLUMB, Larry Pruitt, Angela Sailor Collins, and Marisa Torch (University of Nevada, Reno)

The Effectiveness of "Get Out of Your Mind & Into Your Life," the Self-Help Version of Acceptance and Commitment Therapy, in Alleviating Burnout and Improving General Health and Life Quality. Steven C. Hayes and TAMI R. LAZZARONE (University of Nevada, Reno)

#281 Panel Discussion

5/27/2007

4:30 PM - 5:20 PM

America's Cup D

EDC/DDA; Applied Behavior Analysis

An Examination of Three-Tiered Reading and Behavioral Systems for Students with or without Behavioral Disorders

Chair: Gregory J. Benner (University of Washington, Tacoma)

RONALD C. MARTELLA (Eastern Washington University)

GREGORY J. BENNER (University of Washington, Tacoma)

NANCY MARCHAND-MARTELLA (Eastern Washington University)

#282 International Paper Session

5/27/2007

4:30 PM - 5:20 PM

Edward C

CBM

International Application of Clinical Behavior Analysis

Chair: Li-Ching Hung (Mississippi State University)

Post-Traumatic Stress Disorder of Fireman from the City of Portalegre, Portugal: Treatment and Prevention. MIGUEL DE ARRIAGA and João Claudino Junceiro (Escola Superior de Saúde de Portalegre) and Raul Cordeiro (Escola Superior de Enfermagem de Portalegre)

Implementing Behavior Techniques with Taiwanese Females Diagnosed with an Eating Disorder. LI-CHING HUNG (Mississippi State University)

#283 International Paper Session

5/27/2007

4:30 PM - 5:20 PM

America's Cup C

EDC

Interventions for Young Children at Risk

Chair: Amber Reilly (California State University Northridge/Institute for Applied Behavioral Analysis)

Early Reading Intervention: Responding to the Needs of At-Risk First-Grade Students. LEFKI KOUREA and Gwendolyn Cartledge (The Ohio State University)

Implementation of a School-Wide System of Positive Behavior Practices in a Head Start/State Preschool. AMBER A. REILLY (California State University, Northridge/ Institute for Applied Behavioral Analysis)

#284 Paper Session

5/27/2007

4:30 PM - 5:20 PM

Cunningham C

EDC

Issues in Mathematics Instruction

Chair: Ya-Yu Lo (University of North Carolina at Charlotte)

Discovering the Effectiveness of Differentiated Instruction in Mathematics. Tracey Surret, BRENDA S. ROMANOFF, and Ya-Yu Lo (University of North Carolina, Charlotte)

The Effects of Highlighting on the Performance Accuracy and Behavior of Students with ADHD during Math Computation Tasks. SUNEETA KERCOOD (Butler University) and Janice A. Grskovic (Indiana University Northwest)

#285 International Paper Session

5/27/2007

4:30 PM - 5:20 PM

Elizabeth F

AUT

Learning, Integration, and Transition

Chair: Katherine Moxness (West Montreal Readaptation Centre)

The Integration of Children with Autism in Regular Settings Following an ABA Program: Results from an Outcome Monitoring Study. KATHERINE MOXNESS, Celine Mercier, Genevieve Boyer, and Martine Beaurivage (West Montreal Readaptation Centre)

Behavioral Modification and Autistic Children: A Retrospective Case Study. MARIA GOMEZ (F.A.C.E.S)

Project TASK: Transition for Children with Autism to School from Kindergarten. DIANE M. SAINATO (The Ohio State University), Sunhwa Jung (Oakstone Academy), Mary D. Salmon (The Children's Center for Developmental Enrichment), Judah Axe (The Ohio State University), Nikki Kerns (Oakstone Academy), and Rebecca S. Morrison (The Ohio State University)

#286 International Paper Session

5/27/2007

4:30 PM - 5:20 PM

Douglas A

AUT

Outcomes for Children with ASDs

Chair: Erik Jahr (Akershus University Hospital)

Early Prediction of Differential Effectiveness of Behavioral Treatment. ERIK JAHR (Akershus University Hospital) and Sigmund Eldevik (Center for Early Intervention)

Outcome of Comprehensive Psycho Educational Interventions for Young Children with Autism. SVEIN EIKESETH (Akershus University College, Norway)

The Effectiveness of Behavioral Early Intervention for Children with Autism: A Meta-Analysis. MARIA MAKRYGIANNI and Phil Reed (University of Wales, Swansea)

#287 Panel Discussion

5/27/2007

4:30 PM - 5:20 PM

Mohsen AB

TBA; Service Delivery

Professional Development Series: Postdoctoral Fellowships

Chair: Christy A. Alligood (West Virginia University)

CHRISTY A. ALLIGOOD (West Virginia University)

KAREN G. ANDERSON (West Virginia University)

DEAN C. WILLIAMS (University of Kansas)

#288 International Paper Session

5/27/2007

4:30 PM - 5:20 PM

America's Cup AB

EDC

Program Evaluation of Academic Interventions

Chair: Betty Williams (Whitworth College)

A Model for Academic Remediation Using Direct Instruction in a Campus Summer School Program. BETTY FRY WILLIAMS and Chang-Nam Lee (Whitworth College), Melva Pryor (Farwell Elementary, Mead WA), and Krista Markham Williams (Whitworth College)

An Evaluation of the 'Teach Your Children to Read Well' Reading Programme. Jaye Cowell (Masters Programme in Applied Behavior Analysis, University of Wales, Bangor), J. CARL HUGHES, and Michael Beverley (University of Wales, Bangor)

#289 International Paper Session

5/27/2007

4:30 PM - 5:20 PM

Del Mar AB

EAB

Stimulus Control and Neurobiological Measures

Chair: Melissa Allman (Johns Hopkins University School of Medicine)

Does History Matter? Neuroimaging Equivalence Relations when Base Relations Were Reinforced or Paired. MELISSA J. ALLMAN (Johns Hopkins University School of Medicine) and Michael W. Schlund and Michael F. Cataldo (Kennedy Krieger Institute/Johns Hopkins University School of Medicine)

Electrophysiological Activity during Stimulus Class Formation. JON GREAR SIGURJONSSON (National University of Ireland, Galway), Geraldine Leader (National University of Ireland), and Ian T. Stewart (National University of Ireland, Galway)

#290 Invited Event

5/27/2007

4:30 PM - 5:20 PM

Douglas C

TBA/EDC; Applied Behavior Analysis

Using Behavior Analysis to Teach Behavior Analysis across Learner Populations

Chair: Pamela G. Osnes (Behavior Analysts, Inc.)

BETH SULZER-AZAROFF (University of Massachusetts, Amherst)



An early career in public education launched **Dr. Beth Sulzer-Azaroff's** quest for methods to promote behavior change in socially important directions. While pursuing her doctoral studies at the University of Minnesota she discovered the promise of the field of behavior analysis toward that objective. Since then she has been engaged in scholarship, research, consulting and teaching in the field. First at Southern Illinois University, later at the University of Massachusetts, she addressed challenges facing students, clients, instructors, care providers, supervisors, managers and executives in the community, schools, factories, offices, health care organizations and elsewhere. Currently she is a Professor Emeritus of the University of Massachusetts, Adjunct Professor at Florida International University and the

University of North Texas, Director of Quality Assurance for the Pyramid Educational Consultants and President of the Browns Group of Naples, a training and performance management consulting organization. In these capacities her work today emphasizes doing research, teaching and writing about behavioral systems for promoting quality Internet-based and direct educational services and healthy performance on the job.

Sunday, May 27

The products of her individual and collaborative efforts have included over a dozen books and monographs, and about a hundred published papers. Sulzer-Azaroff has presented extensively at regional, national and international conferences and has received substantial research and training grant funding. Currently, in addition to consulting in education, human services plus other forms of performance management, she continues to conduct research, teach and write.

Sulzer-Azaroff has served her field and the public in a number of capacities, including: President of the Association for Behavior Analysis (ABA), the Berkshire Association for Behavior Analysis and Therapy and Division 25 of APA; chair (APA Board of Scientific Affairs; Committee on Continuing Education) trustee (Cambridge Center for Behavioral Studies), and board member of various national committees; Associate Editor (*JABA*) and editorial board member of behavioral journals, member of research panels for national funding agencies and in numerous other capacities.

Recognition for Sulzer-Azaroff's achievements include her election to the Connecticut Academy of Science and Engineering, and being named Fellow in six divisions of the American Psychological Association, also the Academy of Behavioral Medicine, the Association for Behavior Analysis, and the American Psychological Society. She was the recipient of the Lifetime Achievement Award from the OBM Network of the Association for Behavior Analysis, the Fred S. Keller Award for Distinguished Contributions to Education from Division 25 of the American Psychological Association and the Outstanding Contributions Award from California ABA.

Abstract: As a science and technology, behavior analysis shows us what, how, and why to teach ABA for successful student learning and performance. As the beneficiary of the information derived from the field, my colleagues, our students and I have enjoyed the opportunity to capitalize on and witness the payoff accorded by following the procedural guidelines inherent in the discipline. By applying fundamental concepts of learning and behavior, such as differential reinforcement, shaping, fading, generalization and fluency training, we have been able to guide students towards heightened competency. This presentation will illustrate how we have carried those features into action in our teaching and training of: university undergraduate and graduate students in the classroom, on-line, and on-site; supervisory and managerial personnel in for-profit and non-profit organizations; specialized staff such as safety personnel and professionals as well as workers in on-the-job training. Some short and long-term results also will be described.

#291 Panel Discussion

5/27/2007

4:30 PM - 5:20 PM

Gregory AB

CSE/CBM; Theory

BACB CE Offered. CE Instructor: Joseph Wyatt, Ph.D.

Why Is Behavior Analysis Used Selectively in Treating Severe Behavior Disorders

Chair: W. Joseph Wyatt (Marshall University)

DWIGHT HARSHBARGER (Cambridge Center for Behavioral Studies)

ROBERT J. KOHLENBERG (University of Washington)

W. JOSEPH WYATT (Marshall University)

#292 Paper Session

5/27/2007

5:00 PM - 5:20 PM

Molly AB

DEV; Applied Behavior Analysis

An Evaluation of an Intervention to Increase Engagement in Leisure Activities of Adults Diagnosed with Dementia

SHASTA BRENSKE and Eric Rudrud (St. Cloud State University)

#293 International Poster Session

5/27/2007

5:30 PM - 7:00 PM

Manchester

AUT

- 1. The Effects of Embedded Questions on the Reading Comprehension of Children with Autism.** (EDC; Applied Behavior Analysis) Lindsay Sessor, SHEILA R. ALBER-MORGAN, and Ruth M. Debar (The Ohio State University)
- 2. Teaching an Observing Response to Enhance Question Discrimination.** (Applied Behavior Analysis) JENNIFER WEINMAN (Aim High Academy) and Dorothea C. Lerman (University of Houston-Clear Lake)
- 4. Developing a Self-Initiation Training for Highly Avoidant Children with Autism.** (Applied Behavior Analysis) MARIE L. ROCHA and Laura Schreibman (University of California, San Diego)
- 5. A Comparison of the Use of Constant Time Delay Alone and Constant Time Delay with Instructive Feedback to Teach Children with Autism to Discriminate Stimuli by Function, Feature, and Class.** (EDC; Applied Behavior Analysis) ALLISON LOWY APPLE (A.P.P.L.E. Consulting/University of Washington) and Felix F. Billingsley and Ilene S. Schwartz (University of Washington)
- 6. Picture Prompts for Teaching Activity Schedules.** (Applied Behavior Analysis) CAROLINE A. SIMARD (St. Amant, St. Cloud State University), Eric Rudrud and Kimberly A. Schulze (St. Cloud State University), and Ginette Simard Tetreault, Corrie Hiebert, Jason Hiebert, and Melissa Lam (St. Amant)
- 7. A Comparison of Embedded Instruction during Class Lessons and Class Transitions for Children with Autism.** (EDC) JANE LEE, Naomi Wheeler, and Joel P. Hundert (Behavior Institute)
- 8. A Literature Review for Prompting Procedures Used to Teach Skills to Children with Autism.** (Service Delivery) COREY SCOT STOCCO and Kevin P. Klatt (University of Wisconsin, Eau Claire)
- 9. Acquisition of Appropriate Speech in Children with Autism Varies with Parent, Therapist, and Stranger.** (Applied Behavior Analysis) Marjorie H. Charlop-Christy (Claremont McKenna College), SARAH KURIAKOSE (Pomona College), Michelle Seffrood (Claremont McKenna College), Melanie Jira and Alissa Greenberg (Claremont Graduate University), Sara Gershfeld (Scripps College), and Aria Ash-Rafzede (Claremont McKenna College)
- 10. Position Preference and Visual Discrimination in PECS Training for a Young Child with Autism.** (VRB; Applied Behavior Analysis) TAIRA LANAGAN, Cortney Foss, Jonathan J. Tarbox, and Danielle Davis (Center for Autism and Related Disorders)
- 11. The "Silent Dog" Method of Analyzing the Impact of Self-Generated Rules when Teaching Different Computer Skills in Two Boys with Autism.** (VRB; Applied Behavior Analysis) LILL-BEATHE HALSTADTRØ (Trondsløtten Habilitation Services, St. Olavs Hospital), Monica Halstadtrø (Byåsen School), and Erik Arntzen (Akershus University College)
- 12. Picture Exchange Communication System and Sign Language Communication for Teachers Training Working with Children with Autism Spectrum Disorders.** (Experimental Analysis) HYUN-MI MUN (Daegu University)
- 13. Generalization of Skills Acquired in a Preschool Classroom for Children with Autism across Settings/Time.** (Applied Behavior Analysis) ZACHARIAH T. DUGGER, Nicholas L. Weatherly, and Richard W. Malott (Western Michigan University)
- 14. Language Production: A Comparison of Verbal Prompt Fading versus Speech Generated Device Prompts.** (EDC; Applied Behavior Analysis) MARIA E. FELIX, Jen Cheron, Susan N. Langer, and Laura M. Hutt (New England Center for Children)
- 15. Establishing a Generalized Autoclitic Tact Repertoire in Children with Autism.** (Applied Behavior Analysis) BRIGHID H. FRONAPFEL and Jane S. Howard (California State University, Stanislaus)

- 16. Evaluation of Spontaneous Manding in Naturalistic Environments.** (DDA; Applied Behavior Analysis) JANE MORTON (University of Georgia), Amy Heller, Donice Banks, and M. Alice Shillingsburg (Marcus Institute), and Michael E. Kelley (Marcus Institute and Emory University)
- 17. Comparison of Echoic and Tact Prompting on Acquisition Intraverbal Lists.** (DDA; Applied Behavior Analysis) MELISSA ROSS BROWN, Crystal N. Bowen, Jenna Pucharis, and M. Alice Shillingsburg (Marcus Institute) and Michael E. Kelley (Marcus Institute and Emory University)
- 18. Assessment of the Functions of Vocal Behavior in Children with Developmental Disabilities: A Replication.** (VRB; Applied Behavior Analysis) KELLY MCKNIGHT, Jicel Mariete Castro, and Laura Addison (Marcus Institute), Michael E. Kelley (Marcus Institute and Emory University), M. Alice Shillingsburg (Marcus Institute), Robert LaRue (Douglass Developmental Disabilities Center, Rutgers), and Megan P. Martins (University of California, Los Angeles)
- 19. Assessing Preference of Two Types of Communication Systems for a Student with Autism.** (Applied Behavior Analysis) MEGHAN E. HOFFMAN and Erin Donnelly (The Ivymount School)
- 20. Teaching Mand and Tact to a Child with Autism Using Sign Language.** (VRB; Applied Behavior Analysis) DOROTHY SCATTONE and Belmont C. Billhofer (University of Mississippi Medical Center)
- 21. A Systematic Comparison of a Picture Communication System and Sign Language for the Acquisition of Mand in Young Children with Autism.** (DDA; Applied Behavior Analysis) MEGAN D. NOLLET (University of Nevada, Reno), Michele D. Wallace (California State University, Los Angeles), Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.), Maria T. Stevenson (University of Nevada, Reno), and Judy Reynolds (Center for Autism and Related Disorders, Inc.)
- 22. Derived Verbal Relations in a Child with Autism with Severe Problems in Spoken Language.** (VRB; Experimental Analysis) LUIS A. PEREZ-GONZALEZ (University of Oviedo, Spain) and Gladys Williams (CIEL, SL)
- 23. Increasing Appropriate Social Interactions in an Adolescent Diagnosed with Autism Using Modeling and Differential Reinforcement of Alternative Behavior (DRA).** (DDA; Applied Behavior Analysis) MANDY M. TRIGGS, Stephanie A. Contrucci Kuhn, and Frederick W. Hoots (Kennedy Krieger Institute)
- 24. The Comparative Effects of Simple and Complex Instructional Language on the Acquisition and Generalization of Receptive Language Tasks by Children with Autism.** (Applied Behavior Analysis) CORINNE M. MURPHY (West Chester University), William L. Heward (The Ohio State University), and Jacqueline Wray Wynn (Children's Hospital Autism Center, Columbus, Ohio)
- 25. A Comparison of Visual and Echoic Prompts on the Acquisition of Intraverbal Behavior for Three Children with Autism.** (VRB; Applied Behavior Analysis) RACHEL KAYE, Laura Meunier, David Robert Dille, and Joseph M. Vedora (BEACON Services)
- 26. The Effects of Verbal and Written Instructions on the Acquisition of Receptive Language for a Child with Autism.** (Applied Behavior Analysis) KIMBERLY BOUDREAU, Kelly Jean Anderson, Eric V. Larsson, and Melissa J. Gard (Lovaas Institute Midwest)
- 27. Teaching Auditory-Visual Syllable Discriminations by Using Visual Prompts in a Child with Autism.** (VRB; Applied Behavior Analysis) Jose Julio Carnerero Roldan and ANA PASTOR SANZ (Centro Al-Mudaris, Cordoba), and Luis A. Perez-Gonzalez (University of Oviedo, Spain)
- 28. Decreasing Perseverative Question Asking during Social Group by Setting the Schedule Using a Random Draw Technique.** (CSE; Applied Behavior Analysis) KAREN NAULT and Joseph M. Vedora (BEACON Services)
- 29. A Comparison between Teaching Methodologies: Receptive and the Reading and Writing Board.** (TPC; Applied Behavior Analysis) MICHELLE A. MORGAN (UK Young Autism Project & St. Cloud State University)
- 30. Effects of the Implementation of a Simultaneous Training Procedure in Receptive Instruction with a Bilingual Child.** (EDC; Applied Behavior Analysis) JICEL MARIETE CASTRO, Juliana Montana, and Catherine Trapani (Marcus Institute)

- 31. The Analysis of a Procedure to Teach Echoic Repertoire to Nonvocal Children.** (DDA; Applied Behavior Analysis) Gladys Williams (CIEL, SL), Jose Julio Carnerero Roldan (Centro Al-Mudaris, Cordoba), KIMBERLY VOGT (David Gregory School, Inc.), Jennie Williams-Keller (Applied Behavioral Consultant Services, NY), and Manuela Fernandez-Vuelta Vuelta and Monica Rodriguez-Mori (CIEL, SL)
- 32. Teaching "Theory of Mind" to Children with Autism: Pilot Clinical Data.** (VRB; Applied Behavior Analysis) SARAH NIEHOFF, Jonathan J. Tarbox, Ryan Bergstrom, Evelyn Kung, and Doreen Granpeesheh (Center for Autism and Related Disorders, Inc.)
- 33. Effects of a Teenager with Autism to Respond to Daily Routine Comprehension Questions with Textual Prompts.** (EDC; Applied Behavior Analysis) ADAM KARLSGODT and Shannon Hayter (Gonzaga University)
- 34. Using Changing Criterion to Increase Spontaneous Commenting in a Child with Autism.** (DDA; Applied Behavior Analysis) ALEXIS HYDE-WASHMON and Gerald E. Harris (Texas Young Autism Project)
- 35. Descriptive Analysis of Verbal Behavior by Children with Autism in the Natural Environment.** (VRB; Applied Behavior Analysis) CHRISTINE HOFFNER BARTHOLD, Andrew L. Egel, Lisette LeCompte, Layne Whitney, Curtis Wojnar, Amanda Sawma, and Jessica Zdatny (University of Maryland College Park)
- 36. Relationship between Standard False Belief, Nonvocal False Belief, and Guesser-Knower Tests in Children with Autism.** (DDA; Applied Behavior Analysis) KERRI L. WALTERS (University of Manitoba), Dickie C. T. Yu (University of Manitoba & St. Amant Centre), Rossana Astacio, and Melissa Lam (St. Amant), May S. Lee (University of Manitoba), and Jennifer R. Thorsteinsson (Capella University)
- 37. Increasing Appropriate Social Skills at Preschool for a Young Child with Autism.** (EDC; Applied Behavior Analysis) HEIDI CALVERLEY (University of British Columbia/Fabrizio/Moors Consulting and Krista Zambolin and Michael Fabrizio (Fabrizio/Moors Consulting)
- 38. The Use of Visual Strategies to Increase Social Skills in Children with Asperger's Syndrome.** (Applied Behavior Analysis) DANIEL FIENUP, Katherine Gioia, Lee Affrunti, and Karla J. Doepke (Illinois State University)

#294 International Poster Session

5/27/2007

5:30 PM - 7:00 PM

Manchester

BPH

- 39. Differential Resistance to Change of Alcohol Self-Administration of Rats Depends on Type of Disruptor.** (EAB; Experimental Analysis) CORINA JIMENEZ-GOMEZ and Timothy A. Shahan (Utah State University)
- 40. Gestational Food Restriction Changes Behavioral Sensitivity to Naloxone.** (Experimental Analysis) SALLY L. HUSKINSON, Ratimo Aduke, and Erin B. Rasmussen (Idaho State University)
- 41. Ecstasy's Effects on Learning in Rats.** (Experimental Analysis) CHARLOTTE JANE KAY, David N. Harper, and Maree J. Hunt (Victoria University of Wellington)
- 42. Effects of Time-Out Duration on Economic Demand for Opioids in Rhesus Monkeys.** (EAB; Experimental Analysis) CHAD M. GALUSKA and Gail Winger (University of Michigan), Steven R. Hursh (Institutes of Behavior Resources & John Hopkins University School of Medicine), and James H. Woods (University of Michigan)
- 43. Effects of Acute and Repeated Caffeine Administration on Delay Discounting in Rats.** (EAB; Experimental Analysis) JAMES W. DILLER, Benjamin T. Saunders, and Karen G. Anderson (West Virginia University)
- 44. Behavioral Variability: Effects of Amphetamine and the "VARY" Contingency.** (Experimental Analysis) ERIN FAE PESEK and M. Christopher Newland (Auburn University)

- 45. Early Seizures Impair Auditory Discrimination in Rats.** (EAB; Experimental Analysis) JOHN C. NEILL, Nicolle Myers, Danielle Wharton, and Sandra Wiley (Long Island University)
- 46. Effects of DA D1, D2, and D3 Agonists on k, Ro, and Work Effort.** (EAB; Experimental Analysis) VALERI FARMER-DOUGAN, Seshanand Chandrashekar, Katrina M. Lakin, and Elizabeth Boesen (Illinois State University)
- 47. Paw Preference as a Predictor of Prefrontal Cortex, Striatum, and Nucleus Accumbens DA Concentrations.** (EAB; Experimental Analysis) DAN COVEY, Allison Linker, Katrina M. Lakin, Paul Garris, and Valeri Farmer-Dougan (Illinois State University)
- 48. Effects of Cocaine Administration on Performance Under a Titrating-Delay Matching-to-Sample Procedure.** (EAB; Experimental Analysis) BRIAN D. KANGAS and Marc N. Branch (University of Florida)
- 49. EAHB SIG Student Paper Competition Award Winner: An Adjusting-Dose Procedure to Identify the Optimal Reinforcing Dose of Nitrous Oxide.** (EAB; Experimental Analysis) BRIAN D. KANGAS (University of Florida)
- 50. The Economic Valence of Contingent Reinforcement of Abstinence: Gain vs. Loss.** (CBM; Experimental Analysis) JONI HOWARD and John M. Roll (Washington State University)
- 51. The Effects of Operant Contingencies on Drug Sensitization and Tolerance to Chronic Administration of Amphetamine.** (Experimental Analysis) Cheryl Elizabeth Newbold, ADAM KYNASTON, and Amy Odum (Utah State University)
- 52. The Effects of Acute and Chronic Nicotine Exposure on Working and Spatial Memory Using a Delayed Response Task in the Morris Water Maze.** (EAB; Experimental Analysis) KELLY BRADLEY and Rodney D. Clark (Allegheny College)
- 53. Stereoselective Effects of d-Methylphenidate on NMDA-Induced Behavior.** (EAB; Experimental Analysis) AMANDA GRANER, Jeffrey Hollerman, and Rodney D. Clark (Allegheny College)
- 54. Interactions between Methylphenidate (Ritalin), Cocaine, and Haloperidol: Behavior of Rats Maintained under Fixed Interval Schedules of Sweetened Water Presentations.** (EAB; Experimental Analysis) JOHN WARNER and Rodney D. Clark (Allegheny College)

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Manchester

DDA

- 55. A Comparison of Noncontingent Reinforcement and Contingent Reinforcement for the Treatment of Problem Behavior Maintained by Negative Reinforcement.** (AUT; Applied Behavior Analysis) JOANNA LOMAS (Marcus Institute), Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), Michael E. Kelley (Marcus Institute and Emory University), and Laura D. Fredrick (Georgia State University)
- 56. Exploring Cognitive Functions in Children and Adolescents with Developmental Disabilities and with or without Depression.** (EAB; Experimental Analysis) ARANYA A. ALBERT, William J. McIlvane, Curtis Deutsch, and Lauren Charlot (University of Massachusetts Medical School), Daniel Connor (University of Connecticut Health Center), and William V. Dube (University of Massachusetts Medical School Shriver Center)
- 57. A Functional Analysis and Treatment of Emesis Maintained by Negative Reinforcement.** (EAB; Applied Behavior Analysis) Lynn G. Bowman (The Johns Hopkins University School of Medicine) and ZORA R. PACE and Christine M. Mayne (Kennedy Krieger Institute)
- 58. Using Extended Functional Analysis to Determine Behavioral Function.** (Applied Behavior Analysis) KATHARINE GUTSHALL (Kennedy Krieger Institute) and Lynn G. Bowman (Johns Hopkins University School of Medicine)

- 59. Are We Meeting the Behavioral Health Needs of the Elderly?** (DEV; Applied Behavior Analysis) DEBORAH L. GROSSETT (Mental Health and Mental Retardation Authority of Harris County), Carla A. Ratti (Columbus Organization), Ingo Bergsteinnson, Michael Barberie (Columbus Organization, Southbury, CT), Michael D. Bulmash (Southbury Training School, CT), and Hilary J. Karp (University of Houston-Clear Lake)
- 60. Assessment and Treatment of Vocal Tics in an Individual Diagnosed with Severe Mental Retardation.** (CBM; Applied Behavior Analysis) Kristin Ruscitti Purington (St. Cloud State University) and KAYLA JEAN DAVIDSON and Steven L. Taylor (Glenwood Resource Center)
- 61. Further Evaluation of Emerging Speech in Children with Developmental Disabilities: Training of Verbal Behavior.** (VRB; Applied Behavior Analysis) DANIELLE BRADLEY (Marcus Institute), Michael E. Kelley (Marcus Institute and Emory University), M. Alice Shillingsburg (Marcus Institute), Robert LaRue (Douglass Developmental Disabilities Center, Rutgers University), Megan P. Martins (University of California, Los Angeles), and Jicel Mariete Castro and Laura Addison (Marcus Institute)
- 62. Effects of Intermittent Punishment on Aggression and Self-Injury.** (Applied Behavior Analysis) LARYSSA HORODYSKY and Frances A. Perrin (Bancroft NeuroHealth)
- 63. The Effects of Peer Tutoring on the Tutors' and Tutees' Emission of Approvals and Disapprovals in Non-Academic Settings.** (Applied Behavior Analysis) R. Douglas Greer (Columbia University Graduate School and Teachers College) and Petra Wiehe and CHRISSY P. KALOGEROGIANNIS (Teachers College Columbia University)
- 64. Use of Competing Stimuli to Decrease Unsanitary Water Play: Direct and Indirect Effects.** (Applied Behavior Analysis) KATRINA MARIE ZELENKA (Kennedy Krieger Institute/Johns Hopkins University) and David E. Kuhn and Samantha Hardesty (Kennedy Krieger Institute)
- 65. Attributions of Problem Behaviors as Described by Turkish Special Education Teachers.** (EDC; Applied Behavior Analysis) Dilek Durusoy Erbas (Erciyes Universitesi, Turkey) and YASEMIN TURAN (San Diego State University)
- 66. Preference and Stimulus Reinforcing Values in Preference Assessment: Do They Follow the Matching Law?** (EAB; Applied Behavior Analysis) MAY S. LEE (University of Manitoba) and Dickie C. T. Yu and Toby L. Martin (University of Manitoba & St. Amant Research Centre)
- 67. Assessing the Validity of the Questions about Behavior Function (QABF) Physical Subscale.** (CBM; Applied Behavior Analysis) MICHELE LAMPSON, Kimberly Kirby, and Theodosia R. Paclawskij (The Kennedy Krieger Institute)
- 68. Indirect Effects of Functional Communication Training on Non-Targeted Behavior.** (AUT; Applied Behavior Analysis) KELLY M. SCHIELTZ, Jay W. Harding, David P. Wacker, Wendy K. Berg, and John F. Lee (University of Iowa)
- 69. Some Effects of Noncontingent Positive Reinforcement on Multiply Controlled Problem Behavior and Compliance in a Demand Context.** (AUT; Applied Behavior Analysis) EINAR T. INGVARSSON (Youngstown State University), SungWoo Kahng and Nicole Lynn Hausman (Kennedy Krieger Institute), and Nicole M. Rodriguez (University of Kansas)
- 70. Comparison of Baseline and Treatment Data Across Research Participants with, and without, Autism Spectrum Disorder.** (AUT; Applied Behavior Analysis) JOHN F. LEE, Jay W. Harding, David P. Wacker, and Wendy K. Berg (University of Iowa)
- 71. Temporary Increases in Problem following Reductions in Medication: Analysis of Conditional Rates.** (BPH; Applied Behavior Analysis) GREGORY J. SWANSON and John T. Rapp (St. Cloud State University) and Kaitlin A. Dornbusch (ORION ISO)
- 72. Contriving Establishing Operations: Responses of Individuals with Developmental Disabilities during a Learning Task.** (Experimental Analysis) Ryan M. Zayac and CALANDRA ELIZABETH PLATTNER (Auburn University)
- 73. The Effects of a Peer-Mediate Intervention to Enhance Social Interactions of Children with Developmental Delay and Autism in an Inclusive Kindergarten Setting.** (AUT; Applied Behavior Analysis) PEI-YU CHEN and Ilene S. Schwartz (University of Washington)

- 74. Treating Feeding Problems in Children: Outcome Measures for a Home-Based Program.** (CBM; Applied Behavior Analysis) ANGELA E. PRUETT and Meeta R. Patel (Clinic 4 Kidz)
- 75. Acceptance and Commitment Therapy with Clients Diagnosed with Mental Retardation.** (Service Delivery) ALEXANDRA ZAGOLOFF, Jennifer Strickland, and Patricia Bach (Illinois Institute of Technology) and Daniel J. Moran (Trinity Services)
- 76. A Comparative Analysis of Time-Out and Response Cost in Decreasing Attention Maintained Problem Behavior.** (EDC; Applied Behavior Analysis) NICOLE WICHERN (ACES)
- 77. Assessment and Treatment of Socially Maintained Stereotypes.** (Applied Behavior Analysis) DENISE KUREK, SungWoo Kahng, Terri Sambroski, and Marie Andachter (Kennedy Krieger Institute)

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EAB

- 78. Food Tastes Predictive of Low Energy Content Cause Overeating by Obese-Prone and Lean Weanling Rats.** (CBM; Experimental Analysis) W. DAVID PIERCE, Donald C. Heth, and Joanna C. Owczarczyk (University of Alberta), and James C. Russell and Spencer D. Proctor (Alberta Institute of Human Nutrition)
- 79. Training Rats to Cooperate in PET Imaging.** (BPH; Experimental Analysis) DANIELLE KALUHIOKALANI and John C. Neill (Long Island University) and David Schlyer (Brookhaven National Lab)
- 80. Persistence in a Sunk-Cost Task Depends on Relative Response Requirements.** (Experimental Analysis) RAUL AVILA (National University of Mexico) and Timothy D. Hackenberg and Rachelle L. Yankelevitz (University of Florida)
- 81. EAHB-SIG Student Paper Competition Award Winner: Matching, Shot Selection, and Collegiate Basketball.** (TPC; Experimental Analysis) JENNIFER L. HITT, Larry A. Alferink, Thomas S. Critchfield, and Jeffrey B. Wagman (Illinois State University)
- 82. Do Training Conditions Influence Equivalence-Consistent Outcomes?** (Experimental Analysis) DONNIE M. STAFF and Manish Vaidya (University of North Texas)
- 83. Muller-Lyer Illusion in Budgerigars (*Melopsittacus undulatus*).** (Experimental Analysis) KAZUCHIKA MANABE and Takashi Kawashima (Nihon University)
- 84. A Comparison between Procedures of Stimulus Control Establishment: Trial and Error, Fading, and Stimulus Shaping.** (EDC; Experimental Analysis) ALINE C. ABDELNUR and Maria Amalia Andery (Pontificia Universidade Católica de São Paulo)
- 85. The Effects of Limited-Hold Contingencies on the Conditional Relations That Define Equivalence.** (VRB; Experimental Analysis) JESSICA A. MADRIGAL, Quan Nguyen, and Manish Vaidya (University of North Texas)
- 86. Methods for the Analysis of Self-Control Behavior: A Comparative Review.** (TPC; Experimental Analysis) JASON VAN DER HORST and Harold L. Miller, Jr. (Brigham Young University)
- 87. The Role of Attention in the Emergence of Equivalence-Consistent Outcomes.** (Experimental Analysis) KERRI P. BERARD and Manish Vaidya (University of North Texas)
- 88. Pausing in the Transition from Rich to Lean Schedules: Fixed versus Variable Ratios.** (Experimental Analysis) ANNE M. FOREMAN (West Virginia University), Adam T. Brewer (University of Kansas), and Michael Perone (West Virginia University)
- 89. Choice between High and Low Risk Options: Effects of Manipulating Earnings Budget.** (Experimental Analysis) GABRIEL D. SEARCY, Andrew E. Brandt, and Cynthia J. Pletras (Western Michigan University)
- 90. Right versus Wrong Feedback in First-Order Matching-to-Sample.** (VRB; Experimental Analysis) MARIO SERRANO (Centro de Estudios e Investigaciones en Comportamiento - University of

Guadalajara), Emilio Ribes-Iñesta (University of Guadalajara), Gustavo Garcia (Universidad Franco Mexicana-Satelite), and Alfredo Lopez (Universidad Nacional Autonoma de Mexico - Iztacala)

91. Synthesis of Complex Response Sequences: Acquisition and One-Year Follow-Up. (Experimental Analysis) HOLLY JO WILSON, Chata A. Dickson, Rachel Labaton, and K. A. Lattal (West Virginia University)

92. Resistance to Change of Concurrent Operants Differentiated Only by Reinforcement Magnitude. (Experimental Analysis) E. TERRY MUELLER (Temple University, Psychology Department) and Philip N. Hinline (Temple University)

93. Group Foraging with Despotic Competitors. (Experimental Analysis) CATHERINE ESPEL and James D. Dougan (Illinois Wesleyan University)

94. SET or LeT? A Test of Both Models using a Variation of a Double Temporal Bisection Task. (Experimental Analysis) JOANA RODRIGUES ARANTES DA SILVA, Luis Oliveira, and Armando Machado (University of Minho)

95. Brains and Beauty: Increasing Performance through Self-Management. (CSE; Applied Behavior Analysis) AMBER L. WATTS and Marco D. Tomasi (Florida State University)

96. Experimental Analysis of Blocking of Acquisition of Textual Responding. (Experimental Analysis) PAMELA D. KELSO and Stephen W. Holborn (University of Manitoba)

97. Examination of Stimulus Factors on Resistance to Change. (Experimental Analysis) TAKEHARU IGAKI (Tokyo Jogakkan College) and Takayuki Sakagami (Keio University)

98. 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)

99. Superstitious Mands and Slot Machines. (Experimental Analysis) JILL A. GREISING (University of Wisconsin, Eau Claire) and Erica D. Pozzie (Southern Illinois University, Carbondale)

100. Differential Reinforcement of Behavioral Variability Using Runs Test in Rats. (Experimental Analysis) YOSUKE HACHIGA and Takayuki Sakagami (Keio University)

101. Examining Procedural Details of the Chronic Mild Stress (CMS) Procedure in Rats. (Experimental Analysis) J. PHILIP ERB and Sherry L. Serdikoff (James Madison University)

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EDC

102. Functional Behavior Assessment and Behavioral Interventions in General Education Settings: A Literature Review. (TBA; Applied Behavior Analysis) HAYOUNG CHOI (University of Texas at Austin)

103. Investigating Issues Related to Behavior Intervention Plan Development and Implementation: Results from a Multi-Year Research Project. (TBA; Service Delivery) CLAYTON COOK (University of California-Riverside), Bonnie Kraemer (San Diego State University), Diana Browning Wright (Private Practice) and G. Roy Mayer and Michele D. Wallace (California State University, Los Angeles)

104. Functional Assessment and Positive Behavioral Intervention for Young Children with Challenging Behavior: A Synthesis. (Applied Behavior Analysis) SOYEON KANG and Mark F. O'Reilly (University of Texas at Austin)

105. Investigating School Psychologists' Perceptions of Treatment Integrity in School-Based Interventions. (Service Delivery) WENDY COCHRANE and John Laux (University of Toledo)

106. Functional Behavioral Assessment of Off-Task Behavior of Elementary-Age Students with Emotional and Attentional Disorders during Reading Activities. (DDA; Applied Behavior Analysis) LINDA G. GARRISON-KANE, Nicole A. Welch, Thomas D. Kane, and David Goodwin (Missouri State University)

- 107. Use of Brief Functional Analysis to Evaluate Transitions between Work and Play.** (DDA; Applied Behavior Analysis) TODD G. KOPELMAN (University of Iowa - Hospitals and Clinics) and Jason M. Stricker, Brenda J. Engebretson, and David P. Wacker (University of Iowa)
- 108. Reduction of Pica via Functional Analysis-Based Treatments.** (AUT; Applied Behavior Analysis) AMY J. DAVIES LACKEY, Yuko Usui, and Andrea DeVarie (Hawthorne Country Day School)
- 109. Use of Standardized Testing for the Selection of Demands in a Functional Analysis.** (DDA; Applied Behavior Analysis) TRACY MORAN, LaKaren Rickman, and Todd G. Kopelman (University of Iowa Hospitals and Clinics) and Kelly M. Vinqvist and David P. Wacker (University of Iowa)
- 110. Toward a Method of Identifying Behavioral Characteristics of the Model Student.** (CBM; Applied Behavior Analysis) HOLLY AYN WHITE, Weston Rieland, Jolene Sy, and John C. Borrero (University of the Pacific)
- 111. Examination of a Social Skills Problem-Solving Intervention to Treat Selective Mutism.** (CBM; Applied Behavior Analysis) MARK F. O'REILLY and Sonia Baker (University of Texas at Austin), Chaturi Edrisinha (St. Cloud State University), and Wendy A. Machalicek (University of Texas at Austin)
- 112. Social Interactions and Bullying in Withdrawn Children: An Evaluation of Generalization Strategies within a Social Skills Training Intervention.** (CBM; Applied Behavior Analysis) KYLE MAX HANCOCK, Donna Marie Gilbertson, and Michelle Rosenlof (Utah State University)
- 113. The Effects of Goal Setting on Student Aberrant Behavior in a Public School Setting.** (Applied Behavior Analysis) JASON GIBSON, Donald M. Stenhoff, and Robert C. Pennington (University of Kentucky)
- 114. The Effects of Self-Monitoring Packages Implementing Tactile Cuing Devices on Student On-Task Behavior.** (Applied Behavior Analysis) JUAN NAVARRETE (Washington County School District) and Charles L. Salzberg (Utah State University)
- 115. Application of "Anchor the Boat" Approach to Reduce Disruptive Behavior in a Japanese Classroom.** (CBM; Applied Behavior Analysis) KANAKO OTSUI, Hitomi Hara, and Junko Tanaka-Matsumi (Kwansei Gakuin University)
- 116. An Analysis of the Relation between Observed Student Behavior and Teacher Perceptions of Behavior on the Rate and Type of Attention Provided in the Classroom.** (AUT; Applied Behavior Analysis) JESSICA L. CHERNE, LeAnne Denise Johnson, Jennifer J. McComas, Erin M. Holton, and Mimi L. McDonnell (University of Minnesota) and Joseph Wehby (Vanderbilt University, Behavior Research Center)
- 117. Teachers' Accuracy in Reporting Students' Challenging Behaviors.** (AUT; Applied Behavior Analysis) JENNY TUZIKOW (Devereux CARES) and Todd Harris (Devereux)
- 118. The Relationship between Emotional Interpretation and Self-Reported Behavioral Response on Observed Rates of Conflict Initiation.** (Service Delivery) ERIN M. HOLTON, LeAnne Denise Johnson, Jennifer J. McComas, Peggy E. Gaitan, and Ellie C. Hartman (University of Minnesota)
- 119. Mindfulness Meditation with Auditory Image Therapy for Children with ADHD: Improving Self-Esteem and Self-Regulatory Behaviors.** (Experimental Analysis) JEONGIL KIM (Lotus Flowers Children Center), Kyong Bong Kim (Early Childhood Special Education Department, Daegu University), and Yunhee Lee (Lotus Flowers Children Center)
- 120. Reflectively Studying Student Work Together: Collaborating to Differentiate Instruction for All Students.** (DDA; Applied Behavior Analysis) CARLA DEARMAN and David Walker (The University of Southern Mississippi) and Sheila R. Alber-Morgan (The Ohio State University)
- 121. The Impact of Conditioning the Staff Meeting as a Reinforcer on Staff Data Collection and Graphing.** (Applied Behavior Analysis) JASON CORY ROSENFELD (Hawthorne Country Day School)
- 122. Effectiveness of Pyramidal Training in a Non-Institutional Setting.** (DDA; Experimental Analysis) ANGELIQUE DILWORTH (Shelby Residential and Vocational Services, Inc.)
- 123. Establishing Experimental Functional Analysis Skills in Less than a Day: A Replication in a Norwegian Setting.** (TBA; Applied Behavior Analysis) JON A. LOKKE (University of Oslo), Gunn Lokke (University College of Ostfold, Norway), and Erik Arntzen (Akershus University College)

124. Preparing Qualified Paraprofessionals to Meet the Needs of At-Risk Young Urban Students. (Service Delivery) LEFKI KOUREA and Gwendolyn Cartledge (The Ohio State University)

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TBA

125. The Effect of Multiple Exemplar Instruction on Emergence of the Listener Component of Naming in Preschoolers. (VRB; Applied Behavior Analysis) Celestina Rivera-Valdes, JoAnn Delgado, and FANG-LIN JASMINE LAI (Teachers College, Columbia University)

126. The Effects of an Intensive Tact Procedure on the Vocal Behavior of a Child with Autism. (VRB; Applied Behavior Analysis) Denise O'Sullivan (Teachers College, Rockland BOCES) and SHIRLEY CHARLES (Teachers College, Columbia University)

127. Using Tickles as an Establishing Operation to Increase Correct Academic Responding. (AUT; Applied Behavior Analysis) Joann Delgado, Marietta A. Papagapitos, and JOANNA MOSES (Teachers College, Columbia University)

128. Comparing Behavioural Teaching Methods to Train Staff: An Analysis of Generalizability and Cost-Effectiveness. (CBM; Applied Behavior Analysis) KIRSTEN M. WIRTH and Joseph J. Pear (University of Manitoba)

129. Assessing the Relationship between Peer Review Feedback, Accuracy, and Higher-Order Thinking Levels in a CAPSI-Taught Course. (Applied Behavior Analysis) JODY M. LAMBERT, Kirsten M. Wirth, and Joseph J. Pear (University of Manitoba)

130. Improving the Sustainability of an Effective ABA On-Line Training Program for Service Providers. (AUT; Service Delivery) JAY FURMAN BUZHARDT and Linda Heitzman-Powell (University of Kansas)

131. Effects of Practice Opportunities on Exam Performance in an Undergraduate Behavioral Modification Class. (EDC; Service Delivery) WESLEY H. DOTSON, James A. Sherman, and Jan B. Sheldon (University of Kansas)

132. From Memorizing Terminologies to Application: Building Fluency in Applied Behavior Analysis. (Applied Behavior Analysis) FAN-YU LIN (California State University, Stanislaus)

133. Some More Misconceptions about Behavior Analysis. (EDC; Applied Behavior Analysis) JON A. LOKKE (University of Oslo), Erik Arntzen (Akershus University College), and Gunn Lokke (University College of Ostfold)

134. Precision Teaching and Ballet Dancing: A Norwegian Experience. (EDC; Applied Behavior Analysis) GUNN LOKKE and Jon A. Lokke (University College of Ostfold) and Erik Arntzen (Akershus University College)

135. The Effectiveness of Interteaching in a Norwegian University College. (EDC; Applied Behavior Analysis) GUNN LOKKE and Jon A. Lokke (University College of Ostfold) and Erik Arntzen (Akershus University College)

136. Grades in Jeopardy: Do On-line Games for Review of Course Material Enhance Quiz Performance of College Students? (Applied Behavior Analysis) TRACY L. KETTERING, Lillian C. Rodrigues, Amanda E. Guld, Cuong Luu, Lenwood Gibson, and Nancy A. Neef (The Ohio State University)

137. Improving Performance on the Graduate Record Examination with a Course in Self-Management. (EAB; Applied Behavior Analysis) MARCO D. TOMASI (Florida State University) and Jon S. Bailey (Florida State University/Florida Association for Behavior Analysis)

138. Rapid Strengthening and Extinction of Conditioned Avoidance and Disgust Responses to the Verbal Stimulus "Snot." (EAB; Experimental Analysis) STEPHEN RAY FLORA (Youngstown State University)

139. Chickens in the Classroom: An Evaluation of a Newly Hatched Teaching Technique. (EDC; Applied Behavior Analysis) MARY ANN HOOTEN and Frank Hammonds (Troy University)

140. Some Behavior Patterns of Students Enrolled in an On-Line Course in Behavior Analysis. (DDA; Applied Behavior Analysis) JOHN T. RAPP and Gregory J. Swanson (St. Cloud State University)

141. The Effects of Self-Observation and Self-Monitoring on Therapist Behavior: Implications for Training Professionals. (AUT; Applied Behavior Analysis) ALICE M. AGUILAR and Bonnie Kraemer (San Diego State University) and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

142. Single Image Random Dot Stereogram as a Pedagogical Tool. (Theory) JADE CARTER HILL (Jacksonville State University)

#299 Business Meeting

5/27/2007

7:00 PM - 7:50 PM

Mohsen AB

BACB University Contact Faculty Meeting

Chair: Gerald L. Shook (Behavior Analyst Certification Board)

Purpose: 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.

#300 Business Meeting

5/27/2007

7:00 PM - 7:50 PM

Edward C

Behaviorists Interested in Gambling Special Interest Group (BIG SIG)

Chair: Ginger Wilson (The ABRITE Organization)

Purpose: The purpose of this meeting is to discuss the events of our special interest group in the last year as well as potential areas of expansion. Discussion will also focus on the recent BIG SIG conference at Southern Illinois University, in addition to our gambling book and newsletter. We will also discuss the activities of the next year and elect BIG SIG officers.

#301 Business Meeting

5/27/2007

7:00 PM - 7:50 PM

Del Mar AB

Evidence-Based Practice Special Interest Group

Chair: Ronnie Detrich (Wing Institute)

Purpose: The purpose of this meeting is to welcome all members to the newly created Evidence-based Practice SIG and to establish working goals for the next year.

#302 Business Meeting

5/27/2007

7:00 PM - 7:50 PM

Windsor B

Four Corners ABA

Chair: Jeff Kupfer (Boulder, Colorado)

Purpose: This is the first meeting of Four Corners ABA. All interested persons are welcome to attend.

#303 Business Meeting

5/27/2007

7:00 PM - 7:50 PM

Ford AB

Health, Sport, & Fitness Special Interest Group Meeting

Chair: Amanda Adams (California State University, Fresno)

Purpose: Everyone is welcome at the annual meeting of the HSF SIG, where we will discuss our plans to promote research and applications in health, sport and fitness areas within ABA. Topics will include the SIG newsletter, Web site, student research award, dues schedule, future symposia, and the new on-line journal (BAHSFM).

#304 Business Meeting

5/27/2007

7:00 PM - 7:50 PM

Molly AB

Mid-American Association for Behavior Analysis Business Meeting

Chair: Kevin P. Klatt (University of Wisconsin, Eau Claire)

Purpose: The Mid-American Association for Behavior Analysis (MABA) will be holding the semi-annual business meeting to discuss the 2007 convention.

#305 Business Meeting

5/27/2007

7:00 PM - 7:50 PM

Emma C

Parents and Professionals Sharing the Convention Experience

Chair: Jack Scott (Florida Atlantic University)

Purpose: This meeting provides an opportunity for parents of children receiving behavior analytic services and professionals to gather in an informal setting to discuss the convention and common issues. Autism is expected to be a major topic. Pam Gorski, executive director of Reaching Potentials, an ABA parent support agency, will host this meeting. Refreshments will be provided.

#306 Business Meeting

5/27/2007

7:00 PM - 7:50 PM

Edward D

Positive Behavior Support Special Interest Group

Chair: Matthew Tincani (University of Nevada, Las Vegas)

Purpose: This meeting is for all ABA members 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.

#307 Special Event

5/27/2007

7:00 PM - 7:50 PM

Madeleine CD

EAB; Experimental Analysis

Professional Development Series: Introductory Series on Quantitative Analysis of Behavior

Chair: Corina Jimenez-Gomez (Utah State University)

RANDOLPH C. GRACE (University of Canterbury)

Abstract: Like any science, behavior analysis relies on quantification – the use of numbers to represent phenomena in the natural world. In this tutorial, I present a simple framework for understanding how quantitative analyses may be helpful for behavior analysis. According to this

framework, there are two major types of questions for which quantitative analyses are employed. First, is an observed effect – the change in a variable studied under two or more conditions – “real” and not due to chance; and second, can the relationship between a variable and its possible causal factors be represented economically in terms of a model? Inferential statistics are often used to answer questions of the first type, whereas techniques of exploratory data analysis and parameter estimation are necessary for developing models. Practical examples are given to illustrate these ideas. A major theme of the tutorial is that given the widespread availability of powerful spreadsheet software, even students with fairly minimal backgrounds in mathematics can successfully develop and test quantitative models.

#308 Business Meeting

5/27/2007

7:00 PM - 7:50 PM

Ford C

Sex Therapy and Educational Programming (STEP) Special Interest Group of ABA Organizational Meeting

Chair: Bobby Newman (Room to Grow)

This will be the organizational meeting of the Sex Therapy and Educational Programming (STEP) SIG of ABA. The SIG will consist of clinicians and educators who provide, or are interested in, sex therapy or education for individuals who are both typically developing and developmentally disabled. Activities for the new SIG will be planned.

#309 Business Meeting

5/27/2007

7:00 PM - 7:50 PM

Gregory AB

Technology Special Interest Group

Chair: Christina Whalen (TeachTown)

Purpose: This group will focus on using technology for the practice and research of ABA. ABA members with interest in video, computers, television and other technology are welcome. The purpose of this group is to better define best practices in the use of technology and identifying the significant research questions for the field.

#310 Business Meeting

5/27/2007

7:00 PM - 7:50 PM

Edward AB

Verbal Behavior Special Interest Group

Chair: William F. Potter (California State University, Stanislaus)

Purpose: The VB SIG is dedicated to the promotion of verbal behavior, in terms of research, application, and theory. All are welcome to attend and meet other folks interested in the VB area.

#311 Panel Discussion

5/27/2007

7:00 PM - 8:20 PM

Emma AB

TPC/TBA; Service Delivery

Professional Development Series: Applying to Graduate School in Behavior Analysis

Chair: Christy A. Alligood (West Virginia University)

SARAH E. BLOOM and TIMOTHY HACKENBERG (University of Florida)

DANIEL LEE SHAFTO and RICHARD W. MALOTT (Western Michigan University)

ADAM T. BREWER and GREGORY J. MADDEN (University of Kansas)

ERICK M. DUBUQUE and PATRICK M. GHEZZI (University of Nevada, Reno)

#312 Reunion

5/27/2007

8:00 PM - 10:00 PM

America's Cup C

B. F. Skinner Foundation Reception

Chair: Julie S. Vargas (B. F. Skinner Foundation)

#313 Reunion

5/27/2007

8:00 PM - 10:00 PM

America's Cup D

Behavior Analysis Services Program

Chair: Catherine Williams (Behavior Analysis Services Family Safety Program)

#314 Reunion

5/27/2007

8:00 PM - 10:00 PM

Randle E

Behaviorists for Social Responsibility (30 Year Anniversary)

Chair: Robin Rumph (Stephen F. Austin University)

#315 Reunion

5/27/2007

8:00 PM - 10:00 PM

America's Cup AB

Cambridge Center for Behavioral Studies Reception for Members, Advisors, Trustees

Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

#315b Reunion

5/27/2007

8:00 PM - 10:00 PM

Randle A

The May Institute Reception

Chair: Dennis Russo (The May Institute)

#316 Reunion

5/27/2007

8:00 PM - 10:00 PM

Randle D

The Ogden R. Lindsley Standard Celeration Chart Share

Chair: Malcolm D. Neely (Learning Courses)

#317 Reunion

5/27/2007

8:30 PM - 10:30 PM

Cunningham AB

Columbia University and CABAS® Professionals

Chair: R. Douglas Greer (Columbia University Graduate School and Teachers College)

#318 ABA Expo

5/27/2007

10:00 PM - 12:00 AM

Manchester

ABA Accredited Graduate Training Program

1. **Applied Behavior Analysis Program at St. Cloud State University.** KIMBERLY A. SCHULZE, Eric Rudrud, John T. Rapp, and Chaturi Edrisinha (St. Cloud State University)
2. **Behavior Analysis at California State University, Stanislaus.** BRUCE E. HESSE, Jane S. Howard, Gary D. Novak, Gina M. Pallotta, and William F. Potter (California State University, Stanislaus)
3. **Behavior Analysis at Queens College and the Graduate Center, CUNY.** ANNE FETHERSTON, Michelle C. Garruto, and Matthew A. Taylor (Queens College/The Graduate Center of the City University of New York)
4. **Behavior Analysis at the University of Nevada, Reno.** PATRICK M. GHEZZI, Mark P. Alavosius, Linda J. Hayes, Ramona Houmanfar, and W. Larry Williams (University of Nevada, Reno)
5. **Behavior Analysis at West Virginia University.** MIRARI ELCORO, Chata A. Dickson, and Claire Cathleen St. Peter Pipkin (West Virginia University)
6. **Graduate and Undergraduate Training at the University of North Texas.** MANISH VAIDYA (University of North Texas)
7. **Master's and Doctoral Training in Behavior Analysis at Southern Illinois University.** Mark R. Dixon, Anthony J. Cuvo, Ruth Anne Rehfeldt, April S. Worsdell, PAULA K. DAVIS, Brandon F. Greene, and Taylor Johnson (Southern Illinois University)
8. **Programs in Special Education at the Ohio State University.** SHEILA R. ALBER-MORGAN, Gwendolyn Cartledge, and Ralph Gardner, III (The Ohio State University), Theresa Hessler (The Ohio State University, Newark), and Moira Konrad, Helen I. Malone, Nancy A. Neef, and Diane M. Sainato (The Ohio State University)
9. **University of Kansas.** GREGORY J. MADDEN (University of Kansas)
10. **University of Maryland Baltimore County ABA MA Track.** SIGURDUR OLI SIGURDSSON and A. Charles Catania (University of Maryland, Baltimore County) and Iser Guillermo Deleon and SungWoo Kahng (Kennedy Krieger Institute)

#319 ABA Expo

5/27/2007

10:00 PM - 12:00 AM

Manchester

ABA Board

1. **A Behind-the-Scenes View of the ABA Convention Program System.** RAMONA HOUMANFAR (University of Nevada, Reno) and William L. Palya (Jacksonville State University)
2. **ABA's Education Board: Updates from 2006-2007.** PAMELA G. OSNES (Behavior Analysts, Inc.), Jennifer L. Austin (California State University, Fresno), and John C. Borrero (University of the Pacific)
3. **Association for Behavior Analysis Membership Board.** RACHEL S. F. TARBOX (The Center for Autism & Related Disorders, Inc.), Jay Moore (University of Wisconsin, Milwaukee), M. Jackson Marr (Georgia Institute of Technology), Marianne L. Jackson (University of Nevada, Reno), Jack Michael (Western Michigan University), and SungWoo Kahng (Kennedy Krieger Institute)

#320 ABA Expo

5/27/2007

10:00 PM - 12:00 AM

Manchester

ABA Committee

1. **ABA Professional Affairs Committee.** THOMAS L. ZANE (The Evergreen Center and The Center for Applied Behavior Analysis at The Sage Colleges)

2. ABA Student Committee. MARIANNE L. JACKSON (University of Nevada, Reno), Christy A. Alligood (West Virginia University), and Corina Jimenez-Gomez (Utah State University)

#321 ABA Expo

5/27/2007

10:00 PM - 12:00 AM

Manchester

Around The World

1. Affiliated Chapters Information. R. DOUGLAS GREER (Columbia University Graduate School and Teachers College)

2. Canada's First Bachelor's Degree in Behavioral Psychology. GARY A. BERNFELD (St. Lawrence College, Behavioral Psychology) and Sheelagh Jamieson, Deborah K. Smith, and Andrew W. McNamara (St. Lawrence College)

3. European Journal of Behavior Analysis (EJOBA). ERIK ARNTZEN and Per Holth (Akershus University College) and Arne Brekstad (Norwegian Association for Behavior Analysis)

#322 ABA Expo

5/27/2007

10:00 PM - 12:00 AM

Manchester

Chapter

1. ABA of Brazil. MARTHA HUBNER (University of São Paulo)

2. Alabama ABA Chapter. RYAN M. ZAYAC (Auburn University)

3. Behavior Analysis Association of Michigan (BAAM). JAMES T. TODD, Heather M. Anson, Jennifer Bullock, and Amy Drayton (Eastern Michigan University)

4. California Association for Behavior Analysis. CHRISTINA WHALEN (TeachTown) and Terry J. Tibbetts (Monterey County Special Education Local Plan Area)

5. Chicago Association for Behavior Analysis. CHARLES MERBITZ (Chicago School of Professional Psychology) and Janet C. Radcliffe (Molloy Education Center/Chicago School of Professional Psychology)

6. Four Corners ABA. JEFF KUPFER (Boulder, Colorado)

7. Hawai'iian Association for Behavior Analysis. Kimberly A. Smalley and Catherine H. Wilson (Behavioral Counseling and Research Center), Patricia I. Wright (University of Hawaii), and JESSIE MITCHELL (Behavioral Counseling and Research Center)

8. Heartland Association for Behavior Analysis. STEVEN L. TAYLOR (Glenwood Resource Center), Bobby Buckner (The Columbus Organization), and Connie Christ Taylor (Midland Lutheran College)

9. Icelandic Association for Behavior Analysis. ATLI F. MAGNUSSON (Regional Office for the Affairs of Handicapped), Viktoría Sigtryggsdóttir (ICEABA), Z. Gabriela Sigurdardóttir (University of Iceland), Sigrídur L. Jónsdóttir (The State Diagnostic and Counselling Center), Anna-Lind Petursdóttir (University of Minnesota), and Einar T. Ingvarsson (Johns Hopkins University School of Medicine)

10. Kansas Association for Behavior Analysis. EDWARD K. MORRIS and Kimberly K. Bessette (University of Kansas), Jessica A. Royer (Partners in Behavioral Milestones), Justin B. Leaf (Autism Partnership/University of Kansas), and Kathleen M. Hine (Parsons State Hospital)

11. Manitoba Association for Behavior Analysis (MABA). KIRSTEN M. WIRTH (University of Manitoba)

12. Mid-American Association for Behavior Analysis. NICHOLAS R. VANSELOW and Kevin P. Klatt (University of Wisconsin, Eau Claire), Ruth Anne Rehfeldt (Southern Illinois University), and Jeffrey N. Weatherly (University of North Dakota)

13. North Carolina Association for Behavior Analysis. R. M. (DUKE) SCHELL (J. Iverson Riddle Developmental Center)

- 14. Ontario Association for Behavior Analysis (ONTABA).** JAMES C. K. PORTER (Kerrys Place Autism Services), Carobeth Zorzos (Surrey Place Centre), and Amy Barker (ABI Behavior Services)
- 15. PennABA: The Pennsylvania Association for Behavior Analysis.** WILLIAM J. HELSEL (AGILE Learner's Program/PLEA), Richard M. Foxx (Pennsylvania State University), and Bridget G. Gibbons (Pennsylvania State Harrisburg)
- 16. SEABA - Applied or Basic: It's the Science.** Eric A. Jacobs (Southern Illinois University, Carbondale), Cynthia J. Pietras (Western Michigan University), Karen G. Anderson (West Virginia University) and P. Scott Lawrence and DEAN C. WILLIAMS (University of Kansas)
- 17. Taiwan Association of Behavior Analysis.** HUA FENG (National Changhua University of Education), Jonathan Chien, Sharon W. Chien, and Yachen T. Peng (SEEK Education, Inc.), Yi-Feng Huang (Taichung Autism Education Association), Shu-Hwei Ke (ABA Learning & Development Center), and Chia-Yu Chou and Shih-Yu Wang (National Changhua University of Education)
- 18. Tennessee Association for Behavior Analysis.** CLAYTON R. CEA (Tennessee Association for Behavior Analysis)
- 19. The Experimental Analysis of Behavior Group (EABG) - UK and Europe.** J. CARL HUGHES (University of Wales) and Charles Fergus Lowe (University of Wales, Bangor)
- 20. The Florida Association for Behavior Analysis: Behavior Can Change, plus More.** KAREN R. WAGNER (Behavior Services of Brevard, Inc.), Mary M. Riordan (Behavior Management Consultants, Inc.), Gretchen S. Thwing (AdvoServ), and H. Allen Murphy (Florida State University at Panama City)
- 21. The New Jersey Association for Behavior Analysis.** PATRICK R. PROGAR (Caldwell College) and Marlene Cohen (Rutgers University)
- 22. The New Zealand Association for Behavior Analysis.** DAVID N. HARPER (Victoria University of Wellington)
- 23. The Swedish Association of Behavior Analysis.** NED CARTER (Swedish Associations of Local Authorities and Regions, Stockholm, Sweden)
- 24. The Texas Association for Behavior Analysis (TxABA).** WILLIAM H. EDWARDS (Behavioral Innovations, Inc.)
- 25. Vermont Association for Behavior Analysis.** Shona L. Marston (Sd Associates) and DAVID L. POWSNER (Sd Associates, Behavioral Consultants)
- 26. Virginia Association for Behavior Analysis (VABA).** NICOLE A. CAPIK, Elizabeth A. Dalianis, Amy L. Durgin, Reuel A. Sheldon, and Sherry L. Serdikoff (James Madison University)
- 27. Wisconsin Association for Behavior Analysis.** ROGER F. BASS (Carthage College)

#323 ABA Expo

5/27/2007

10:00 PM - 12:00 AM

Manchester

Graduate Training Program

- 1. ABA Training Opportunities at the New England Center for Children.** D. DANIEL GOULD (New England Center for Children)
- 2. Advanced Training at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine.** Noha Minshawi and CATHLEEN SMALL (The Johns Hopkins University School of Medicine) and SungWoo Kahng, Michael F. Cataldo, and Louis P. Hagopian (Kennedy Krieger Institute)
- 3. Applied Behavior Analysis at the University of Oregon: Doctoral Training in School Psychology and Special Education.** Cynthia M. Anderson, AMY L. KAUFFMAN, and Billie Jo Rodriguez (University of Oregon)
- 4. Applied Behavior Analysis Master's Program at the University of South Florida.** RAYMOND G. MILTENBERGER (University of South Florida)

- 5. Applied Behavior Analysis Training at California State University, Fresno.** Amanda Adams (California State University, Reno), and Criss Wilhite and JENNIFER L. AUSTIN (California State University, Fresno)
- 6. Behavior Analysis and Behavior Therapy Graduate Training at Eastern Michigan University.** JAMES T. TODD (Eastern Michigan University)
- 7. Behavior Analysis at Auburn University.** JAMES M. JOHNSTON (Auburn University)
- 8. Behavior Analysis at California State University, Sacramento.** CAIO F. MIGUEL, Becky Penrod, Helene Burgess, and Robert G. Jensen (California State University, Sacramento)
- 9. Behavior Analysis at James Madison University.** MARK A. YOUNG, J. Philip Erb, Daniel J. Hoffman, and Sherry L. Serdikoff (James Madison University)
- 10. Behavior Analysis at Temple University.** DEREK WILKINSON, Jennifer Wade, Philip N. Hineline, Saul Axelrod, Donald A. Hantula, Ralph Spiga, and Jean Boyer (Temple University)
- 11. Behavior Analysis at the Florida Institute of Technology.** JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology & ABA Tech) and Elbert Blakely, Ada Celeste Harvey, Mark T. Harvey, Matthew P. Normand, and David A. Wilder (Florida Institute of Technology)
- 12. Behavior Analysis at Youngstown State University.** EINAR T. INGVARSSON, Michael C. Clayton, and Stephen Ray Flora (Youngstown State University)
- 13. Behavior Analysis in the Low Incidence Disabilities and Autism Program at Sam Houston State University.** VALERIE ANDERSON-GRIGG, Barbara A. Metzger, Sharon A. Lynch, and Cynthia G. Simpson (Sam Houston State University)
- 14. Behavioral Intervention in Autism: An On-Line BCBA-Level Curriculum.** RICHARD K. FLEMING (University of Massachusetts Medical School), Charlotte Mandell (University of Massachusetts-Lowell), Beth Sulzer-Azaroff (University of Massachusetts, Amherst), Charles Hamad (University of Massachusetts Medical School), and Richard Siegel (University of Massachusetts-Lowell)
- 15. Graduate Programs in Applied Behavior Analysis at Caldwell College.** PATRICK R. PROGAR, Sharon A. Reeve, Kenneth F. Reeve, and Tina Sidener (Caldwell College)
- 16. Graduate Programs in Special Education at the University of Nevada, Las Vegas.** RENEE K. VAN NORMAN, Deborah Russell, and Matthew Tincani (University of Nevada, Las Vegas)
- 16a. Idaho State University's Graduate Programs in Special Education and Applied Behavior Analysis.** STEPHANIE M. PETERSON, Lloyd D. Peterson, Gail Coulter, Deb Hedeem, Jessica Frieder, Pete Molino, and Holly Molino (Idaho State University)
- 17. Masters Programme in Applied Behavior Analysis at the University of Wales, Bangor, UK.** J. CARL HUGHES (University of Wales), Pauline Horne (University of Wales, Bangor), Steve Noone and Sandy Toogood (University of Wales), and Richard P. Hastings, Marguerite L. Hoerger, and Corinna F. Grindle (University of Wales, Bangor)
- 18. New Master's Program in Applied Disability Study and Applied Behavior Analysis at Brock University.** MAURICE FELDMAN, Tricia Corinne Vause, Rosemary A. Condillac, Dorothy Griffiths, Frances Owen, and Maureen Connolly (Brock University)
- 19. Ph.D. in Health Psychology with Behavioral Medicine Concentration at East Carolina University.** JEANNIE GOLDEN (East Carolina University)
- 20. The Department of Applied Behavior Analysis at the Chicago School of Professional Psychology.** CHARLES MERBITZ (Chicago School of Professional Psychology), David A. Pyles (Behavior Change Systems, Inc.), and Grant Gautreaux and Diana J. Walker (Chicago School of Professional Psychology)
- 21. The Florida State University at Panama City Master's Program in Applied Behavior Analysis.** Jon S. Bailey (Florida State University/Florida Association for Behavior Analysis), and H. ALLEN MURPHY and Timothy Weil (Florida State University at Panama City)
- 21a. May Institute Graduate Training Opportunities.** DENNIS RUSSO (The May Institute)

- 22. The Special Education Program at the Pennsylvania State University.** DAVID L. LEE, Bethany L. Condo, Emily E. Hardaway, and Melissa L. Kotarski (Pennsylvania State University)
- 23. The University of Houston-Clear Lake.** DOROTHEA C. LERMAN, Alyson N. Hovanetz, Alice A Keyl, Shelley Kay Mullen, Angela Mahmood, and Margaret J. Strobel (University of Houston-Clear Lake), Allison Tetreault (Texas Young Autism Project), and Jennifer Lanier (University of Houston-Clear Lake)
- 24. Training in Behavior Analysis at Stephen F. Austin State University.** CHRIS NINNESS, Robin Rumph, Glen L. McCuller, and James Holland (Stephen F. Austin State University)
- 25. UNC Wilmington's Applied Behavior Analysis Master's Program.** ANNE STULL, Whitney Grace Hendricks, and Ruth M. Hurst (University of North Carolina, Wilmington)
- 26. University of the Pacific Master's Program in Applied Behavior Analysis.** HOLLY AYN WHITE, John C. Borrero, and Cris T. Clay (University of the Pacific)
- 27. Utah State University Doctoral Program in Disability Disciplines.** THOMAS S. HIGBEE, Charles L. Salzberg, Timothy A. Slocum, Benjamin Lignugaris/Kraft, and David E. Forbush (Utah State University)
- 28. Utah State University: Behavior Analysis Training in the Department of Psychology.** TIMOTHY A. SHAHAN and Amy Odum (Utah State University)
- 29. Western Michigan University: APA-Accredited Clinical Psychology Program.** R. WAYNE FUQUA, Scott T. Gaynor, Linda A. Leblanc, Amy E. Naugle, and C. Richard Spates (Western Michigan University)
- 30. Western Michigan University: Behavior Analysis Graduate Programs.** JAMES E. CARR, Richard W. Malott, Cynthia J. Pietras, and Ron Van Houten (Western Michigan University)
- 31. Western Michigan University: Industrial-Organizational Psychology Program.** JOHN AUSTIN, Alyce M. Dickinson, and Eric J. Fox (Western Michigan University)

#324 ABA Expo

5/27/2007

10:00 PM - 12:00 AM

Manchester

Other Organization

- 1. Association for Science in Autism Treatment (ASAT).** DAVID A. CELIBERTI (Private Practice) and Bobby Newman (Room to Grow)
- 2. Autism Behavioral Research Individualized Treatment & Education (ABRITE).** JANICE K. DONEY, Ginger Wilson, Lisa Vanbeek, and John Frederick (ABRITE, LLC)
- 3. Center for Autism and Related Disorders, Inc.** DOREEN GRANPEESHEH, Jonathan J. Tarbox, Rachel S. F. Tarbox, Adel C. Najdowski, Helen Yoo, Sienna Greener-Wooten, and Arthur E. Wilke (Center for Autism and Related Disorders, Inc.)
- 4. Center for Autism Spectrum Disorders: Southern Illinois University at Carbondale.** ANTHONY J. CUVO (Southern Illinois University), Leigh Karole Grannan (Southern Illinois University, Carbondale), Jenny C. Martin (Southern Illinois University), and Melanie Allison Rose (Southern Illinois University, Carbondale)
- 5. Division 25 Archive Project: Updates and Developments.** AMY DRAYTON and James T. Todd (Eastern Michigan University)
- 6. Division 25 of the American Psychological Association.** ERIC A. JACOBS (Southern Illinois University, Carbondale)
- 7. Graduate Internet Coursework in Behavior Analysis at the University of North Texas.** LESLIE S. BURKETT, Sigrid S. Glenn, and Susan R. Miller (University of North Texas)

#325 ABA Expo

5/27/2007

10:00 PM - 12:00 AM

Manchester

SIGs

- 1. Applied Animal Behavior Special Interest Group.** JENNIFER L. SOBIE and Katherine J. Binder (Western Michigan University)
- 2. Autism and Parent-Professional Partnership SIGs.** SUZANNE M. BUCHANAN and Karen L. Lenard (New Jersey Center for Outreach and Services for the Autism Community)
- 3. Behavioral Gerontology Special Interest Group.** PAIGE RAETZ, Jonathan C. Baker, and Linda A. Leblanc (Western Michigan University)
- 4. Behaviorists for Social Responsibility.** RICHARD F. RAKOS (Cleveland State University), Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago), John E. Glass (Collin County Community College), Todd A. Ward (University of Nevada, Reno), and Sarah K. Moore (Jane Addams College of Social Work-University of Illinois at Chicago)
- 5. Behaviorists Interested in Gambling Special Interest Group (BIG SIG).** CHARLES A. LYONS (Eastern Oregon University), Mark R. Dixon (Southern Illinois University), Patrick M. Ghezzi (University of Nevada, Reno), and Ginger Wilson (The ABRITE Organization)
- 6. Clinical SIG.** ANN BRANSTETTER (Missouri State University)
- 7. Experimental Analysis of Human Behavior SIG.** CYNTHIA J. PIETRAS (Western Michigan University), Eric A. Jacobs (Southern Illinois University, Carbondale), and Jennifer M. O'Donnell (Allegheny College)
- 8. Positive Behavior Support Special Interest Group.** MATTHEW TINCANI (University of Nevada, Las Vegas)
- 9. Sex Therapy and Educational Programming (STEP) SIG.** LISA E. MITCHELL (The Cody Center), Peter F. Gerhardt (Organization for Autism Research), and Bobby Newman (Room to Grow)
- 10. Speech Pathology Special Interest Group (SPABA).** BARBARA E. ESCH (ESCH Behavior Consultants, Inc.) and Jamie Severtson (Western Michigan University)
- 11. The Developmental Behavior Analysis SIG Presents Its Program.** JACOB L. GEWIRTZ (Florida International University)
- 12. The Organizational Behavior Management (OBM) Network.** RHIANNON M. FANTE (Western Michigan University)
- 13. The Standard Celeration Society.** Michael Fabrizio (Fabrizio/Moors Consulting), Nicholas M. Berens (University of Nevada, Reno/Center for Advanced Learning, Inc.), K. Sandra MacLeod (University of Utah), William J. Helsel (AGILE Learner's Program/PLEA), Jesus Rosales-Ruiz (University of North Texas), and KENDRA L. RICKARD (University of Nevada, Reno/Center for Advanced Learning)



ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL

ABA SAN DIEGO 2007

MONDAY, MAY 28, 2007

- Day Schedule
- ABA Business Meeting
- Sessions
- Presidential Address
- Business Meetings
- ABA Social

Monday, May 28

	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	
Ground Level	Douglas A			#334 AUT BACB Ch: Hinkle	#373 AUT BACB Ch: MacDonald			#394 AUT BACB Ch: Tarbox	
	Douglas B			#332 BPH NEWLAND	#355 TPC CATANIA	#377 OBM BACB GELLER		#393 CBM BACB MILTENBERGER	
	Douglas C			#328 OTH SUTHERLAND	#352 BPH HEWARD	#376 DEV HAYES		#387 EAB URCUIOLI	
	Douglas D	ABA Cooperative Bookstore							
Second Level	Manchester Ballroom/Foyer				2007 ABA Exhibit 10 AM - 2 PM		POSTER SESSIONS	ABA Exhibit	
	Elizabeth A								
	Elizabeth B								
	Elizabeth C								
	Elizabeth DE			#344 DDA Ch: Eldevik	#360 DDA BACB Ch: Vener			#405 DDA Ch: Dorsey	
	Elizabeth F			#329 AUT Ch: Leach	#372 AUT BACB Ch: Grant			#404 AUT Ch: Donley	
	Elizabeth G			#343 AUT BACB Ch: Harris	#357 AUT BACB Ch: Weinberg			#408 AUT BACB Ch: Hundert	
	Elizabeth H			#339 AUT BACB Ch: Najdowski	#368 AUT BACB Ch: Molko			#403 AUT BACB Ch: Moors	
	Elizabeth Foyer	Pre- and On-Site Registration; Continuing Education; and START							
	Betsy A			#333 AUT Ch: Haugland	#374 AUT Ch: Young			#396 INT Ch: Gomez-Rece	
	Betsy B			#330 CSE Ch: Hebert	#356 CSE Ch: Taylor			#390 CSE Ch: Clayton	
	Betsy C	Speaker Ready Room							
	Edward AB			#335 CBM Ch: Fletcher	#358 CBM Ch: Kellum			#397 CBM Ch: Bruce BACB	
	Edward C			#338 CBM Ch: Feeney	#370 CBM BACB Ch: Miltenberger			#392 CBM Ch: Ely	
	Edward D			#349 CBM Ch: Meginley	#364 CBM Ch: Charmaine			#401 CBM BACB Ch: Golden	
Gregory AB			#341 CSE BACB Ch: Dorsey	#371 CSE Ch: Glindemann			#400 CSE Ch: Harris		
Molly AB			#346 DEV BACB Ch: MacDonald						
Oxford									
Windsor B									
Emma AB		#327 ABA Business Meeting		#353 OBM Ch: Ludwig			#389 OBM Ch: Hershberger		
Emma C			#331 OBM Ch: Maguire	#354 OBM Ch: Miller			#388 OBM BACB Ch: Geronser		
Annie AB			#347 DDA BACB Ch: Contrucci	#363 DDA BACB Ch: Frederick			#391 DDA Ch: Strause BACB		
Maggie									
Ford AB			#342 DDA Ch: Barretto	#359 DDA Ch: Wordsell			#402 DDA Ch: Hough		
Ford C				#346 BPH Ch: Yoon			#395 BPH Ch: Pinkston		
Madeline AB	#326 Places/Meals		#340 EAB Ch: Odum	#369 EAB Ch: Fox					
Madeline CD			#337 EAB Ch: Portera	#365 EAB BACB Ch: Bourret			#406 EAB Ch: Pozzio		
Del Mar AB			#350 EAB Ch: Levine	#375 EAB Ch: Hernandez					
Mohsen AB							#383 TBA CONNOR		
Randle A									
Randle B									
Randle C									
Randle D									
Randle E									
Fourth Level	Cunningham A							#386 TPC Ch: Eyre	
	Cunningham B			#345 TPC Ch: Rodrigues				#409 TPC BACB Ch: Jackson	
	Gibbons								
	America's Cup AB			#348 EDC BACB Ch: Wilder	#367 EDC Ch: Jefferson			#407 EDC BACB Ch: Wills	
	America's Cup C			#351 EDC BACB Ch: Christensen	#361 EDC BACB Ch: Ellis			#399 EDC BACB Ch: Davay	
America's Cup D			#336 EDC Ch: Gilbert	#362 EDC Ch: Johnson			#398 EDC Ch: Malone		

LEGEND

[] = B. F. Skinner Lectures

[] = Special and Invited Events

BACB = Session available for BACB CE (for certified behavior analysts)

Ch = Chairperson

Monday, May 28

ROOM	2:30 - 3:00	3 PM :00 :30	4 PM :00 :30	5 PM :00 :30	6 PM - 7:30 PM	7:30 PM - 8:30 PM	8:30 PM - 11:30 PM
Douglas A	#394 cont'd	#425 AUT Ch: Eikeseth					
Douglas B	#412 DDA BACB NORTHROP	#433 EDC FIXSEN		#444 Presidential Address			ABA Social & Skinner Auction 10:30 PM-11AM
Douglas C	#410 DDA BAUMBAGS	#432 AUT DUNLAP BAGB					
Douglas D	ABA Cooperative Bookstore						
Manchester Ballroom/Foyer	2007 ABA Exhibit 3 - 7 PM				POSTER SESSIONS		
Elizabeth A							
Elizabeth B							
Elizabeth C							
Elizabeth DE	#405 cont'd	#436 DDA BCBA Ch: Roscoe					
Elizabeth F	#404 cont'd	#418 AUT Ch: Katz					
Elizabeth G	#408 cont'd	#423 AUT BACB Ch: Gentry					
Elizabeth H	#403 cont'd	#428 AUT BACB Ch: Levin					
Elizabeth Foyer	Pre- & On-Site Registration; Continuing Education; & START						
Betsy A	#396 cont'd	#421 INT BACB Ch: Chavez-Brown	#443 INT BURGOS				
Betsy B	#413 CSE BACB Ch: Neff						
Betsy C	Speaker Ready Room						
Edward AB	#397 cont'd	#434 CRM BACB Ch: Wong				#461 OTH Ch: Jackson	
Edward C		#424 CRM BACB Ch: Greene				#453 Chicago ABA	
Edward D	#401 cont'd	#420 CRM BACB Ch: Bosch	#442a VICK			#454 DEV SIG	
Gregory AB	#400 cont'd	#417 CSE Ch: Shockley	#441 CSE Ch: Leslie				
Molly AB		#439 DEV BACB Ch: Greer				#465 Marital Aid/Relaxation	
Oxford							
Windsor B						#452 BAO SIG	
Windsor C							
Emma AB		#427 OBM Ch: Lees					
Emma C	#414 OBM BACB Ch: Stokes					#456 JEAB Authors	
Annie AB	#391 cont'd	#437 DDA BACB Ch: Reyes				#457 MOABA	
Maggie							
Ford AB	#402 cont'd	#438 DDA Ch: Berg				#459 OBM Network	
Ford C	#395 cont'd					#458 NYSABA	
Madeline AB	#415 EAB Ch: Kyonka	#440 EAB Ch: Hill					
Madeline CD	#406 cont'd	#435 EAB Ch: Sobie					
Del Mar AB		#422 EAB Ch: Hubner				#462 Auburn University	
Mohsen AB	#410 TBA TUCCI	#431 TBA FULLER				#463 St. Cloud University	
Randle AB							
Randle D							
Randle E							
Cunningham A	#416 TPC Ch: Feuerbacher						
Cunningham B	#409 cont'd	#429 TPC Ch: Terry	#432 TPC WHITE				
Cunningham C							
Gibbons							
America's Cup AB	#407 cont'd	#426 EDC BACB Ch: Seoda				#464 Memorial for Scott Wood 8:30-10:30 PM	
America's Cup C	#399 cont'd	#419 EDC Ch: Bass					
America's Cup D	#398 cont'd	#430 EDC Ch: Eschelman					

Ground Level

Second Level

Third Level

Fourth Level

#326 Special Event

5/28/2007

7:00 AM - 7:50 AM

Madeleine AB

Health, Sport, & Fitness Event: Pilates/Yoga Workout Session

Chair: Amanda Adams (California State University, Reno)

This workout session, sponsored by the Health, Sports and Fitness SIG group, is open to all levels. The class will be half Pilates and half Yoga. Great to invigorate tired muscles and get the rejuvenation you need to continue through the conference with vigor.

#327 Special Event

5/28/2007

8:00 AM - 8:50 AM

Emma AB

ABA Business Meeting

Chair: Thomas S. Critchfield (Illinois State University)

- 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)
- Ramona Houmanfar (Senior Program Co-Chair) and Janet Twyman (Program Board Coordinator)
- Thomas Zane (Professional Affairs Board Coordinator)

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#328 B. F. Skinner Lecture Series

5/28/2007

9:00 AM - 9:50 AM

Douglas C

OTH; Applied Behavior Analysis



Behavior Analysis Goes to the Zoo

Chair: William L. Palya
(Jacksonville State University)

B. F. Skinner Lecturer: Amy Sutherland
(Journalist)

New England-based freelancer **Amy Sutherland's** June 25 column entitled *What Shamu Taught Me about a Happy Marriage* has had a remarkable run at the top of the New York Times' most e-mailed list and enjoyed wide circulation among behavior analysts. In it, Sutherland wrote about using the techniques exotic animal trainers use on dolphins and other animals to improve her husband's domestic behavior. Ignore the bad behavior and praise the ones you want, she wrote, and just like you can teach an aquatic mammal to jump through hoops, you can teach a hubby to put his laundry in the hamper. Sutherland came upon the applicability of behavioral methods while researching her new book, *Kicked, Bitten and Scratched: Life and Lessons at the World's Premier School for Exotic Animal Trainers* (Viking, June 2006). Both the book and the column have raised public awareness of animal training and the behavioral principles used at the Exotic Animal Training and Management Program at California's Moorpark College – where she spent a year following new students as they learned to work with the exotic (baboons and cougars) and not-so-exotic animals (snakes and rats) in the teaching zoo. Ms. Sutherland spent most of her childhood in suburban Cincinnati and earned her Master's in journalism at Northwestern University, Medill School of Journalism. She has held staff positions at the *Portland Press Herald*, *Maine Sunday Telegram*, and the *Burlington Free Press*. Her articles have appeared in the *Boston Globe*, *Christian Science Monitor*, *Disney Magazine*, and the *Los Angeles Times*, among other notable publications. She has received numerous awards, including the Barnes and Noble Discover Great New Writer Award and the John D. Donoghue Award for Arts Criticism.

Abstract: While working on my book, *Kicked, Bitten and Scratched: Life and Lessons at the Premier School for Exotic Animal Trainers*, I expected to learn a lot. I did. I learned female baboons prefer male trainers, that parrots can break a broomstick with their beaks, that cheetahs don't have collar bones and that human psychology is the basis for progressive training. At Moorpark College's Exotic Animal Training Program, I watched students learn the basics of operant conditioning in the classroom, then apply what they had just learned to a badger or a Bengal tiger. I learned how B. F. Skinner's ideas revolutionized training in this country, and in doing so, greatly improved the lives of captive animals. And I learned that what works at the zoo, works at home.

#329 Paper Session

5/28/2007

9:00 AM - 9:50 AM

Elizabeth F

AUT

Examining Social Skills Training with Autism and Asperger Syndrome

Chair: Debra Leach (Florida Atlantic University)

Enhancing Social Reciprocity of Children with Autism within Everyday Routines and Activities. DEBRA A. LEACH (Florida Atlantic University)

School-Based Social Intervention for Students with Asperger's Syndrome: A Collaborative System-Wide Approach. KIMBERLY DEAN (Arcadia University)

#330 Paper Session

5/28/2007

9:00 AM - 10:20 AM

Betsy B

CSE

Explaining the Relevance of "the Devil," Cultural Design Changes, and the Evolution of Autonomy

Chair: David J. Hebert (California State University- Fresno)

Ignoring "The Devil" at Our Own Peril. John E. Glass (Collin County Community College)

A Return to Mainstream: Building Bridges across Disciplines. DAVID J. HEBERT (California State University, Fresno)

Belief in Free Will and Human Agency: Empirical Data and Theoretical Considerations. RICHARD F. RAKOS (Cleveland State University), Kimberly Steyer (Bowling Green State University), and Sarah Skala (Cleveland State University)

#331 Symposium

5/28/2007

9:00 AM - 9:50 AM

Emma C

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Dan Almeida, M.A., BCBA

Improving Staff Performance in Residential Schools: The Use of Innovative Training Models

Chair: Helena Maguire (Melmark New England)

Video-Modeling to Teach Staff to Conduct Discrete Trial Instruction: Maintenance and Generalization of Performance. CYNTHIA CATANIA and Daniel Almeida (Melmark New England)

Comparing the Effectiveness of Performance-Based Training to Didactic Training on Staff Teaching Skills. LAUREN M. FREDERICK (Melmark, Inc.)

Utilizing Video as a Self-Monitoring Tool to Increase Staff Interaction Skills. TIFFANEY M. ESPOSITO (Melmark New England/Northeastern University)

Training Supervisors to Provide Feedback for Maintaining Staff Teaching Skills. HELENA MAGUIRE and Patricia A. Finney (Melmark New England)

#332 Tutorial

5/28/2007

9:00 AM - 9:50 AM

Douglas B

BPH; Theory

Behavioral Toxicology

Chair: John M. Roll (Washington State University)

M. CHRISTOPHER NEWLAND (Auburn University)



Dr. M. Christopher Newland is an Alumni Professor at Auburn University where he and his students conduct research that blends behavioral toxicology, behavioral pharmacology, and the experimental analysis of behavior. They have been especially interested in applying advanced topics in behavior analysis to address environmental health issues. In recent years they have developed and applied the acquisition of choice, percentile schedules of reinforcement, log-survival analyses, reinforced variability (in progress), and the analyses of specific drug-behavior interactions, as well as old standbys like FR and FI schedules, to advance our understanding of

how disruptions of behavioral and nervous system development can have significant lifelong effects. Dr. Newland enjoys teaching at all levels and participates actively in Auburn's Master's program in applied behavior analysis/developmental disabilities. Dr. Newland completed his doctoral work at Georgia Institute of Technology, with a joint minor in mathematics and neurobiology, and held a post-doctoral fellowship at the University at Rochester in Environmental Health Sciences. His research has been funded by National Institute of Environmental Health Sciences, National Institute on Alcohol Abuse and Alcoholism, National Institute on Drug Abuse, and the Environmental Protection Agency. He currently is a member of Neurotoxicology and Alcohol study section for the National Institutes of Health. He is a past president of the Behavioral Toxicology Society, Southeastern Association for Behavior Analysis, and is president elect of the Neurotoxicology Specialty Section of the Society of Toxicology.

Abstract: In his tutorial, Dr. Newland will describe some basic principles of, and approaches to, framing a behavioral evaluation of environmental contaminants. He will show how behaviorally-trained scientists have had significant impact on the characterization and removal of toxic substances such as lead from our environment. As we have learned about very specific neural and behavioral consequences of exposures, we can apply this knowledge to understand behavioral processes, like development, more fully. The potential for behavioral toxicology to contribute to an understanding of developmental disabilities will be discussed.

#333 Symposium

5/28/2007

9:00 AM - 10:20 AM

Betsy A

AUT; Service Delivery

A Low Budget Approach to Starting and Operating an Academic Day Center for Children with Autism

Chair: Morten Haugland (Haugland Learning Center)

Discussant: Kristine D. Haugland (Haugland Consulting)

Using a Commercially Available Curriculum to Teach Academic Skills to Children with Autism. BOBBI L. DECKER and Morten Haugland (Haugland Learning Center) and Kristine D. Haugland (Haugland Consulting)

Operating an Individualized Program for Children with Autism on a Limited Budget. MORTEN HAUGLAND and Bobbi L. Decker (Haugland Learning Center) and Kristine D. Haugland (Haugland Consulting)

Guided Discussion: Lessons Learned; Ideas for the Future. MORTEN HAUGLAND and Bobbi L. Decker (Haugland Learning Center) and Kristine D. Haugland and Christian Trapp (Haugland Consulting)

#334 Symposium

5/28/2007

9:00 AM - 10:20 AM

Douglas A

AUT/EDC; Service Delivery

BACB CE Offered. CE Instructor: Philip N. Hineline, Ph.D., BCBA

Assessing Autism Interventions in Public Schools: Which Strategies, for Which Children, with What Resources?

Chair: Philip N. Hineline (Temple University)

Discussant: Gina Green (San Diego State University)

Which Strategies? The Role of Curriculum Sequencing within Autism Interventions. JOHN C. BARNARD (Educational Services Unit, Burlington County Special Services School District) and Christina M. Peters and Betsy S. Wurstner (Temple University)

For Which Children? Direct vs. Indirect Measures for Predicting Child Outcomes. BETSY S. WURSTNER (Temple University), Kelly Kates-McElrath (Bucks County Intermediate Unit #22), and Lisa Marie Angello (Rider College)

With What Resources? Repeated Assessments of Staff Expertise. JENNIFER A. WADE (Temple University), Nina C. Wilde (Bucks County Intermediate Unit #22), and Saul Axelrod (Temple University)

#335 Symposium

5/28/2007

9:00 AM - 10:20 AM

Edward AB

CBM; Applied Behavior Analysis

Behavioral Applications in Medical Populations

Chair: Lindsay B. Fletcher (University of Nevada, Reno)

Discussant: Claudia Drossel (University of Nevada, Reno)

Acceptance and Commitment Therapy for the Treatment of Obesity-Related Stigma and Weight Maintenance. JASON LILLIS, Steven C. Hayes, Kara Bunting, and Ainsley McPherson (University of Nevada, Reno)

Acceptance and Commitment Therapy for Chronic Insomnia: A Preliminary Study. LINDSAY B. FLETCHER and Steven C. Hayes (University of Nevada, Reno) and William Torch (Washoe Sleep Disorders Center)

Predicting Student Attrition and Healthcare Utilization: Examining the Role of Experiential Avoidance. MIKAELA J. HILDEBRANDT, Jacqueline Pistorello, and Steven C. Hayes (University of Nevada, Reno)

#336 Symposium

5/28/2007

9:00 AM - 10:20 AM

America's Cup D

EDC; Applied Behavior Analysis

Behavioral Approaches to Writing Instruction: Instructional Design to Application

Chair: Marilyn B. Gilbert (Performance Engineering Group)

Discussant: Bradley G. Frieswyk (BGF Performance Systems)

Using Methods of Performance Analysis - and Charles Darwin - to Teach Elements of Mechanics and Style. MARILYN B. GILBERT (Performance Engineering Group)

Instructional Design of Arthur E. Whimbey's and Myra J. Linden Whimbey's Prototype-Construction Approach to Grammar. MYRA JEAN LINDEN-WHIMBLEY (TRAC Institute)

Results of a Four Year Implementation of the Prototype-Construction Approach in an Urban High School. BRADLEY G. FRIESWYK (BGF Performance Systems)

#337 International Symposium

5/28/2007

9:00 AM - 10:20 AM

Madeleine CD

EAB; Experimental Analysis

BIG SIG Symposium I: Emerging Research in the Study of Gambling Behavior

Chair: Laura L. Portera (Southern Illinois University)

Choice in Free-Ranging Gamblers. CHARLES A. LYONS (Eastern Oregon University)

The Integrative Behavioral Model of Gambling: Preliminary Support and Long-Term Usefulness. JEFFREY N. WEATHERLY (University of North Dakota), Mark R. Dixon (Southern Illinois University), and Adam Derenne (University of North Dakota)

Contextual Control of Response Allocation to Concurrently Available Slot Machines: A Replication and Extension of Zlomke and Dixon (2006). Simon Dymond and MATTEO CELLA (University of Wales, Swansea)

Acceptance and Commitment Therapy Compared to Cognitive Behavior Therapy for Treating Pathological Gambling. TAYLOR JOHNSON and Mark R. Dixon (Southern Illinois University)

#338 Symposium

5/28/2007

9:00 AM - 10:20 AM

Edward C

CBM; Applied Behavior Analysis

Child Behavior Therapy Research: Errorless Compliance Training, Mand Training, and Safety Training with Young Children

Chair: Brian Feeny (Western Michigan University)

Discussant: Blake M. Lancaster (University of Nebraska Medical Center)

Assessment of Compliance throughout the Errorless Compliance Training

Procedure. REBECCA K. ARVANS and Scott T. Gaynor (Western Michigan University)

Teaching Children with Autism to Mand for Information Using Video Modeling. COURTNEY DILLON and Linda A. LeBlanc (Western Michigan University)

Examining the Effectiveness and Efficiency of Two Delivery Models to Teach Children Abduction Prevention Skills. KIMBERLY SECKINGER, R. Wayne Fuqua, Eric J. Fox, and Jeana L. Koerber (Western Michigan University)

#339 Symposium

5/28/2007

9:00 AM - 10:20 AM

Elizabeth H

AUT/DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Adel C. Najdowski, Ph.D., BCBA

Current Behavioral Research and Practice in Autism

Chair: Adel C. Najdowski (Center for Autism and Related Disorders, Inc.)

Discussant: Thomas S. Higbee (Utah State University)

Wearing a Diaper during Toilet Training: An Evaluation of the Effects on Children

Diagnosed with Autism. RACHEL S. F. TARBOX, Melody Nabizadeh, Doreen Granpeesheh, and Jay Summers (Center for Autism and Related Disorders, Inc.)

Comparing Indirect, Descriptive, and Experimental Functional Assessments in Children with Autism. Jonathan J. Tarbox, ARTHUR E. WILKE, Adel C. Najdowski, and Rachel S. F. Tarbox (Center for Autism and Related Disorders, Inc.)

Electronic Data Collection for Intensive Behavioral Intervention for Young Children with Autism: An Analysis and Comparison of mTrial to Traditional Pen and Paper Methods of Data Collection. Jonathan J. Tarbox, Arthur E. Wilke, Rachel S. F. Tarbox, and SIENNA GREENER-WOOTEN (Center for Autism and Related Disorders, Inc.)

#340 Symposium

5/28/2007

9:00 AM - 10:20 AM

Madeleine AB

EAB/BPH; Experimental Analysis

Delay Discounting

Chair: Amy Odum (Utah State University)

Rat's Choices between Single and Multiple Delayed Reinforcers. JAMES E. MAZUR (Southern Connecticut State University)

To Eat, Not to Eat, or to Exchange: Discounting of Food, Gasoline, and Money. ANA AMELIA L. BAUMANN NEVES, Adam Kynaston, Jane K. Alder, and Amy Odum (Utah State University)

Discounting of Monetary and Directly Consumable Rewards. LEONARD GREEN, Joel Myerson, Sara J. Estle, and Daniel D. Holt (Washington University)

Delay Discounting in Marijuana-Dependent Individuals. MATTHEW W. JOHNSON (Johns Hopkins School of Medicine), Warren K. Bickel (University of Arkansas for Medical Sciences), Forest J. Baker (Duke University), Brent A. Moore (Yale University School of Medicine), Gary J. Badger (University of Vermont), and Alan J. Budney (University of Arkansas for Medical Sciences)

#341 Panel Discussion

5/28/2007

9:00 AM - 10:20 AM

Gregory AB

CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michael F. Dorsey, Ph.D., BCBA

Ethics in Applied Behavior Analysis: A Review of Some Critical Issues

Chair: Michael F. Dorsey (The Vinfen Corporation)

MICHAEL F. DORSEY (The Vinfen Corporation)

GERALD L. SHOOK (Behavior Analyst Certification Board)

THOMAS L. ZANE (The Evergreen Center)

JAMES M. JOHNSTON (Auburn University)

#342 International Symposium

5/28/2007

9:00 AM - 10:20 AM

Ford AB

DDA

Further Developments in FCT: Acquisition and Maintenance of Mands

Chair: Anjali Barretto (Gonzaga University)

Discussant: Stephanie M. Peterson (Idaho State University)

Long-Term Maintenance of Functional Communication Training. DAVID P. WACKER, Wendy K. Berg, Jay W. Harding, and John F. Lee (University of Iowa)

An Analysis of Extinction on Preferred Mands Used during Functional Communication Training. LISA WINBORN-KEMMERER (University of Louisville)

A Systematic Analysis of the Influence of Motivating Operations on the Acquisition, Maintenance, and Generalization of Mands. TONYA N. DAVIS and Mark F. O'Reilly (University of Texas at Austin) and Jeffrey S. Sigafos (University of Tasmania)

#343 Symposium

5/28/2007

9:00 AM - 10:20 AM

Elizabeth G

AUT/DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gerald E. Harris, Ph.D., BCBA

Increasing Advanced Interpersonal and Community Skills in Children with Autism

Chair and Discussant: Gerald E. Harris (Texas Young Autism Project)

Teaching Pedestrian Safety Skills to Children with Autism. Maureen Childs, KRISTEN MCCLINTOCK, and Gerald E. Harris (Texas Young Autism Project)

Joint Attention Skills: A Three-Phase Intervention. TREA DRAKE, Jennifer Shen, and Gerald E. Harris (Texas Young Autism Project)

ABA Treatment for Pica in a Natural Environment. TREA DRAKE and Gerald E. Harris (Texas Young Autism Project)

#344 International Paper Session

5/28/2007

9:00 AM - 10:20 AM

Elizabeth DE

DDA

Issues in Developmental Disabilities

Chair: Sigmund Eldevik (Center for Early Intervention)

Automatic Reinforcement: Default or Deception? F. J. BARRERA (Private consultant practice, FBPP Corporation), Ross A. Violo (Adjunct Member), and Carobeth D. Zorzos (Surrey Place Centre)

Effects of Early Behavioral Intervention for Children with Mental Retardation. SIGMUND ELDEVIK (Center for Early Intervention) and Erik Jahr (Akershus University Hospital)

A Review of Employment and Pre-Employment Interventions for Individuals with Significant Disabilities. CHARLES DUKES and Pamela Lamar-Dukes (Florida Atlantic University)

#345 International Symposium

5/28/2007

9:00 AM - 10:20 AM

Cunningham B

TPC; Theory

Making the Case for Mechanicism in Behavior Analysis

Chair: N. Joseph Rodrigues (University of Nevada, Reno)

Discussant: Peter Killeen (Arizona State University)

On the Methodological Aspect of the Mechanicism/Contextualism Debate. JOSÉ E. BURGOS (Centro de Estudios e Investigaciones en Comportamiento - University of Guadalajara)

Reviewing the Mechanicism/Contextualism Debate. N. JOSEPH RODRIGUES and Ramona Houmanfar (University of Nevada, Reno)

Theoretical Behaviorism: Cognitive Psychology as a Behaviorist Views It. JEREMIE JOZEFOWIEZ (Duke University)

#346 International Symposium

5/28/2007

9:00 AM - 10:20 AM

Molly AB

DEV/AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Rebecca P. F. MacDonald, Ph.D., BCBA

Operant Analysis and the Establishment of Joint Attention Skills in Children with Autism

Chair and Discussant: Rebecca P. F. MacDonald (The New England Center for Children)

Joint Attention in an Operant Perspective. PER HOLTH (Akershus University College)

Joint Attention Intervention Based on Applied Behavior Analysis for Young Children with Autism. HEIDI SKORGE OLAFF (Glenn Autism Center/Akershus College) and Per Holth (Akershus University College)

Can ABA-Based Interventions Produce Joint Attention Skills in Preschool Children with Autism? JÖRN ISAKSEN (Oppland Habilitation Services) and Per Holth (Akershus University College)

#347 Symposium

5/28/2007

9:00 AM - 10:20 AM

Annie AB

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Stephanie A. Contrucci Kuhn, Ph.D., BCBA

Recent Issues in Choice and Preference

Chair: Stephanie A. Contrucci Kuhn (Kennedy Krieger Institute)

Discussant: William L. Holcomb (New England Center for Children)

The Effects of Discrimination Training on Choice-Making Accuracy during Symbolic Preference Assessment Formats. CHRISTINA M. VORNDRAN (Bancroft NeuroHealth) and Dorothea C. Lerman (University of Houston-Clear Lake)

Evaluation of High- and Low-Ranked Stimuli in a Choice Preference

Assessment. APHRODITE FOUNDAS MANGUM (Marcus Institute), Henry S. Roane (University of Nebraska Medical Center & Munroe-Meyer Institute), and Robert R. Pabico (Marcus Institute)

Validating Preference and Choice through Reinforcer Assessment. ELIZABETH J. KELSEY (Northeastern University) and D. Daniel Gould (New England Center for Children)

#348 Symposium

5/28/2007

9:00 AM - 10:20 AM

America's Cup AB

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: David Wilder, Ph.D., BCBA

Recent Research on Methods of Increasing Compliance

Chair: David A. Wilder (Florida Institute of Technology)

Individualized Treatment of Task Completion for Children with Autism Spectrum Disorders. KELLY J. BOUXSEIN (Munroe-Meyer Institute and Georgia State University) and Jeff Tiger and Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

Classroom-Based Analysis of Establishing Operations and Matched Treatment. BRENDA J. ENGBRETSON (University of Iowa), Jennifer E. Copeland (Grant Wood Area Education Agency), and David P. Wacker (University of Iowa)

Detailed Evaluation of Antecedent and Consequence-Based Interventions to Increase Compliance among Young Children. David A. Wilder, KIMBERLEY L. M. ZONNEVELD, Alonna Marcus, Renee Saulnier, and Gracie Beavers (Florida Institute of Technology)

Preschoolers' Compliance with Simple Instructions: A Description and Experimental Evaluation. KASEY STEPHENSON and Gregory P. Hanley (University of Kansas)

#349 Symposium

5/28/2007

9:00 AM - 10:20 AM

Edward D

CBM; Applied Behavior Analysis

Schedule Manipulation in Response Reduction in Dogs

Chair: Megan E. Meginley (West Virginia University)

Discussant: Jennifer L. Sobie (Western Michigan University)

An Examination of Differential-Reinforcement-of-Other-Behavior (DRO) Schedules with Pet Dogs. MEGAN E. MEGINLEY and Kennon A. Lattal (West Virginia University)

Evaluation of Differential Positive Reinforcement Techniques as Adjunct Treatments in Decreasing On-Lead Lunging in Dogs. NAMIKO OTA-NOVESKEY (Humane Society of Kent County) and Jennifer L. Sobie (Western Michigan University)

Differential Reinforcement of Alternative Behavior (DRA) in Reducing Behavior Excesses in Dogs. LAUREN ZVERINA and Jennifer L. Sobie (Western Michigan University)

#350 International Paper Session

5/28/2007

9:00 AM - 10:20 AM

Del Mar AB

EAB

Stimulus Control

Chair: Joshua Levine (University of North Texas)

Exploring the Role of Sample Observing on Titrating Delays in a Matching-to-Sample Procedure with Pigeons. JOSHUA A. LEVINE (University of North Texas), Brian D. Kangas (University of Florida), and Manish Vaidya (University of North Texas)

Delay Interval in Second-Order Matching-to-Sample. MARIO SERRANO and Emilio Ribes-llesta (Universidad de Guadalajara-Centro de Estudios e Investigaciones en Comportamiento), Alfredo Lopez (Universidad Nacional Autonoma de Mexico-Iztacala), and Gustavo Garcia (Universidad Franco Mexicana-Satelite)

Delayed Matching-to-Sample and Equivalence in Typically Developed Children. ERIK ARNTZEN (Akershus University College) and Torunn Lian (Glenn Senter Vestfold, Norway)

#351 Symposium

5/28/2007

9:00 AM - 10:20 AM

America's Cup C

EDC/OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Amy Christensen, M.A., BCBA

This Ain't Your Mama's Skinner Box: How Behavior Analysts Can "Shape" Corporate Learning

Chair: Amy Christensen (Convergys)

Discussant: Eric J. Fox (Western Michigan University)

Can Behavior Analysis and Corporate Learning Get Along? AMY CHRISTENSEN and Heather J. Huber (Convergys)

Reinventing Corporate Learning Solutions with Behavior Analysis. HEATHER J. HUBER and Amy Christensen (Convergys)

From the Classroom to the Board Room. AMY CHRISTENSEN and Heather J. Huber (Convergys)

#352 Invited Event

5/28/2007

10:00 AM - 10:50 AM

Douglas C

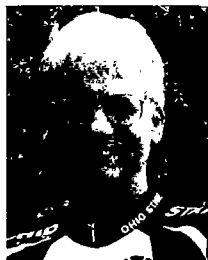
TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: William Heward, Ed.D., BCBA

If Applied Behavior Analysis Has so Much to Offer Education (and It Does), Why Does Education Take Such Limited Advantage of Its Findings?

Chair: Pamela G. Osnes (Behavior Analysts, Inc.)

WILLIAM L. HEWARD (Ohio State University)



Dr. William L. Heward is Emeritus Professor of Education at The Ohio State University (OSU) where he taught for 30 years. Internationally recognized for his work in applied behavior analysis and special education, Dr. Heward has served as a Visiting Professor of Psychology at Keio University in Tokyo and as a Senior Fulbright Scholar in Portugal. His publications include more than 100 journal articles and book chapters and nine books, including the widely used texts, *Applied Behavior Analysis* (co-authored with John O. Cooper and Timothy E. Heron) and *Exceptional Children: An Introduction to Special Education*, which is in its eighth edition and has been translated into

several foreign languages. In 1985, he received OSU's highest honor for teaching excellence: the Alumni Association's Distinguished Teaching Award. A Fellow of the Association for Behavior Analysis International, Dr. Heward received the 2006 Fred S. Keller Behavioral Education Award by Division 25 of the American Psychological Association. Bill's current research interests focus on "low-tech" methods for increasing the effectiveness of group instruction and on adaptations of curriculum and instruction to promote the generalization and maintenance of newly learned knowledge and skills.

Abstract: Applied behavior analysis's (ABA) pragmatic, natural science approach to discovering environmental variables that reliably influence socially significant behavior and to developing a technology that takes practical advantage of those discoveries offers humankind our best hope for solving many of our problems. Unfortunately, ABA has had limited impact on society. Using public education as the exemplar, this presentation will explore the question, "If ABA is so wonderful, why don't we (society) make greater use of it?" Improving the effectiveness of education is one of society's most important problems, and for more than four decades applied behavior analysis has provided powerful demonstrations of how it can promote learning in the classroom. In spite of this evidence, behavior analysis is, at best, a bit player in efforts to reform education. Dr. Heward will identify a dozen reasons why ABA is ideally suited to help improve education, review a somewhat longer list of reasons that work against the widespread adoption of behavioral approaches in education, and suggest some actions that practitioners and researchers can take to enhance and further ABA's contributions to effective education.

#353 Symposium

5/28/2007

10:00 AM - 10:50 AM

Emma AB

OBM/CSE; Applied Behavior Analysis

Improving Healthcare Behaviors and Outcomes with Applied Behavior Analysis

Chair: Timothy D. Ludwig (Appalachian State University)

Differential Staffing Reinforcement in a Nursing Home Reduced Response Latency to Call Bells. K. R. GRAVINESE and Timothy D. Ludwig (Appalachian State University)

Overcoming Barriers to Behavioral Intervention with Medical Practitioners: A Two-Way Process. THOMAS R. CUNNINGHAM, Steven W. Clarke, R. L. Arnold, David Michael Harris, and E. Scott Geller (Virginia Polytechnic Institute and State University)

Patient Handling Safety for Nursing Staff. DON K. NIELSEN and John Austin (Western Michigan University)

#354 Symposium

5/28/2007

10:00 AM - 10:50 AM

Emma C

OBM/CSE; Applied Behavior Analysis

Reports of the Long Term Survival of Behavioral Interventions: Sustainability Testing, Consumer Advocacy, and Generality

Chair: L. Keith Miller (University of Kansas)

Sustainability Testing and Long Term Survival of Behavioral Interventions in Widely Varied Settings. L. KEITH MILLER, Constance Tieghi, Nathaniel G. Smith, and Matthieu De Wein (University of Kansas)

A Human Service Simulation: The Use of Behavioral Outcomes to Manage Staff Performances. NATHANIEL G. SMITH, L. Keith Miller, and Hang Wu (University of Kansas)

Promoting Positive Child Outcomes by Enabling Parent Advocacy. MATTHIEU DE WEIN and L. Keith Miller (University of Kansas)

Teacher Advocacy to Produce Long-Term Survival of a Middle School Pre-Referral Meeting System. CONSTANCE TIEGHI, L. Keith Miller, and Rachel L. Freeman (University of Kansas)

5/28/2007

10:00 AM - 10:50 AM

Douglas B

TPC/EAB; Theory

Our Technical Vocabulary of Discrimination: Potential Social and Political Side-Effects

Chair: Sam Leigland (Gonzaga University)

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



Dr. A. Charles Catania began his career in behavior analysis in fall 1954, when he enrolled in Fred Keller's course in introductory psychology at Columbia. His experiences while a student included summer employment at Harlem Hospital. At the time, civil rights marches were current news and discriminatory practices with regard not only to race but also to gender, ethnic origins, and other dimensions, were widespread in many societal institutions, including educational ones. At Columbia, Catania also took a seminar on verbal behavior jointly taught by Keller, Schoenfeld and Hefferline. Catania learned more about verbal behavior and about discrimination in a technical behavior analytic sense as he continued his education at Harvard and in his later research and teaching. In recent years,

he has become concerned with how a word such as discrimination affects students with varied backgrounds who take courses in behavior analysis and encounter it there for the first time in its technical sense. This topic therefore brings together two of Catania's long-term major interests within behavior analysis, i.e., the basic contingencies underlying stimulus control and the analysis of verbal behavior.

Abstract: In the technical vocabulary of behavior analysis, we discuss discrimination in the context of specifying conditions under which organisms come to behave one way given some stimuli and a different way given others. But in everyday talk, we more often discuss discrimination in the context of concerns about how people treat each other, as when we ask whether individuals are discriminated against on the basis of race or ethnicity or gender. Have we missed some political and social implications of our technical vocabulary? The varied usages have an underlying commonality. Whether pigeons respond differently to green and red keys or law enforcement officers to members of the public depending on their looks, the issue is how discriminated responding is brought about by contingencies and what can be done when those contingencies produce problematic behavior. If a member of some racial or ethnic group is mistreated by members of another group, that individual will come to discriminate on the basis of group membership as surely as a rat between a stimulus during which lever pressing produces shock and one during which it does not. However much we may wish it otherwise, contingencies maintain discriminations involving neighborhoods in which people travel and individuals with whom they interact. Existing social and political environments make such discriminations sometimes inevitable, but we know some things about behavior that may help us to cope with them constructively. This presentation therefore addresses these issues in terms of such behavior analytic categories as differential attention to stimuli, formation and abolition of discriminations, and conditional discrimination.

#356 International Paper Session

5/28/2007

10:30 AM - 11:50 AM

Betsy B

CSE

Behavioral Services around the World: Analysis and Application

Chair: Sarah Taylor (University of Auckland and Odyssey House)

Thumbs Up NZ: Token Economy in a Substance Abuse Programme for Teens. SARAH TAYLOR (University of Auckland & Odyssey House) and Oliver C. Mudford (University of Auckland)

Smoking Cessation Procedures versus Human Rights: Baseline Interventions. ZACHARY P. SHOEMAKER, Michael E. Rohr, and Felicia Patton (Behavioral and Counseling Services, LLC)

The Work-Related Values of Health Care Professionals, Value-Based Behavior, and Its Barriers. MARTTI T. TUOMISTO (University of Tampere) and Susanna Helminen (Mänttä Health Care District)

#357 Panel Discussion

5/28/2007

10:30 AM - 11:50 AM

Elizabeth G

AUT/CSE; Applied Behavior Analysis

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

A Panel Discussion for Sharing Materials and Ideas for Increasing Acceptance of ABA Worldwide

Chair: Michael Weinberg (Professional Education Resources and Conference Services)

MICHAEL WEINBERG (Professional Education Resources and Conference Services)

JOSEPH CAUTILLI (Children Crisis Treatment Center/St. Joseph's University)

STEVEN WOOLF (BEACON Services)

DAVID M. CORCORAN (BEACON Services)

#358 Symposium

5/28/2007

10:30 AM - 11:50 AM

Edward AB

CBM/EDC; Applied Behavior Analysis

ACT in Academic Settings

Chair: Kate Kellum (University of Mississippi)

Discussant: Kelly G. Wilson (University of Mississippi)

Acceptance and Commitment Training for Academic Success in an After School Tutoring Program. JONATHAN WEINSTEIN, Laura Ely, Kate Kellum, Kelly G. Wilson, and Trisha Willey (University of Mississippi)

Acceptance and Commitment Training in Behavior Analysis Classes. LAURA ELY, Kate Kellum, Emily Kennison Sandoz, and Kelly G. Wilson (University of Mississippi)

ACT in Yoga Classes. JASON LILLIS, Steven C. Hayes, Claudia Drossel, Alyssa Wilson, and Alison Pratte (University of Nevada, Reno)

#359 Symposium

5/28/2007

10:30 AM - 11:50 AM

Ford AB

DDA; Applied Behavior Analysis

Advances in Functional Analysis Research

Chair: April S. Worsdell (Southern Illinois University)

Effectiveness of an Instructional DVD in Training Undergraduates to Implement Functional Analyses. MARANDA TRAHAN and April S. Worsdell (Southern Illinois University)

Caregiver Behavior as a Motivating Operation for Problem Behavior during Functional Analyses. SAMANTHA HARDESTY and David E. Kuhn (Kennedy Krieger Institute) and Kevin Luczynski (University of Kansas)

Identification of Precursor Behavior for Use in Functional Analyses. BRANDON HERSCOVITCH, Myrna E. Libby, Eileen M. Roscoe, William H. Ahearn, and Jason C. Bourret (New England Center for Children)

#360 International Symposium

5/28/2007

10:30 AM - 11:50 AM

Elizabeth DE

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Henry Schlinger, Ph.D., BCBA

Affective Behavior in Children with Autism

Chair: Susan M. Vener (The New York Child Learning Institute)

Discussant: Henry Schlinger (California State University, Los Angeles)

Affective Behavior and the Stimulus Control Procedures Relevant in Affect Training. NIDAL K. NAJJAR (The Graduate Center, City University of New York) and Claire L. Poulson (Queens College/City University of New York)

Generalized Imitation of Facial Models by Children with Autism. JAIME A. DEQUINZIO (The City University of New York), Dawn Buffington Townsend (Institute for Educational Achievement), and Peter Sturmey and Claire L. Poulson (Queens College/City University of New York)

Using Modeling, Shaping, and Script-Fading Procedures to Teach Children with Autism to Engage in Appropriate Affective Behavior. NIDAL K. NAJJAR (The Graduate Center, City University of New York), Susan M. Vener (New York Child Learning Institute), and Claire L. Poulson (Queens College/City University of New York)

#361 Symposium

5/28/2007

10:30 AM - 11:50 AM

America's Cup C

EDC/CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Janet Ellis, Ph.D., BCBA

BATSS to the Rescue: Interventions for Students at High Risk for Failure

Chair: Janet Ellis (University of North Texas)

Teach Them while They're Young: Reading Program for Preschoolers. SARAH A. LAW (University of North Texas)

Contingent Attention: An Effective "Magic Pill" for Decreasing Severely Aggressive Behavior. JAIME GOETTL (University of North Texas)

Effects of Staff Training on Aggression, Flopping, and Elopement by a 12-Year-Old Female in a SPED Classroom. ANNA WHALEY CARR (University of North Texas)

Overhauling an Entire Social Adjustment Classroom. LARISA MAXWELL (University of North Texas)

#362 International Paper Session

5/28/2007

10:30 AM - 11:50 AM

America's Cup D

EDC

Behavioral Approaches to Educational Technology

Chair: Douglas Johnson (Western Michigan University)

An Evaluation of the Effectiveness, Efficiency, and Feasibility of Live On-line Tutoring for Remediating Students' Skill Deficits. ELEAZAR VASQUEZ, III, David E. Forbush (Utah State University), Donald M. Stenhoff (University of Kentucky), and April Rose Lockwood and Linsey Gleed (Utah State University)

Behavior Analysis in Educational Technology: Rise, Fall, and Possible Future. GEORGE H. BUCK (University of Alberta)

Learning with Computer-Based Instruction: A Review of Best Practices. DOUGLAS A. JOHNSON and Sophie Rubin (Western Michigan University)

#363 Symposium

5/28/2007

10:30 AM - 11:50 AM

Annie AB

DDA/EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Lauren M. Frederick, M.A., BCBA

Can't We All Just Get Along? Collaborating with Ancillary Therapies to Provide Effective Services

Chair: Lauren M. Frederick (Melmark)

Discussant: Terry J. Page (AdvoServ)

An Empirical Evaluation of Sensory Stimulation Interventions. JUAN CARLOS LOPEZ (Melmark), Brigid Carbo, and Mark Streeter and Tara Bernard (Melmark)

Behavior Analysis and Speech Therapy: Language Acquisition Goals and Challenging Behaviors. BRENDA DOUGHERTY, Melissa Stone, and Lauren M. Frederick (Melmark)

A Multidisciplinary Approach to Food Selectivity and Refusal. CATHLEEN M. ALBERTSON, Cindy Hoyle, Andrew Winston, and Brian Garozzo (Melmark)

#364 International Paper Session

5/28/2007

10:30 AM - 11:50 AM

Edward D

CBM

Clinical Behavior Analysis: Assessment and Procedure

Chair: Charmaine Bill (ABA Supervisor)

Functional Analysis of Complex Human Behavior in Typically Developed Adults: An Approach to Inter-Assessor Reliability. JAVIER VIRUÉS-ORTEGA (Instituto de Salud Carlos III & Universidad de Granada) and Tomás Carrasco Giménez (Universidad de Granada)

Functional Analysis of Parenting Styles, Parents' Beliefs and Reactions, and Their Influence on the Incidence of Psychological Disorders in Childhood. INMACULADA GÓMEZ BECERRA (Universidad Almería), Mónica Hernández (Adjunt), and María Jesús Martín-García and Carolina Gonzalez (Universidad Almería)

Getting Your Kids to Eat: A Modified Program Addressing Selective Eating in Children. CHARMAINE BILL (ABA Supervisor)

#365 Symposium

5/28/2007

10:30 AM - 11:50 AM

Madeleine CD

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Jason Bourret, Ph.D., BCBA

Human Operant Work in Behavioral Momentum and Behavioral Economics

Chair: Jason C. Bourret (New England Center for Children)

Behavioral Momentum in Children with Autism. KAREN M. LIONELLO-DENOLF and William V. Dube (University of Massachusetts Medical School Shriver Center)

The Persistence of Task Performance in a Natural Learning Environment. DIANA E. PARRY-CRUWYS and William H. Ahearn (New England Center for Children), and William V. Dube (University of Massachusetts Medical School Shriver Center)

Using Progressive-Ratio Schedules to Measure the Reinforcing Effects of Stimuli under Differing Levels of Effort. LINDSAY C. PETERS (University of Kansas) Jason C. Bourret, and Jonathan Seaver (New England Center for Children)

Consumption and Response Output as a Function of Unit Price: The Effect of Cost and Benefit Components. XERES DELMENDO, John C. Borrero, Kenneth Beauchamp, Noel A Ross, and Sandy K. Sran (University of the Pacific)

#366 Symposium

5/28/2007

10:30 AM - 11:50 AM

Ford C

BPH; Experimental Analysis

Impulsivity as a Predictor of Future Drug Status: From Bench to Bedside

Chair: Jin Ho Yoon (University of Vermont)

Discussant: Jesse Dallery (University of Florida)

Impulsivity on an Adjusting Delay Task Predicts Vulnerability to Drug Abuse in Rats. JENNIFER PERRY (University of Kentucky) and Marilyn E. Carroll (University of Minnesota)

Delay Discounting Predicts Choice to Smoke in a Laboratory Model of Abstinence Reinforcement. BETHANY R. RAIFF and Jesse Dallery (University of Florida)

Delay Discounting Predicts Postpartum Relapse to Cigarette Smoking among Pregnant Women. JIN HO YOON and Stephen J. Higgins (University of Vermont)

#367 Paper Session

5/28/2007

10:30 AM - 11:50 AM

America's Cup AB

EDC

Issues in Consultation and Collaboration

Chair: Gretchen Jefferson (Quality Behavioral Outcomes)

Improving Student Outcomes Using an Interdisciplinary, Collaborative, Problem Solving Approach. RENEE HAWKINS, Shobana Musti-Rao, and Cynthia Hughes (University of Cincinnati)

Methods and Outcomes of a Program Evaluation of School-Based Behavioral Consultation Services. GRETCHEN JEFFERSON, Donald A. Wachelka, Jennifer MacDonald, and Ralph N. Pampino, Jr. (Quality Behavioral Outcomes)

Adapting Levels of Support and Measurement within a Class-Wide Behavioral Support System. JESSICA COOKE and Gretchen Jefferson (Quality Behavioral Outcomes)

#368 International Paper Session

5/28/2007

10:30 AM - 11:50 AM

Elizabeth H

AUT

Issues Related to Autism and Autism Treatment

Chair: Ronit Molko (Autism Spectrum Therapies)

A Parent Education Program for Stimulating Infants at Risk for Autism: Another Look. Riki Frea, Erin McNerney, William D. Frea, and RONIT M. MOLKO (Autism Spectrum Therapies)

Children with Autism in the People's Republic of China: Diagnosis, Legal Issues, and Educational Services. XIUCHANG ANN HUANG (Tennessee Technological University), Yanqing Guo (Institute of Mental Health, Peking University), and John J. Wheeler (Tennessee Technological University)

Social Validation Issues and Strategies in Intensive Early Intervention for Children with Autism Spectrum Disorders. ROBERT E. O'NEILL (University of Utah)

Genetic Autism: An Introduction to Fragile X. MARK ADAMS (BEST Consulting)

#369 Symposium

5/28/2007

10:30 AM - 11:50 AM

Madeleine AB

EAB; Experimental Analysis

Modeling the Characteristics of Attention Deficit/Hyperactivity Disorder in the Spontaneously Hypertensive Rat

Chair: Andrew Fox (Central Michigan University)

Discussant: James S. MacDonall (Fordham University)

Preference for Smaller, More Immediate Reinforcers in the Spontaneously Hypertensive Rat. ANDREW FOX, Dennis Hand, and Mark P. Reilly (Central Michigan University)

More than Just Waiting: Impulsivity, Hyperactivity, Inattention, and Timing in the DRL Performance of SHR, WKY, and Long Evans Rats. FEDERICO SANABRIA (Arizona State University)

Response Acquisition with Delayed Reinforcement in the Spontaneously Hypertensive Rat. DENNIS HAND, Andrew Fox, and Mark P. Reilly (Central Michigan University)

#370 Symposium

5/28/2007

10:30 AM - 11:50 AM

Edward C

CBM/CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Raymond G. Miltenberger, Ph.D., BCBA

Recent Research on Behavioral Safety

Chair: Raymond G. Miltenberger (University of South Florida)

Parent Training to Prevent Gun Play. AMY GROSS (Western Michigan University), Raymond G. Miltenberger (University of South Florida), Peter J. Knudson (North Dakota State University), and Amanda Bosch (University of Florida)

Evaluating Peer Training of Abduction Prevention Skills. MELISSA TARASENKO (North Dakota State University), Raymond G. Miltenberger (University of South Florida), Carrie M. Brower Breitwieser and Peter J. Knudson (North Dakota State University), Amanda Bosch (University of Florida), and Amy Gross (Western Michigan University)

Fire Safety Skills Training for Individuals with Severe and Profound Mental Retardation. PETER J. KNUDSON (North Dakota State University), Raymond G. Miltenberger (University of South Florida), Amanda Bosch (University of Florida), Amy Gross (Western Michigan University), and Carrie M. Brower Breitwieser (North Dakota State University)

Using Technology to Increase Seatbelt Use. RON VAN HOUTEN (Western Michigan University) and J. E. Louis Malenfant (Centre for Education and Research in Safety)

#371 Symposium

5/28/2007

10:30 AM - 11:50 AM

Gregory AB

CSE/EAB; Applied Behavior Analysis

Situational and Behavioral Factors Related to Alcohol Consumption in High-Risk Drinking Environments

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

Discussant: Steven W. Clarke (Virginia Polytechnic Institute and State University)

Environmental Factors Related to Alcohol Consumption at Tailgate Parties before NCCA Division 1-A Football Games. ELISE DRAKE, Matthew G. Cox, Thomas R. Cunningham, and Leah Farrell (Virginia Polytechnic Institute and State University)

A Systematic Assessment of Environmental Factors Related to Alcohol Consumption at University Fraternity Parties. KENT E. GLINDEMANN, Elise Drake, Steven W. Clarke, and E. Scott Geller (Virginia Polytechnic Institute and State University)

Impacting Prom Night Safety: A Three-Year Study of Prevention Intervention Programs Designed to Ameliorate High-Risk Student Behaviors on Prom Night. RYAN C. SMITH, Kent E. Glindemann, and Angela Sylvina (Virginia Polytechnic Institute and State University)

#372 International Symposium

5/28/2007

10:30 AM - 11:50 AM

Elizabeth F

AUT/EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Emma Hawkins, M.S., BCBA

Tactics Used at The Jigsaw CABAS® School to Expand the Academic and Communication Repertoires of Children on the Autistic Spectrum

Chair: Kate Grant (The Jigsaw CABAS School)

Discussant: Grant Gautreaux (Columbia University Teachers College)

The Emergence of the Listener Component of Naming and Full Naming in Children on the Autistic Spectrum by Using Multiple Exemplar Instruction. JACKIE CHARNOCK, Emma L. Hawkins, Elizabeth Theo, and Racheal Eade (The Jigsaw CABAS School) and Grant Gautreaux (Columbia University Teachers College)

A Collection of Tactics Used in the Pre-Listener Classrooms to Increase Academic and Communication Repertoires of Children on the Autistic Spectrum. KATHY HALES, Emma L. Hawkins, Elizabeth Theo, Jo Phillips, Emma Payn, and Jackie Charnock (The Jigsaw CABAS School) and Grant Gautreaux (Columbia University Teachers College)

The Effects of Reader/Writer Tactics on the Reading and Writing Behavior of Children on the Autistic Spectrum. EMMA L. HAWKINS, Elizabeth Theo, Racheal Eade, Jackie Charnock, and Liz Rougier (The Jigsaw CABAS School) and Grant Gautreaux (Columbia University Teachers College)

#373 Symposium

5/28/2007

10:30 AM - 11:50 AM

Douglas A

AUT/DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Rebecca MacDonald, Ph.D., BCBA

Teaching Joint Attention Skills to Children with Autism

Chair: Rebecca P. F. MacDonald (The New England Center for Children)

Discussant: William V. Dube (University of Massachusetts Medical School Shriver Center)

Teaching Children with Autism to Initiate Bids for Joint Attention with Peers. BRIDGET A. TAYLOR, Hannah E. Hoch, Nicole M. Scrivanich, Rachel Kirk, and Courtney Berman (Alpine Learning Group)

The Role of Social Consequences in the Development 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), and Diana J. Ervin (New England Center for Children)

Does Teaching Approach Matter in Facilitating Joint Attention and Symbolic Play in Young Children with Autism? CONNIE KASARI, Connie Wong, Stephanny Freeman, and Tanya Paparella (University of California, Los Angeles)

#374 Symposium

5/28/2007

10:30 AM - 11:50 AM

Betsy A

AUT/DDA; Applied Behavior Analysis

The Effects of Fluency Training on Language Abilities for Children Diagnosed on the Autism Spectrum

Chair: Kelly A. Young (Crossroads Center for Children)

Discussant: Helen Bloomer (Crossroads Center for Children)

The Effects of Fluency Procedures versus a Maintenance Phase on Generalization Skills. MEGAN L. DAIGLE (Crossroads Center for Children)

The Use of Fluency Procedures on the Acquisition/Remediation of Sound Production. TARA N. RAMSAY (Crossroads Center for Children)

The Effects of Fluency Procedures on Word Retrieval Skills. AMY SOKOL, Andrea Sanchez, and Jennifer Saloney (Crossroads Center for Children)

#375 Symposium

5/28/2007

10:30 AM - 11:50 PM

Del Mar AB

EAB; Applied Behavior Analysis

Relational Framing and Rape: IRAP and Matching-to-Sample Procedures

Chair: Nikki Christine Hernandez (University of North Texas)

Discussant: Daniel J. Moran (Trinity Services)

Rape Fantasy, Relational Frame Theory, and Theoretical Implications for Treatment. JESSICA A. MADRIGAL, Jennifer Bivona, Laura Howe-Martin, and Amy Murrell (University of North Texas)

Relational Responding to Rape Myths. NIKKI HERNANDEZ, Lea M. Fisher, and Amy Murrell (University of North Texas)

IRAP and You Listen, or Matching-to-Theory: An Opinion on the Usefulness of the IRAP and MTS Procedures for Answering Empirical Questions. AMY MURRELL (University of North Texas) and Amanda C. Adcock (University of Wisconsin, Milwaukee)

5/28/2007

11:00 AM - 11:50 AM

Douglas C

DEV; Theory

BACB CE Offered. CE Instructor: Linda J. Hayes, Ph.D.

Interbehavioral Psychology in Service to Behavior Analysis

Chair: Hayne Reese (West Virginia University)

LINDA J. HAYES (University of Nevada, Reno)



Dr. Linda J. Parrott Hayes received her bachelor's degree from the University of Manitoba, and her Master's and doctoral degrees from Western Michigan University. Dr. Hayes was a member of the behavior analysis faculty at West Virginia University while completing her doctorate, after which she took a position at Saint Mary's University in Canada. She founded the campus-based and satellite Programs in Behavior Analysis at the University of Nevada, Reno on a self-capitalization model. Dr. Hayes has participated in the governance of the Association for Behavior Analysis throughout her career, serving as Coordinator of the Education Board, founder and Director of the Council of Graduate Programs in Behavior Analysis, and multiple terms as a member of the Executive Council, including

its President. She is actively involved in efforts to promote the development of behavior analysis around the world. Dr. Hayes is best known for her work in behavior theory and philosophy.

Abstract: Scientific communities rarely embrace new formulations of their subject matters or theories concerning them with enthusiasm. On the contrary, new theories are frequently and sometimes forcefully resisted, the latter peculiar to those touching upon issues of so fundamental a sort as to threaten venerable scientific traditions. Historians note that the eventual adoption of new formulations of events in the sciences is typically preceded by their having first suffered through successive stages of being ignored, dismissed, reviled, ridiculed, distorted, and exploited. Such has been the fate of interbehavioral psychology in the most powerful sector of the behavior analytic community. While it is the case that certain aspects of the behavior analytic position are incompatible with Kantor's formulation of psychological events, the threat posed by the adoption of the latter is not as great as might be imagined. Indeed, it is only the most ill-formed and incoherent aspects of the former that are threatened by interbehavioral logic. More importantly, unless behavior analysis strives toward greater scientific systemization, problems of this sort will inevitably resurge, putting the validity and significance of this enterprise at continued risk. Adequate systemization is exemplified in interbehavioral psychology. For these and related reasons, certain assurances and clarifications pertaining to Kantor's views are warranted. In addition, many members of the behavior analytic community are wholly unaware of Kantor's enormous contribution to the development of a natural philosophy and science of behavior. My aim in this address, thereby, is also to provide an overview of interbehavioral psychology and the philosophy of interbehaviorism for this audience.

#377 Tutorial

5/28/2007

11:00 AM - 11:50 AM

Douglas B

OBM/CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: E. Scott Geller, Ph.D.

Applications of Behavior Analysis for Industrial Safety and Healthcare: Expanding the Paradigm from Behavior-Based to People-Based

Chair: Timothy D. Ludwig (Appalachian State University)

E. SCOTT GELLER (Virginia Polytechnic Institute and State University)



Dr. E. Scott Geller is Alumni Distinguished Professor at Virginia Tech and Director of the Center for Applied Behavior Systems in the Department of Psychology. He is a Fellow of the American Psychological Association, the Association for Psychological Science, and the World Academy of Productivity and Quality. He is past Editor of the *Journal of Applied Behavior Analysis* (1989-92), and current Associate Editor (since 1983) of *Environment and Behavior*, and consulting editor for *Journal of Safety Research, Behavior and Social Issues, Behavior Analyst Digest, and Journal of Organizational Behavior Management*. Dr. Geller has authored 31 books, 42 book chapters, 38 training manuals, 197 magazine articles, and more than 300 research articles addressing the development and evaluation of behavior-change

interventions to improve quality of life. He received a teaching award in 1982 from the American Psychological Association and has received every university teaching award offered at Virginia Tech. He has also been awarded the University Alumni Award for Excellence in Research, the Alumni Outreach Award for his exemplary real-world applications of behavioral science, and the University Alumni Award for Graduate Student Advising. In 2005, he received the Virginia Outstanding Faculty Award by the State Council of Higher Education, and in the same year, Virginia Tech honored him with an Alumni Distinguished Professorship.

Abstract: Scott Geller coined the term behavior-based safety (BBS) in 1979 when consulting with Ford Motor Company on applications of behavior analysis to increase the use of vehicle safety belts. He subsequently taught BBS principles and relevant intervention strategies for on-the-job safety, first at several Ford manufacturing plants and then at various other companies nationwide. Over the next decade, BBS gained substantial popularity as the leading-edge approach to addressing the human dynamics of industrial safety. Annual conferences have been dedicated to BBS, and consulting firms purporting to implement BBS continue to spring up worldwide. Indeed, BBS likely represents the largest-scale application of behavior analysis beyond educational and rehabilitation institutions. The presenter has authored several books and training programs on BBS, including participant workbooks, audiotapes, videotapes, CDs and DVDs. However, Geller's most recent books and training materials (e.g., *People-Based Safety and The Anatomy of Medical Error*) advocate people-based safety (PBS) over BBS. This presentation will explain the evolution of PBS from BBS, with particular reference to applications in industrial and hospital settings. Learn the principles of BBS and PBS as presented to industries worldwide and most recently to healthcare workers, as well as distinctions between BBS and PBS.

#378 International Poster Session

5/28/2007

12:00 PM - 1:30 PM

Manchester

AUT

1. Using Changing Criterion Design in Conjunction with DRA and Escape Contingency to Increase Food Acceptance. (CBM; Applied Behavior Analysis) HEIDI W. LIAO (Autism Spectrum Therapies)

- 2. Increasing Variety and Portions of Food Consumed by a Boy with Autism.** (DDA; Applied Behavior Analysis) LÍLJA ÝR HALLDÓRSDÓTTIR, HILDUR VALDIMARSDÓTTIR, and Z. GABRIELA SIGURDARDOTTIR (University of Iceland)
- 3. Teaching an Individual with Autism to Eat Healthy Foods: Decreasing Duration of Meal Consumption.** (EDC; Applied Behavior Analysis) KARISSA SHARLOW, Melissa Anglesea, Hannah E. Hoch, and Bridget A. Taylor (Alpine Learning Group)
- 4. Does the Use of the Preferred Food Pictures Decrease the Duration of Crying for Children with Autism before the Mealtime at Home Setting?** (DDA; Applied Behavior Analysis) PEI-FANG R. WU (University of Oklahoma) and Kai-Chien Tien (University of Kansas)
- 5. Behavioral and Oral Motor Treatment of Feeding Disorders in Autism: A Case Study.** (DDA; Service Delivery) KRISTEN POWERS and John D. Molteni (The Center for Children with Special Needs)
- 6. Treating Problem Behavior of a Child with Autism via Contingent Access to Automatically Reinforced Behavior.** (Applied Behavior Analysis) MARGARET J. STROBEL and Dorothea C. Lerman (University of Houston-Clear Lake)
- 7. Using a Shaping Tool to Increase Compliance in a Young Adolescent with Autism.** (Applied Behavior Analysis) ERIN HOGAN, Lisa Studer, and Frank L. Bird (Melmark New England)
- 8. Eliminating Rumination in a Seven-Year-Old Child with Autism.** (Applied Behavior Analysis) MARY ELIZABETH GARTLAND (Step by Step Academy) and Luc Lecavalier (The Ohio State University)
- 9. The Effect of Playing Verbal Stimulatory Sound in CD Player to Reduce Verbal Stimulatory Behavior in Children with Autism.** (Applied Behavior Analysis) CHARLIE CHEN, Hui Hung Chen, and Chia-Yu Chou (California Institute of Applied Behavior Analysis, Taiwan, ROC)
- 10. Using Stereotypy as a Reinforcer to Decrease Episodes of Aggression and Self-Injury in an Adult with Autism.** (DDA; Applied Behavior Analysis) RICHARD RAMOS and Anthony Mauro (Eden II Programs) and Gina Forlenza (Eden II School for Autistic Children Inc.)
- 11. Teaching Young Children with Autism Social and Play Initiations during Peer Play Dates.** (Applied Behavior Analysis) Monica Garcia, JULIE HOLDER, and Allyson Moore (Therapeutic Pathways)
- 12. Pivotal Response Teaching on the Effect of Causal-Effect Connected Words for Children with Autism.** (EDC; Applied Behavior Analysis) SHU-HWEI KE (ABA Learning & Development Center), Li-Tsun Wang (National Changhua University of Education), and Chiao Yun Yen and Shu Fen Kuo (ABA Learning Center)
- 13. Self-Monitoring DRO: Reducing Tantrum Behaviors of a Child with Autism Using DRO with Self-Monitoring of Desired Behaviors.** (Applied Behavior Analysis) JOSEPH GENTRY (May Institute)
- 14. Using Social Stories™ with a Student with Asperger's Disorder.** (Service Delivery) ERIN PERRY, Heather Sterling-Turner, Daniel H. Tingstrom, Jennifer Abraham, and Neelima Gutti (University of Southern Mississippi)
- 15. To Do or Not to Do: Using a Textual Script to Increase Compliance.** (DDA; Applied Behavior Analysis) DAREN CERRONE, Tina Marie Covington, and Nicole Kalen (Hawthorne Country Day School)
- 16. Using Pictures to Compare Preference of Tangible and Social Stimuli with Children Diagnosed with Autism Spectrum Disorders.** (DDA; Applied Behavior Analysis) SEAN ANGLIN and Robert K. Ross (BEACON Services), Harry A. Mackay (Northeastern University, Shriver Center), and Joseph M. Vedora (BEACON Services)
- 17. Factors Affecting the Generalization of "WH-" Question Answering by Children with Autism.** (VRB; Applied Behavior Analysis) CHRISTINE HOFFNER BARTHOLD, Andrew L. Egel, Natasha Bailey, Bonnie S. Dayhoff, Becky Gruetzmacher, Kateri Hull, and Amponsah Nkansah (University of Maryland College Park)

- 18. The Use of Video-Based Interventions with Individuals with Autism and Developmental Disabilities: A Review of the Literature.** (DDA; Theory) ERIN SPARACIO and Mary Ellen McDonald (Eden II Programs/The Genesis School)
- 19. The Use of Video Modeling to Assist with Transitions for Students with Autism.** (Applied Behavior Analysis) ANDREA CHAIT, Annie Barlow, and Jennifer L. Marshall (Pathways Strategic Teaching Center)
- 20. A Comparison of Video Modeling and Verbal Instructions to Teach Self Help Skills to a Nine-Year-Old with Autism.** (CSE; Applied Behavior Analysis) Erin Burke, DAVID ROBERT DILLEY, and Joseph M. Vedora (BEACON Services)
- 21. Effects of Video Modeling without Reinforcement or Correction on Transitioning with Three Students with Autism.** (DDA; Experimental Analysis) SUSAN HEITKER (Hawthorne Country Day School and Graduate Center of the City University of New York), Nicole Kalen (Hawthorne Country Day School), and Peter Sturmey (Queens College, City University of New York)
- 22. Teaching Routine Events to Children with Autism Using Video Modeling Paired with a Chaining Procedure.** (EDC; Applied Behavior Analysis) JANET A. BUTZ (Collaborative Autism Resources & Education) and Ceri Edwards, Cheryl Flores, and Rolondo Ocanas (Schertz Cibolo Universal City School District)
- 23. Using Video Modeling to Teach Reciprocal Greetings for an Adult with Autism.** (Applied Behavior Analysis) AMY BERGEN (Eden II/TIPSE) and Kevin Endafe (Eden II)
- 24. Comparing Procedures for Teaching Play Skills: Discrete Trial Training and Video Modeling.** (EAB; Applied Behavior Analysis) JAMIE SUE OWEN-DESCHRYVER, Amy L. Matthews, and Nicole J. Henriksen (Grand Valley State University)
- 25. Using Peer Mediators with Autism to Increase Social Interaction in Other Individuals with Autism.** (Applied Behavior Analysis) WENDY CHENG (Autism Behavior Consultants)
- 26. Increasing Social Initiations in Preschoolers with Autism: The Use of a Tactile Prompt in the Playground Setting.** (Applied Behavior Analysis) Courtney M. Lanagan, JAIME-LYN GAUDET, and Jennifer L. Harris. (FirstSteps for Kids, Inc.)
- 27. Infant Programs for Children with Autism in California.** (EDC; Service Delivery) MARIANNE BERNALDO (ACES)
- 28. In Situ Training "Eye Gaze" Discrimination Skills in Children with Autism.** (DDA; Applied Behavior Analysis) KENJI OKUDA (Ohka Gakuen University)
- 29. Multiple Measures to Evaluate the Effectiveness of Parent Education for Parents of Students with Autism.** (CBM; Applied Behavior Analysis) ELIZA DELPIZZO-CHENG, Lori Williams, Shoshana Yudin, and Traci Eselfine (Newport-Mesa Unified School District)
- 30. Study Case of One Autistic Child.** (DDA; Applied Behavior Analysis) MILAGROS DAMIÁN DÍAZ (University of México)
- 31. A Revised Combined Blocking Procedure to Teach Discrimination to Children with Autism.** (TBA; Applied Behavior Analysis) Sarah Elizabeth Fletcher (St. Cloud State University) and ELIZABETH JANE SHEW (UK Young Autism Project)

#379 International Poster Session

5/28/2007

12:00 PM - 1:30 PM

Manchester

BPH

- 32. The Association of Adverse Events and Response-Cost in Substance Abuse Treatment Settings.** (CBM; Applied Behavior Analysis) Brian E. Verssek, ELENA BRESANI, Lauren P. Jacobs, Robert Scott Gardner, Jessica L. Barone, and Carolyn M. Carpenedo (Treatment Research Institute), Beth J. Rosenwasser (Temple University), and Kimberly C. Kirby (Treatment Research Institute)
- 33. Preliminary Outcomes from Dependent Subgroup Contingency Management in Community Substance Abuse Treatment.** (CBM; Applied Behavior Analysis) Jessica L. Barone, Lauren P. Jacobs,

Robert Scott Gardner, Elena Bresani, and Carolyn M. Carpenedo (Treatment Research Institute), Beth J. Rosenwasser (Temple University), Mary Louise E. Kerwin (Rowan University), and KIMBERLY C. KIRBY (Treatment Research Institute)

34. Positive and Negative Interactions among Drug-Addicted Individuals during a Dependent Subgroup Contingency. (CBM; Applied Behavior Analysis) Robert Scott Gardner, Lauren Jacobs, Jessica L. Barone, Brian E. Versek, and Carolyn M. Carpenedo (Treatment Research Institute), Beth J. Rosenwasser (Temple University), Mary Louise E. Kerwin (Rowan University), and KIMBERLY C. KIRBY (Treatment Research Institute)

35. Some Effects of Mefloquin on Schedule Controlled Behavior of Rats. (EAB; Experimental Analysis) DUSTIN HAZER and Rodney D. Clark (Allegheny College)

36. Some Interactions between Mefloquin and NMDA on Schedule-Controlled Responding in the Rat. (EAB; Experimental Analysis) LAUREN O'KEEFE and Rodney D. Clark (Allegheny College)

37. Pharmacological Intervention for Children and Adults with Autism: A Review of Currently Prescribed Medications. (AUT; Applied Behavior Analysis) LESLIE V. SINCLAIR, and Travis Haycock (Cleveland Clinic Center for Autism), Roberta Bauer (Children's Hospital at The Cleveland Clinic), and Jennifer Manning (Cleveland Clinic Center for Autism)

38. The Effects of Mefloquine Hydrochloride on NMDA-Induced Drinking Behavior in Rats. (EAB; Experimental Analysis) MEGAN ROBY, Kasandra Foster, and Rodney D. Clark (Allegheny College)

39. Time Course Evaluations of Antagonistic Effects of Ethanol on N-methyl-D-aspartate-Induced Drinking in Rats. (EAB; Experimental Analysis) ALISON PECHALK and Rodney D. Clark (Allegheny College)

40. The Effect of Valproic Acid on the Diposgenic Effect of N-methyl-D-aspartate in Female Sprague-Dawley Rats. (EAB; Experimental Analysis) TARA CLARK (Allegheny College)

41. Functional Analysis of Problem Behavior in the Context of Atypical Antipsychotic Medication Switch. (DDA; Applied Behavior Analysis) TIM MOORE (University of Minnesota), Raymond C. Tervo (Gillette Children's Specialty Healthcare), and Jennifer J. McComas and Frank J. Symons (University of Minnesota)

42. Effects of 5-HT Uptake Blocker Fluoxetine and Naloxone on Alcohol Self-Administration in Rats. (EAB; Experimental Analysis) HEATHER HAHN and Rodney D. Clark (Allegheny College)

43. Dependent Subgroup Contingency Management to Improve Attendance to Group Therapy with Drug-Addicted Adults. (CBM; Applied Behavior Analysis) BETH J. ROSENWASSER (Temple University & Treatment Research Institute), Saul Axelrod (Temple University), Mary Louise E. Kerwin (Rowan University & Treatment Research Institute), and Kimberly C. Kirby (Treatment Research Institute)

44. Changes in Bout and Initiation Rates of Responding during Drug Challenges on a Multiple DRH: Percentile Schedule. (EAB; Experimental Analysis) JOHN C. HEATH (Auburn University), Wendy Donlin (Johns Hopkins School of Medicine), and M. Christopher Newland (Auburn University)

45. Do Delay Signals Modulate the Effects of d-Amphetamine on "Self-Control" Choices? (EAB; Experimental Analysis) WILLIAM J. HIGGINS, Tonya L. Lambert, Raymond C. Pitts, and Christine E. Hughes (University of North Carolina, Wilmington)

46. Effects of Ethanol Concentration on Within-Session Changes in Ethanol-Reinforced Responding. (EAB; Experimental Analysis) ERIC S. MURPHY (University of Alaska Anchorage), Frances K. McSweeney (Washington State University), Stefan Benz, Noelle S. Borgardt, and Nichole Easterbrooks (University of Alaska Anchorage)

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Manchester

DDA

47. Increasing Social Communication Skills Using Video Self-Monitoring. (EDC; Applied Behavior Analysis) KATIE HOWARD, Norm Dahl, Andrew Winston, and Lauren M. Frederick (Melmark)

- 48. Comparing Indirect Methods of Functional Assessment: Which Provides Clearer Information about Behavioral Function?** (Applied Behavior Analysis) KURT A. FREEMAN (Oregon Health Sciences University) and Linda Ivy (Child Development and Rehabilitation Center)
- 49. Training Staff to Increase the Accuracy of A-B-C Data.** (Applied Behavior Analysis) KIMBERLY MAYER (Melmark New England)
- 50. An Examination of the Effects of Sensory Integration Environments on Individuals with Developmental Disabilities.** (Applied Behavior Analysis) HELEN I. MALONE, Yi-Chieh Chung, and Ashley Cartell (The Ohio State University)
- 51. Predicting Reinforcer Hierarchies Using Single- and Paired-Item Preference Assessments with Persons with Developmental Disabilities.** (Applied Behavior Analysis) JASON HIEBERT (St. Amant Research Centre), Sherise L. Devine (St. Cloud State University & St. Amant Research Centre), Gabriel Schnerch (University of Manitoba & St. Amant Research Centre), Pam Fregeau (St. Amant Research Centre), and Paul Rezutek, Dickie C. T. Yu, and Toby L. Martin (University of Manitoba & St. Amant Research Centre)
- 52. Discrimination Skills Predict Effective Preference Assessment Methods for Adults with Developmental Disabilities.** (EAB; Applied Behavior Analysis) DUONG NGUYEN (University of Manitoba & St. Amant), May S. Lee (University of Manitoba), Dickie C. T. Yu (University of Manitoba & St. Amant Centre), Jennifer R. Thorsteinsson (Capella University), Toby L. Martin (University of Manitoba & St. Amant Research Centre), and Garry L. Martin (University of Manitoba)
- 53. Predictors of Stress in Parents of Individuals with Severe Behavior Disorders.** (Applied Behavior Analysis) AMANDA W. SANTANELLO, Melissa Blanock Mower, and Theodosia R. Paclawskyj (Kennedy Krieger Institute)
- 54. The Use of Differential Reinforcement of Other Behavior and Noncontingent Reinforcement with a Group of Adolescent Females at a Residential Facility.** (EDC; Service Delivery) TARA-LYNN BURBEE (Evergreen Center)
- 56. Does Public Posting Result in Increases in Staff Engagement with Students?** (EDC; Service Delivery) LAWRENCE L. LOCKWOOD (Evergreen Center)
- 57. The Effects of Immediate and Delayed Feedback in Improving the Treatment Integrity of Parents Implementing Feeding Protocols.** (EDC; Service Delivery) ANNMARIE MARANDO (St. Joseph's Children's Hospital) and Merrill J. Berkowitz (St. Joseph's Regional Medical Center)
- 58. Video Modeling vs. Video Feedback: Comparing Methods for Instruction with Persons with Developmental Disabilities.** (Service Delivery) LESLIE ZURITA (Drauden Point Middle School, Plainfield Consolidated School District), Toni Van Laarhoven, Jesse W. Johnson, Lynette K. Chandler, and Edward J. Cancio (Northern Illinois University), Lora G. Johnson (Aurora School District #129), and Kristin Grider and Katie Grider (Northern Illinois University)
- 59. The Effects of DRO on Behavioral Incontinence.** (AUT; Applied Behavior Analysis) ALFRED BREWIN, IV, Frances A. Perrin, and Christina M. Vorndran (Bancroft NeuroHealth)
- 60. Teaching Skills to Use a Computer Mouse: Shaping Moving the Mouse and Eye-Motor Coordination.** (Applied Behavior Analysis) HIROFUMI SHIMIZU (Headsprout), Soyoung Yoon (Putnam/Northern Westchester BOCES), and Christopher McDonough (HTA of New York)
- 61. Examining the Effects of Novel Stimuli on Preference and Durability as Reinforcers.** (Applied Behavior Analysis) NICOLE M. RODRIGUEZ (University of Kansas), SungWoo Kahng (Kennedy Krieger Institute), Kevin LUCZYNSKI (University of Kansas), and Einar T. Ingvarsson (Johns Hopkins University School of Medicine)
- 62. The Use of a Positive Reinforcement Package and a Levels System to Increase Consumption of Nonpreferred Foods.** (CBM; Applied Behavior Analysis) ELIZABETH A. MASLER, Charles S. Gulotta (Kennedy Krieger Institute), Karen Grant (Pacific University), and Alysia Palmisciano (Kennedy Krieger Institute)
- 63. Treatment of Problem Behavior Maintained by Access to Preferred Edibles: A Comparison of Two Procedures.** (Applied Behavior Analysis) KEVIN LUCZYNSKI (University of Kansas) and David E. Kuhn (Kennedy Krieger Institute)

- 64. Multiple-Respondent Anecdotal Assessments for Behavior Disorders: An Analysis of Interrater Agreement and Correspondence with Functional Analysis and Treatment Outcomes.** (Applied Behavior Analysis) HEATHER A. MOORE, Richard G. Smith, Bryan Lovelace, Jessica Hobbs, Curtis J. Harris, Katy Atcheson, and Stephen F. Walker (University of North Texas)
- 65. How to Spend Free Time?: Using Activity Schedules to Promote Leisure Activities.** (Applied Behavior Analysis) HIROYUKI MATSUSHITA and Shigeki Sonoyama (University of Tsukuba)
- 66. Evaluation of Two Methods for Restricting Access to Items when Using Functional Communication Cards.** (AUT; Service Delivery) HEATHER K. JENNETT, Eric Boelter, and Louis P. Hagopian (Kennedy Krieger Institute)
- 67. The Covariation of Compliance and Problem Behavior in the Treatment of Problem Behavior during Academic Instruction.** (Applied Behavior Analysis) DAWN E. RESAU and David E. Kuhn (Kennedy Krieger Institute)
- 68. Antecedent Interventions Based on Functional Behavior Assessment to Reduce Challenging Behavior for People with Severe Disabilities.** (EDC; Applied Behavior Analysis) HAYOUNG CHOI and Mark F. O'Reilly (University of Texas at Austin)
- 69. Increasing Independent Work through Differential Reinforcement of Alternative Behaviors.** (Applied Behavior Analysis) KATHARINE GUTSHALL, SungWoo Kahng, David P. Jarmolowicz, and Atasha Jackson (Kennedy Krieger Institute)

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DEV

- 70. Identifying Preferred Social Events of Typically Developing Infants.** (Applied Behavior Analysis) TANYA BAYNHAM, Rachel H. Thompson, and Nicole M. Rodríguez (University of Kansas)
- 71. Mother-Child Interactions in Cognitive Development.** (EAB; Experimental Analysis) CARMEN QUINTANA and Emilio Ribes-Iñesta (University of Guadalajara)
- 72. Effects of Pre- versus Post-Selection of Rewards Following Different Durations of Task Engagement.** (AUT; Applied Behavior Analysis) NORM DAHL, Allison G. Lawley, and Stephen C. Luce (Melmark)
- 73. Attachment from a Behavior Analytic Perspective: Development of an Observation Code.** (CBM; Applied Behavior Analysis) JUDITH R. MATHEWS, Therese L. Mathews, Rachael Bates, and Blake M. Lancaster (Munroe-Meyer/University of Nebraska Medical Center)
- 74. Effects of the Eden Model on Engagement and Affect of Elders with Dementia.** (CBM; Applied Behavior Analysis) ALLISON A. JAY, Linda A. LeBlanc (Western Michigan University), R. Mark Mathews (University of Sydney), and Jonathan C. Baker (Western Michigan University)
- 75. Effects of Teaching the System of Least Prompts to Caregivers on Independence in Community-Dwelling Older Adults with Dementia.** (CSE; Applied Behavior Analysis) KRISTEN L. CAMPBELL and Stephen W. Halborn (University of Manitoba)
- 76. Applications of Preference Assessment Procedures in Depression and Agitation Management in Elders with Dementia.** (Applied Behavior Analysis) LEILANI FELICIANO, Alexandra Elite Marcandonatou, and Maura McLane (University of California, San Francisco)

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EAB

- 77. Delay Discounting as a Predictor of Pre-Ratio Pauses following Rich-to-Lean Transitions.** (Experimental Analysis) ADAM T. BREWER, Patrick Steven Johnson, Megan McCusker, Adam Pyszczynski, Gregory J. Madden, and Dean C. Williams (University of Kansas)

- 78. Effects of Extinction on a Heterogeneous Two-Response Behavior Chain.** (DDA; Experimental Analysis) ALICE A. KEYL and Dorothea C. Lerman (University of Houston-Clear Lake)
- 79. Choices between Different Temporal Reinforcer Sequences in Humans and Pigeons.** LEONARDO F. DE ANDRADE and Timothy D. Hackenberg (University of Florida)
- 80. Effects of Response-Contingent Delayed Food-Paired and Non-Paired Stimulus Presentations on Lever-Press Acquisition in Rats.** (Experimental Analysis) NATALIE BRUNER and Karen G. Anderson (West Virginia University)
- 81. The Effects of Non-Serial Training and Test Transfer on Human Behavioral Variability and Stereotypy.** (DEV; Experimental Analysis) HECTOR MARTINEZ (Universidad de Guadalajara) and Juan Moises de la Serna Tuya (University of Seville, Spain)
- 82. Social Transmission of Food Preferences in Domestic Dogs.** (Experimental Analysis) GWEN LUPFER-JOHNSON (University of Alaska Anchorage)
- 83. Assessing Hens' Demand and Preference for Two Food Types at Varying Prices.** (Experimental Analysis) Julie-Anne Bruce, William Temple, Catherine E. Sumpter, T. MARY FOSTER, and Nicola Starkey (University of Waikato)
- 84. Spatiotemporal Swimming Patterns of Siamese Fighting Fish (*Betta splendens*) during a Habituation Procedure.** (Experimental Analysis) Jason Lee (St. Amant), Toby L. Martin (University of Manitoba & St. Amant Research Centre), Wayne S. Chan (University of Manitoba), GABRIEL SCHNERCH (University of Manitoba & St. Amant), and Joseph J. Pear (University of Manitoba)
- 85. Tests of Resistance to Change Using Within-Subject, Within-Session Yoked VR/VI Schedules.** (Experimental Analysis) MATTHEW E. ANDRZEJEWSKI (University of Wisconsin, Madison)
- 86. Operant Generalization in Quail Neonates: Distinguishing Positive and Negative Reinforcement.** (TPC; Experimental Analysis) SUSAN M. SCHNEIDER and Robert Lickliter (Florida International University)
- 87. Task Related Drug Self-Administration.** (BPH; Experimental Analysis) JOHN R. SMETHELLS and Mark P. Reilly (Central Michigan University)
- 88. Applying Matching Theory to Extra-Point Decisions in American Football.** (TPC; Applied Behavior Analysis) MARCIA LYNN CARON, John Peder Berg, Saule Kulubekova, and Jack J. McDowell (Emory University)
- 89. Discrimination between Baseline and Probe Trials in Tests for Emergent Stimulus Relations.** (EDC; Experimental Analysis) CHATA A. DICKSON, Philip N. Chase, and Harold E. Lobo (West Virginia University)
- 90. Conditional Cooperation in Public Goods Experiments: Sequential and Transitional Effects.** (Experimental Analysis) LUIS FERNANDO GONZALEZ-BELTRAN and Carlos Santoyo (Universidad Nacional Autónoma de México)
- 91. Preference for Concurrent Slot Machines based on Long Run Mathematical Expectation.** (TPC; Experimental Analysis) JAMES W. JACKSON (Southern Illinois University at Carbondale), and Mollie Horner-King and Mark R. Dixon (Southern Illinois University)
- 92. An Analysis of Methods for Teaching Preschoolers Self-Controlled Responding.** (Applied Behavior Analysis) KASEY STEPHENSON and Gregory P. Hanley (University of Kansas)
- 93. Group Composition, Enclosure Distribution, and the Expression and Distribution of Behavioral Patterns in Captive Vervet Monkeys (*Cercopithecus aethiops pygerythrus*).** (Experimental Analysis) GERARDO ORTIZ (Universidad de Guadalajara)
- 94. Extinction of Concurrent VI Performances, with and without Interposed CRF.** (Experimental Analysis) PAMELA M. KIMBLE, Paul T. Andronis, Damaris Garcia-Thompson, Jennifer A. Budreau, and Larissa Hallw (Northern Michigan University)
- 95. Modeling Response Pattern Under Variable-Ratio and Variable-Interval Schedules of Reinforcement.** (Experimental Analysis) TAKAYUKI TANNO and Takayuki Sakagami (Keio University)

96. Food at a Distance: Separating Food Sources during Concomitant Schedules of Reinforcement. (Experimental Analysis) RAQUEL ALO and Kennon A. Lattal (West Virginia University)

97. Preference for Concurrently Available Slot Machines Based on Loss Type. (TPC; Experimental Analysis) James W. Jackson (Southern Illinois University at Carbondale), BECKY L. NASTALLY (Southern Illinois University), Jill A. Greising (University of Wisconsin, Eau Claire), Adam Hahs (University of Mississippi), and Mark R. Dixon (Southern Illinois University)

98. Induction of Verbal Exchange and Involvement in Social Contingencies. (CSE; Experimental Analysis) Emilio Ribes-Iñesta, NORA RANGEL, Elizabeth Ramírez, Carlos Jimenez, and Celeste Romero (University of Guadalajara)

99. Effects of Joint Control Training on the Acquisition of Action Tacts in Children with Autism. (AUT; Applied Behavior Analysis) MONICA ADIMARI FYFE (California State University, Los Angeles)

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EDC

100. Striving for Full-Inclusion into Mainstream Education for Children Diagnosed with Autism. (AUT; Applied Behavior Analysis) Rick Radliff, JENNA MUNSEL, and Emily Branscum (Behavior Solutions International, Inc.)

101. Teaching Auditory-Visual Discriminations to Young Learners with Autism. (AUT; Applied Behavior Analysis) Korinne F. A. Weima, Shauna McCambridge, and Tricia C. Vause (Brock University)

102. Small Group Instruction for Students with Autism: General Case Training and Observational Learning. (AUT; Applied Behavior Analysis) ELIF TEKIN-IFTAR (Anadolu University) and Bunyamin Birkan (Tohum Vakfi)

103. Investigating Video-Modeling as a Stand-Alone Treatment vs. a Component of a Treatment Package for Teaching Activity Schedules to Adolescents with Autism. (AUT; Applied Behavior Analysis) MARY MEEHAN TAYLOR, Jennifer L. Walk, Matthew Bencal, and Kenneth Traupmann (The Institute for Effective Education)

104. Teaching Preschool Children Poison Prevention Skills. (Applied Behavior Analysis) KELLY A. DANCHO, Rachel H. Thompson, Melissa M. Rhoades, and Stacy A. Layer (University of Kansas)

105. Relational Learning of Children with Autistic Disorder through a Respondent-Type Procedure. (AUT; Applied Behavior Analysis) KOSUKE TAKAHASHI and Fumiyuki Noro (University of Tsukuba)

106. Teaching Monetary Skills to Children with Autism Spectrum Disorder Using Stimulus Equivalence. (AUT; Service Delivery) DANIELLE SAVONA, Tricia Vause, Vicki Pederson, James Porter, and Maurice Feldman (Brock University)

107. Teaching Equivalence Relations between Written Spanish Words, English Words and Pictures across Care Providers and Settings. (AUT; Service Delivery) KRISTINE J. OLSON (Northern Arizona University - Department of Psychology), Nicole M. Roscoe (Baltimore County Public Schools - Pikesville High School), and Andrew W. Gardner (Northern Arizona University - Department of Psychology)

108. The Effects of an Auditory Match-to-Sample Repertoire on Point to Point Correspondence of Mand and Tacts. (VRB; Applied Behavior Analysis) R. Douglas Greer (Columbia University Graduate School and Teachers College) and Jennifer Longano and VICTORIA STERKIN (Teachers College Columbia University)

109. The Effects of Multiple Exemplar Instruction on the Transformation of Stimulus Function across Listener and Speaker Responses of Naming for Two Dimensional and Three Dimensional

Objects. Ananya Goswami and AMANDA J. RICH (Teachers College, Columbia University) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

110. Documenting the Progress of Pre-Service Teachers. (Applied Behavior Analysis) KATIE E. HILDEBRAND and David L. Lee (Pennsylvania State University)

111. An Application of Stimulus Equivalence to Teach College Students Concepts of Inferential Statistics. (Applied Behavior Analysis) DANIEL FIENUP, Dan Covey, and Thomas S. Critchfield (Illinois State University)

112. A Pilot Study Using Guided Notes and Response Cards at the Postsecondary Level. (Service Delivery) Shobana Musti-Rao, KARIN S. SCHUMACHER DYKE, and Stephen Kroeger (University of Cincinnati)

113. A Comparison of Interteaching- and Lecture-Based Instruction: Contingencies Matter. (EAB; Applied Behavior Analysis) HEATHER R. MOSIER, Lee D. Thomas, Rebecca A. Veenstra, and Christine E. Hughes (University of North Carolina, Wilmington)

114. Do Interactive Response Systems Improve Students' In-Class Performance? (TBA; Applied Behavior Analysis) SAMANTHA SWINDELL, Thomas A. Brigham, and Raymond O. Sacchi (Washington State University)

115. The Effects of a Classwide Peer Tutoring Program to Increase Learning Efficiency in a Psychology 101 Discussion Group. (TBA; Service Delivery) KATHLEEN THERESE LAMBERT (Pacific Lutheran University) and Michael C. Lambert (Western Washington University)

116. Listening Skills and Its Training. (VRB; Experimental Analysis) SUCEL MORAN and Julio Varela (University of Guadalajara)

117. Developing Reading and Comprehension Skills in Psychology Students. (TBA; Applied Behavior Analysis) ANTONIA RENTERIA-RODRIGUEZ and Jorge Luis Salinas Rodríguez (Universidad Nacional Autónoma de México)

118. Strategy to Analyze Scientific Text in University Student. (Applied Behavior Analysis) MA. LUISA CEPEDA ISLAS (FES. Iztacala Universidad Nacional Autónoma de México) and Carlos Santoyo (Universidad Nacional Autónoma de México)

119. Analysis of the Training Strategies Used by an "Expert" Researcher while Training His Apprentice. (Experimental Analysis) MARÍA ANTONIA PADILLA VARGAS and Jessica Liliana Buenrostro Díaz (University of Guadalajara)

120. How to Reduce Chatting in College Courses: Negative Punishment by Elimination of Attendance Score. (OBM; Experimental Analysis) SHIZUKA THUKADA and Masaya Sato (Teikyo University)

121. Effects of Sibling Support Programs on the Sibling Relationship of the Children with Developmental Delays. (Service Delivery) HYUN-MI MUN (Daegu University)

122. The Effects of a Yoked Peer Contingency Game Board on Responding to Observational Learn Units. (Applied Behavior Analysis) Jennifer Longano and SHERI KINGSDORF (Teachers College Columbia University)

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TPC

123. Distinguishing Positive and Negative Reinforcement: Is Anybody Listening? (Theory) ALICIA N. MACALEESE and Patrick M. Ghezzi (University of Nevada, Reno)

124. Some Neglected Topics in the Interval Timing Research and Its Relationship with the Chronobiologie. (EAB; Theory) DAVID LUNA (Centro de Estudios e Investigaciones en Comportamiento - University of Guadalajara)

- 125. Single-Subject Statistical Analysis in an Applied Setting: A Comparative Investigation of Statistical Process Control and Conservative Dual Criteria Procedures.** (CBM; Theory) JASON MATTHEW KELLER (Spalding University)
- 126. A Critical Review of the Literature Comparing the Use of Functional, Arbitrary, and Preferred Stimulus Reinforcers in Response Suppression Contingencies.** (Applied Behavior Analysis) TAMARA L. PAWICH, Zina A. Eluri, and Marilyn K. Bonem (Eastern Michigan University)
- 127. Respondent and Operant Relations in Emotional Phenomena.** (Theory) Rosangela Darwich (Universidade da Amazonia) and EMMANUEL Z. TOURINHO (Universidade Federal do Para)
- 128. Social Validity Assessments: Understanding the Social Importance of Goals, Procedures, and Outcomes in Early Childhood Special Education.** (Theory) YASEMIN TURAN (San Diego State University) and Hedda Meadan (Illinois State University)
- 129. Pre-Service Early Childhood Teachers' Attitudes for Inclusion of Children with Special Needs.** (EDC; Service Delivery) SANG BOK LEE (Daegu University)
- 130. The Relationship between Psychiatric Disorders and Challenging Behavior.** (DDA; Theory) BØRGE HOLDEN (Habilitation Services Hedmark)
- 131. Implications for Assessment and Treatment of Cyclically Occurring Problem Behavior.** (DDA; Applied Behavior Analysis) JENNIFER RUSAK, Stephanie A. Contrucci Kuhn, and Dorcille Jernigan (Kennedy Krieger Institute)
- 132. Connecting and Disconnecting: Reinforcement and Extinction in Social Networks.** (OBM; Theory) Ingunn Sandaker and BRITT ANDERSEN (Akershus University College)
- 133. A Survey of Reliability and Procedural Integrity Measures in JABA from 1980 to 2005.** (TBA; Theory) DOUGLAS E. KOSTEWICZ, Shawn M. Datchuk, and Sean D. Casey (Pennsylvania State University)
- 134. Alternative Methods for Calculating Reliability in Studies with Large Sample Sizes.** (Experimental Analysis) MIMI L. MCDONNELL, Erin M. Holton, Leanne Denise Johnson, Jennifer J. McComas, and Stacy E. Danov (University of Minnesota) and Joseph Wehby (Vanderbilt University, Behavior Research Center)
- 135. Behavioral Interpretations of Popular Judeo-Christian Biblically-Inspired Moralistic Sayings.** (TBA; Theory) Michael Guy Augustine, Brittany Danielle Dick, STEPHEN RAY FLORA, Anna Helen Grzebieniak, and Jenifer Ann Moorhead (Youngstown State University)
- 136. Expanding the Limits of Behavioral Research through Simulation Technology.** (OBM; Applied Behavior Analysis) ERICK K. A. MARMOLEJO, Jim Shurbutt, Michelle J. VanWagner, Brian J. Crowley-Koch, and Ron Van Houten (Western Michigan University)

#385 International Paper Session

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Mohsen AB

TBA/TPC; Theory

Claude Bernard (1813-1878): 19th Century Behavior Analyst

JOHN B. CONNORS (Canadian University College)

#386 Paper Session

5/28/2007

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Cunningham A

TPC

A System for the Analysis of Behavioral Contingencies

Chair: Heidi Eyre (Jacksonville State University)

A General Language for the Analysis of Behavioral Contingencies. FRANCIS MECHNER (The Mechner Foundation)

Behavioral Contingency Analysis: A Technology for Managing Human Affairs. FRANCIS MECHNER (The Mechner Foundation)

#387 Invited Event

5/28/2007

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Douglas C

EAB; Experimental Analysis

Acquired Equivalence in Non-Human Animals: Origins, Effects, and Mechanisms

Chair: Timothy A. Shahan (Utah State University)

PETER URCUIOLI (Purdue University)



Dr. Peter Urcuioli is Professor of Psychological Sciences and Associate Head of Department at Purdue University. He was an undergraduate at the University of New Hampshire, where he worked with Greg Bertsch on avoidance learning in rats and, later, with Tony Nevin on concept formation in pigeons. Peter did his graduate training at Dalhousie University from 1974 to 1979 with Vern Honig where his interests in discrimination learning and stimulus control solidified. His dissertation showed that pigeons' differential behavior could serve as a powerful cue for subsequent performance. Following post-doctoral training with Tony Wright at the University of Texas Health Sciences Center in Houston, Peter joined the faculty of Purdue University in 1981. His research, which has been funded

by the National Institute of Mental Health and the National Science Foundation, has covered a broad range of topics including overshadowing, retrospective versus prospective coding in delayed discriminations, associative processes in the differential outcome effect, the Simon effect, and acquired equivalence and mediated generalization. All have a common, stimulus control theme, which continues in his current research on responses and equivalence classes. Peter has been an Associate Editor for *Animal Learning & Behavior* and serves on the editorial board of several journals.

Abstract: Acquired equivalence is an example of emergent stimulus relations, in which stimuli immediately occasion particular behavior or discriminations despite no explicit reinforcement history for doing so. This effect is not reducible to primary stimulus generalization but, rather, develops from common associations shared by these stimuli with other dissimilar stimuli. Sometimes referred to as non-similarity-based categorization, acquired equivalence does not require language. I will describe a number of examples of this phenomenon in non-human animals with special focus on acquired sample equivalence that arises from the common comparison-response relations inherent in many-to-one (or comparison-as-node) matching-to-sample. In addition to showing behavioral manifestations of acquired equivalence, I will discuss how these manifestations might reflect what Hull (1939) called secondary (or mediated) stimulus generalization, the implications of mediated generalization for the notion of emergent relations, and some recent data on what sorts of stimulus events may, or may not, be included in an acquired equivalence class.

#388 Panel Discussion

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Emma C

OBM/AUT; Service Delivery

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

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

Chair: Joanne Gerenser (Eden II Programs)

RANDY I. HOROWITZ (Eden II Programs)

DAPHNA EL-ROY (Eden II Programs)

#389 Panel Discussion

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Emma AB

OBM; Applied Behavior Analysis

Cambridge Center Accreditation of Workplace Safety Programs

Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

MARK P. ALAVOSIUS (University of Nevada, Reno)

TIMOTHY D. LUDWIG (Appalachian State University)

DWIGHT HARSHBARGER (Cambridge Center for Behavioral Studies)

#390 Paper Session

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Betsy B

CSE

From Behavioral Safety to Social Skills Training: Applying Behavioral Principles in School Settings

Chair: Michael C. Clayton (Youngstown State University)

Behavioral Safety Goes Back to School: The Use of Turn Signals, Seat Belts, and Cell Phones while Driving on Campus. MICHAEL C. CLAYTON and Emily Myers (Youngstown State University)

"Stepping Out:" Social Skills in a Recreational Group Format. PATRICIA S. FISKE (COVE Center, Inc.)

Come Play with Us! An Integrated Socialization Group for Children with ASD and Communication Disorders. LINDAJEANNE SCHWARTZ and Joy Zimmerman (Chatterbugs)

#391 Symposium

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Annie AB

DDA/OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Diane Bannerman Juracek, Ph.D, BCBA

Less is More: Effective Staff Training on the Most Important Outcomes for Adults with Disabilities

Chair: Michael C. Strouse (Community Living Opportunities, Inc.)

Discussant: Alan E. Harchik (May Institute)

Let Go of the Kitchen Sink: Are Staff Learning and Doing the Most Important Things? DIANE BANNERMAN JURACEK (Community Living Opportunities, Inc.), Holly M. Sweeney (Community Living Opportunities, Inc./University of Kansas), Michael C. Strouse, Jamie D. Price, and Yolanda Hargett (Community Living Opportunities, Inc.) and James A. Sherman and Jan B. Sheldon (University of Kansas)

Evaluating the Family Teaching Model Training Workshops and Coaching. DEBI ANN ALVEY (California Community Opportunities, Inc.), Susan L. Richardson (Community Living Opportunities, Inc.), Amy Peeler (California Community Opportunities, Inc.), Robert M. Churchill (Behavior Analysis, Inc.), Holly M. Sweeney (Community Living Opportunities, Inc./University of Kansas), and Diane Bannerman Juracek and Michael C. Strouse (Community Living Opportunities, Inc.)

Social Validity of Family Teaching Model Outcomes. SUSAN L. RICHARDSON (Community Living Opportunities), Debi Ann Alvey and Amy Peeler (California Community Opportunities, Inc.), Robert M. Churchill (Behavior Analysis, Inc.), Holly M. Sweeney (Community Living Opportunities, Inc./University of Kansas), and Diane Bannerman Juracek and Michael C. Strouse (Community Living Opportunities, Inc.)

#392 Symposium

5/28/2007

1:30 PM - 2:20 PM

Edward C

CBM/VRB; Applied Behavior Analysis

The Words That Bind Us: Clinical Issues and RFT II

Chair: Laura Ely (University of Mississippi)

Cognitive Defusion and Psychological Flexibility with Self-Relevant Academic Distress Stimuli. LAURA ELY and Kelly G. Wilson (University of Mississippi)

Delusions: Implicit or Explicit Belief Conviction? PATRICIA BACH and Kimberly Westercamp (Illinois Institute of Technology)

Investigation of the Implicit Relational Assessment Procedure as a Clinical Tool. SCOTT BETHAY, Emily Kennison Sandoz, and Kelly G. Wilson (University of Mississippi)

Spirituality and Relational Frame Theory. LEIGH EVERETT, Jonathan Weinstein, Chad Drake, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

#393. Tutorial

5/28/2007

1:30 PM - 2:20 PM

Douglas B

CBM/TPC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Raymond Miltenberger, Ph.D.

Analysis and Treatment of Trichotillomania and Other Repetitive Behavior Problems

Chair: Ann Branstetter (Missouri State University)

RAYMOND G. MILTENBERGER (University of South Florida)



Dr. Raymond G. Miltenberger received his Ph.D. in clinical psychology from Western Michigan University in 1985 after completing a pre-doctoral internship in developmental disabilities and behavioral pediatrics from the Kennedy Institute at Johns Hopkins University School of Medicine. He was a professor of psychology at North Dakota State University from 1985 to 2006. He is currently a professor in the Department of Child and Family Studies and the Director of the Master's Program in Applied Behavior Analysis at the University of South Florida. Dr. Miltenberger is a member of the Executive Council of the Association for Behavior Analysis International and a member of the board of directors of the Society for Advancement of Behavior Analysis. He is on the editorial boards of the *Journal of Applied*

Behavior Analysis, *Behavioral Interventions*, and *Journal of Positive Behavioral Interventions*. He is also an Associate Editor for *Education and Treatment of Children* and a Guest Associate Editor for *Journal of Applied Behavior Analysis*. Dr. Miltenberger's research in applied behavior analysis focuses on teaching safety skills to children and individuals with mental retardation, analysis and treatment of repetitive behavior disorders, and functional assessment and treatment of problem behaviors. He has published over 125 journal articles and 25 chapters, has co-edited a text on analysis and treatment of tics and repetitive behavior disorders, and has written a behavior modification textbook, now in its third edition. Dr. Miltenberger has received a number of awards for his teaching and research.

Abstract: This tutorial will focus on trichotillomania and other repetitive behavior disorders in children and adults with an emphasis on functional assessment and intervention strategies. Following a discussion of the different repetitive behaviors, functional characteristics, and diagnostic categories, the tutorial will discuss assessment procedures, describe functional analysis research with these behaviors, and present recent research on habit reversal and other treatment of these disorders.

#394 Symposium

5/28/2007

1:30 PM - 2:50 PM

Douglas A

AUT/DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Rachel S. F. Tarbox, Ph.D., BCBA

Clinical Treatment Evaluations for Food Selectivity and Pill Swallowing in Children

Chair: Rachel S. F. Tarbox (The Center for Autism and Related Disorders, Inc.)

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

Treatment of Food Selectivity by Texture in a Young Boy with Autism. ADEL C.

NAJDOWSKI, Jonathan J. Tarbox, Arthur E. Wilke, and Helen Yoo (The Center for Autism and Related Disorders, Inc.)

A Component Analysis of a Multi-Component Treatment Package for Food

Selectivity. BECKY PENROD, Michele D. Wallace, Mandy J. McClanahan, and Brooke M. Holland (University of Nevada, Reno) and Kara A. Reagon, Alison M. Betz, and Thomas S. Higbee (Utah State University)

Behavioral Management of Oral Medication Administration Difficulties. HELEN YOO,

Doreen Granpeesheh, Jonathan J. Tarbox, and Adel C. Najdowski (The Center for Autism and Related Disorders, Inc.)

#395 International Paper Session

5/28/2007

1:30 PM - 2:50 PM

Ford C

BPH

Contemporary Behavioral Pharmacology: II

Chair: Jonathon Pinkston (University of Kansas)

Amphetamine-Induced Increases in Fixed-Ratio Responding following the Cessation of Focused Stereotype. JONATHAN PINKSTON and Stephen Fowler (University of Kansas)

Scopolamine Effects under a Titration-Delayed-Non-Matching-to-Sample Procedure: Modulation by Titration Interval. MATTHEW L. PORRITT and Alan D. Poling (Western Michigan University)

Haloperidol, Different Schedules of Reinforcement, and Anhedonia. CARLOS F. APARICIO (University of Guadalajara)

Comparison of the Oral and Intravenous Routes in the Self-Administration of MDMA ("Ecstasy") in Rats. LINCOLN S. HELY, David N. Harper, Maree J. Hunt, and Susan Schenk (Victoria University of Wellington, New Zealand)

#396 International Symposium

5/28/2007

1:30 PM - 2:50 PM

Betsy A

INT/AUT; Applied Behavior Analysis

Estudios en Países de Habla Hispana II

Chair: Inmaculada Gomez-Becerra (Universidad de Almería)

Evolución de la Conducta Verbal de Tres Niños con Autismo: Un Estudio Longitudinal. Jose Julio Carnerero Roldan and ANA PASTOR SANZ (Centro AI-Mudaris, Cordoba), Gladys Williams (CIEL, SL), and Luis A. Perez-Gonzalez (University of Oviedo, Spain)

Análisis Funcional Experimental y Tratamiento de la Conducta Agresiva de un Chico con Autismo. JOSE JULIO CARNERERO ROLDAN and Ana Pastor Sanz (Centro AI-Mudaris, Cordoba)

#397 Symposium

5/28/2007

1:30 PM - 2:50 PM

Edward AB

CBM; Service Delivery

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

Health, Sport, and Fitness: Behavior Analytic Technologies to Improve Health

Chair: Guy S. Bruce (Appealing Solutions, L.L.C)

HealthVisor: Tools to Be Lean and Healthy. GUY S. BRUCE (Appealing Solutions, L.L.C) and James Keefe (Warren Achievement Center)

Wellness Initiatives at the Judge Rotenberg Center. MATTHEW L. ISRAEL (Judge Rotenberg Educational Center)

Behavioral versus Education-Along Intervention to Manage Obesity in Adolescents with Intellectual Disabilities: Results of Pilot Research. RICHARD K. FLEMING (University of Massachusetts Medical School), Elise Cooke (Holliston Public Schools), and Carol Curtin (University of Massachusetts Medical School)

Using Known Effective ABA Technologies to Increase the Physical Activity Levels of Young Children: Principles and Practice. MATTHEW R. MARTIN (Illinois State University) and Thomas L. Sharpe, Jr. (University of Nevada, Las Vegas)

#398 Symposium

5/28/2007

1:30 PM - 2:50 PM

America's Cup D

EDC/TBA; Applied Behavior Analysis

Innovative Teaching Methods in Higher Education

Chair: Helen I. Malone (The Ohio State University)

Comparisons of Inter-teaching and Lecture Formats in Undergraduate Psychology Classes. CHRISTINE HUGHES and Heather R. Mosier (University of North Carolina, Wilmington)

A Comparison of Discussion and No Discussion with Inter-teaching in a College Course. AMANDA E. GULD and Nancy Neef (The Ohio State University)

A Comparison of Two Formats of Preparation for Inter-teaching in a College Course. JUDAH AXE, Helen I. Malone, and Edward D. Parker (The Ohio State University)

Moving ABA into the World through College Coursework. CRISS WILHITE (California State University, Fresno)

#399 Symposium

5/28/2007

1:30 PM - 2:50 PM

America's Cup C

EDC/AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Bryan Davey, Ph.D., BCBA

Issues in Applied Behavior Analysis and Consultation in Public Schools Settings

Chair: Bryan J. Davey (Southern Behavioral Group, Inc.)

Discussant: Frank M. Gresham (Louisiana State University)

Evaluation of a Measurable, Data-Based, Social Skills Training Method. AMANDA J. MANN, Bryan J. Davey, and Ajamu Nkosi (Southern Behavioral Group, Inc.)

Overcoming Prompt Dependency in a Public School Setting: A Systematic Approach to Increasing Independent Mandats. SARAH NATARELLI, Bryan J. Davey, and Andrea D. Davey (Southern Behavioral Group, Inc.)

Analysis of Data Collection Parameters in School-Based Discrete Trials Training. MEAGHAN TIMKO, Michael M. Mueller, Bryan J. Davey, Christine Palkovic, Sarah Natarelli, Ajamu Nkosi, Andrea D. Davey, and Amanda J. Mann (Southern Behavioral Group, Inc.)

#400 Symposium

5/28/2007

1:30 PM - 2:50 PM

Gregory AB

CSE; Applied Behavior Analysis

Large-Scale Applications of Applied Behavior Analysis in Community Settings

Chair: David Michael Harris (Virginia Polytechnic Institute and State University)

Intervening to Convert Citizen Concern into Relevant Behavior: The Case of Global Warming. PHILIP K. LEHMAN, E. Scott Geller, David Michael Harris, Christina L. Goodwin, and Elise A. Drake (Virginia Polytechnic Institute and State University)

Investigating and Preventing Identity Theft: Intervening to Increase Identification-Checking Behaviors for Credit-Card Purchases. CHRISTINA L. GOODWIN, E. Henry Howard, Christopher O. Downing, Jr., and Steven W. Clarke (Virginia Polytechnic Institute and State University)

Increasing Driver-Pedestrian Communication for Injury Control: Catch the Wave! DAVID MICHAEL HARRIS, Christina L. Goodwin, Steven W. Clarke, and Philip K. Lehman (Virginia Polytechnic Institute and State University)

Community-Based Prompting to Get Resisters to Buckle Up: Must We Use Threats? MATTHEW G. COX, Steven W. Clarke, and E. Scott Geller (Virginia Polytechnic Institute and State University)

#401 Symposium

5/28/2007

1:30 PM - 2:50 PM

Edward D

CBM; Applied Behavior Analysis

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

New Frontiers for Behavior Analysts: Emotional Development, Internalization, and Conscience

Chair: Jeannie Golden (East Carolina University)

Discussant: Nathan H. Azrin (NOVA Southeastern University)

Hey, You're a Behavior Analyst, Don't Get All Emotional on Me. ROBERT K. ROSS (BEACON Services)

Talking about Traumatic Experiences from the Past: Therapeutic or Traumatizing? WALTER PRATHER (Agency for Persons with Disabilities)

When Psychiatric Symptoms Become Functional. CYDNEY JO YERUSHALMI (Agency for Persons with Disabilities)

#402 Symposium

5/28/2007

1:30 PM - 2:50 PM

Ford AB

DDA/TBA; Applied Behavior Analysis

Performance Feedback in Increasing Efficacy of ABA Programming in Adult Residential and Day Services

Chair: Paul Hough (Charles River ARC)

Discussant: John C. Randall (Charles River ARC)

Performance Feedback as Essential in Enhancing Staff Interaction with an Individual Returning to Day Habilitation Program. PAUL HOUGH, John C. Randall, Julie Erin Lomartire, and Heather Conlan (Charles River ARC)

Performance Feedback as Essential in Increasing Efficacy of Staff Interactions with an Individual in Vocational and Residential Programs. HEATHER CONLAN, John C. Randall, Julie Erin Lomartire, and Paul Hough (Charles River ARC)

Performance Feedback as Essential in Enhancing Staff Interaction to Reduce Challenging Behaviors in a Vocational Program. JULIE ERIN LOMARTIRE, Paul Hough, Heather Conlan, and John C. Randall (Charles River ARC)

#403 Symposium

5/28/2007

1:30 PM - 2:50 PM

Elizabeth H

AUT/EDC; Service Delivery

BACB CE Offered. CE Instructor: Kelly Ferris, M.A., BCBA

Precision Teaching and Augmentative Communication

Chair: Alison L. Moors (Fabrizio/Moors Consulting)

Modifying Existing Curricula for Use with Augmentative Communication Devices. KELLY J. FERRIS, Michael Fabrizio, and Alison L. Moors (Fabrizio/Moors Consulting)

Producing Generative Language on Augmentative Communication Devices Using Precision Teaching: Quasi-Experimental Designs. HOLLY ALMON-MORRIS, Alison L. Moors, Kelly J. Ferris, and Kristin Wilkinson (Fabrizio/Moors Consulting)

Pre-Skills to Support Augmentative Communication Devices. ALISON L. MOORS (Fabrizio/Moors Consulting)

Modifying the Layout of an Augmentative Communication Device to Measure the Affects on a Child with Autism's Vocabulary Acquisition and Spontaneous Device Use. AMY KING, Kelly J. Ferris, and Michael Fabrizio (Fabrizio/Moors Consulting)

#404 Paper Session

5/28/2007

1:30 PM - 2:50 PM

Elizabeth F

AUT

Providing Service to Adults with Autism

Chair: Corrine Donley (University of Wisconsin, Oshkosh; Retired)

Transition from Institution to Community: Increasing an Adult's Appropriate Behaviors and Decreasing His Aggression. CORRINE R. DONLEY (University of Wisconsin, Oshkosh; Retired)

Transition from Institution to Community: Decreasing an Adult's Self-Injurious Behavior. CORRINE R. DONLEY (University of Wisconsin, Oshkosh; Retired)

From Pica to Polydipsia: Treatment of Related Ritualistic Behaviors in an Adult with Autism. KIMBERLY ANN KROEGER (Kelly O'Leary Center for Autism Spectrum Disorders) and Thaddeus Nestheide (Kennedy Krieger Institute)

#405 International Paper Session

5/28/2007

1:30 PM - 2:50 PM

Elizabeth DE

DDA

Punishment: Present and Absent

Chair: Michael Dorsey (The Vinfen Corporation)

Research on the Use of Punishment Procedures: A Literature Review of the Past 36 Years. MICHAEL F. DORSEY (The Vinfen Corporation) and Megan Guidi (Simmons College, Vinfen Corporation)

Reducing Attention Maintained Behavior through the Use of Positive Punishment and Response Marking. Rick Shaw (Behavior Issues)

Using Errorless Compliance Training with Children with Developmental Disabilities in a New Zealand Educational Setting. SHEREE A. ADAMS and Oliver C. Mudford (University of Auckland)

#406 International Symposium

5/28/2007

1:30 PM - 2:50 PM

Madeleine CD

EAB; Experimental Analysis

Risk Taking at Gambling, Mathematics, and Golf

Chair: Erica D. Pozzie (Southern Illinois University at Carbondale)

Teaching Gamblers Not to Quit, but to Gamble Better. MARK R. DIXON and James C. Jackson (Southern Illinois University), Erica D. Pozzie (Southern Illinois University at Carbondale), and Laura L. Portera, Taylor Johnson, and Mollie Horner-King (Southern Illinois University)

The Impact of Uncertain Performance Rewards on Golfer Performance and Physiology. JAMES BORDIERI and Mark R. Dixon (Southern Illinois University)

Gambling on the Brain: Some Implications of Neuroscience Research for the Behavior Analysis of Gambling. SIMON DYMOND (University of Wales, Swansea)

Trigonometric and Stimulus Relations: What Are the Odds (and Evens)? CHRIS NINNESS and Robin Rumph (Stephen F. Austin State University), Mark R. Dixon (Southern Illinois University), Glen L. McCuller (Stephen F. Austin State University), Sharon K. Ninness (Nacogdoches Independent School District), and James Holland (Stephen F. Austin State University)

#407 Symposium

5/28/2007

1:30 PM - 2:50 PM

America's Cup AB

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Linda Heitzman-Powell, Ph.D., BCBA

School-Based Functional Assessments, Analysis, and Function-Based Interventions

Chair: Howard P. Wills (Juniper Gardens Children's Project)

Functional Assessment with a Student with Autism in a Special Education Setting. RACHEL L. WHITE (University of Kansas) and Howard P. Wills (Juniper Gardens Children's Project)

Training a Reading Teacher to Implement a Functional Analysis and Intervention. EMILY D. SHUMATE (University of Kansas/Juniper Gardens Children's Project) and Howard P. Wills (Juniper Gardens Children's Project)

Escape to Attention: Differentiating between Attention and Escape Behavior during an Escape Condition. LINDA HEITZMAN-POWELL and Kimberly K. Bessette (University of Kansas)

An Investigation of Functional Assessment and Function-Based Intervention Plans in Schools Implementing School-Wide PBS. LORI L. NEWCOMER (University of Missouri)

#408 International Symposium

5/28/2007

1:30 PM - 2:50 PM

Elizabeth G

AUT/EDC; Service Delivery

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

Selected Techniques of Supported Inclusion for Young Children with Autism

Chair: Joel P. Hundert (Behavior Institute)

The Effect of Increased Practice of Embedded Instruction on Skill Acquisition and Generalization. JOEL P. HUNDERT (Behavior Institute)

The Effect of Paraprofessional Training on Active Engagement of Adolescents with Autism in Inclusive Secondary Schools. DONNA C. CHANEY (Behavior Institute), Olivia Alexander (McMaster University), and Joel P. Hundert (Behavior Institute)

Teaching Children with Autism to Answer "Why" Questions: Generalization across Tasks. COURTNEY MOODY, Sari van Delft, and Joel P. Hundert (Behavior Institute)

A Description of a Transitional Classroom to Move Children with Autism into General Education Classrooms. NICOLE WALTON-ALLEN (Behavior Institute)

#409 Symposium

5/28/2007

1:30 PM - 2:50 PM

Cunningham B

TPC; Theory

BACB CE Offered. CE Instructor: Mitch Fryling, M.A., BCBA

Theory and Philosophy in Behavioral Science: Issues in Development and Advancement

Chair: Marianne L. Jackson (University of Nevada, Reno)

A Behavior Analytic Account of Adherence. MITCH FRYLING and William O'Donohue (University of Nevada, Reno)

The Impact of Classical Conditioning in the Evolution of Behavior Science. DIANA M. DELGADO and Linda J. Hayes (University of Nevada, Reno)

An Interbehavioral Perspective on the Need for a Bidirectional Relationship with Philosophy. MARIANNE L. JACKSON and Linda J. Hayes (University of Nevada, Reno)

Philosophical Discussion of Probability in Behavior Analysis. DONALD R. KARR and W. Larry Williams (University of Nevada, Reno)

#410 Paper Session

5/28/2007

2:30 PM - 2:50 PM

Mohsen AB

TBA/EDC; Applied Behavior Analysis

A Computer-Based Teaching Machine for Programmed Instruction as Envisioned by B. F. Skinner

Julie S. Vargas (B. F. Skinner Foundation) and VICCI TUCCI (Tucci Learning Solutions, Inc.)

5/28/2007

2:30 PM - 3:20 PM

Douglas C

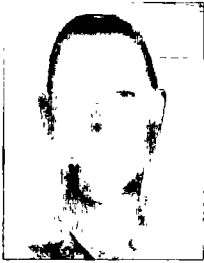
DEV; Theory

BACB CE Offered. CE Instructor: William Baum, Ph.D.

Evolutionary Theory Is the Proper Framework for Behavior Analysis

Chair: Jacob L. Gewirtz (Florida International University)

WILLIAM M. BAUM (University of California, Davis)



Dr. William M. Baum received his B.A. in psychology from Harvard College in 1961. Originally a biology major, he switched into psychology after taking courses from B. F. Skinner and R. J. Herrnstein in his freshman and sophomore years. He returned to Harvard University for graduate study in 1962, where he was supervised by Herrnstein and received his Ph.D. in 1966. He spent the 1965-66 academic year at Cambridge University, studying ethology at the Sub-Department of Animal Behavior. From 1966 to 1975, he held appointments as post-doctoral fellow, research associate, and assistant professor at Harvard University. He spent two years at the National Institutes of Health Laboratory for Brain, Evolution, and Behavior. Dr. Baum accepted an appointment in psychology at University of New

Hampshire in 1977 and retired from there in 1999. He currently has an appointment as Associate Researcher at University of California, Davis and lives in San Francisco. His research concerns choice, molar relations in reinforcement, foraging, and behaviorism. He is the author of the book *Understanding Behaviorism: Behavior, Culture, and Evolution*.

Abstract: Like contemporary psychology, behavior analysis developed with the framework of nineteenth-century associationism, which ignored evolution. With minor exceptions, behavior analysis has failed to re-orient itself in the light of modern evolutionary theory. Instead, behavior analysts have adopted an oversimplified view of the dependence of behavior on evolution in which some behavior is set aside as "given" and other behavior is regarded as "modifiable." The result has been a paucity of concepts and over-reliance on conditioning and reinforcement. To grasp the true significance of evolution, one must understand that all behavior depends on genetic inheritance. The reason is that, whether we are talking about cockroaches or humans, behavior exists to promote fitness. It is modifiable by environmental factors only in ways and by means that genes permit or encourage. The explanation and modification of behavioral phenotypes depends on illuminating the effects of natural selection and the effects of environmental factors in development. Genes that promote and constrain development often allow phenotypic flexibility, but within limits imposed by the mechanisms resulting from natural selection. This point may be illustrated by a series of examples. One conclusion is that the events called "reinforcers" may be understood in the light of natural selection, as "phylogenetically important events" that do much more than "reinforce."

#412 Tutorial

5/28/2007

2:30 PM - 3:20 PM

Douglas B

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: John Northup, Ph.D.

Back to the Future Part Two: Renovations and Innovations in Behavioral Treatment for ADHD

Chair: Kent Johnson (Morningside Academy)

JOHN A. NORTHUP (University of Iowa)



Dr. John A. Northup is currently an Associate Professor in School Psychology at the University of Iowa. He received his Ph.D. from the University of Iowa, completed a post-doctoral fellowship at the Kennedy-Krieger Institute, John Hopkins University School of Medicine and was previously an Associate Professor at Louisiana State University. His research interests are in the areas of the assessment and treatment of disruptive behavior disorders. He is currently conducting research on the development of functional analysis and assessment procedures for typically-developing children, the evaluation of medication (e.g., Ritalin) effects in the classroom, and drug-behavior interactions.

Abstract: Applied behavior analysis (ABA) has contributed greatly to the treatment of behaviors related to a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) since the inception of the field. Early ABA studies still provide the foundation for now routine recommendations such as the token economy and behavioral parent training. However, recently these early treatments have become much more refined and systematized. The application of functional analysis principles and procedures as well as the development of sophisticated concurrent operant assessment procedures have also led to new and innovative behavioral treatments for ADHD. The purpose of this presentation is to present recent functional analysis and concurrent operant assessment research related to the treatment of ADHD in the context of the past, the present, and our future.

#413 Symposium

5/28/2007

2:30 PM - 3:50 PM

Betsy B

CSE/TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Stacie Neff, M.S., BCBA

Outcome Data from Caregivers and Children Participating in Florida's Behavior Analysis Services Program

Chair: Stacie Neff (University of South Florida)

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

A Functional Approach to Reducing Runaways and Stabilizing Placements for Adolescents in Foster Care. DAVID GELLER, Hewitt B. "Rusty" Clark, Bryon Neff, Michael Cripe, Terresa Kenney, and Stacie Neff (University of South Florida)

Using the Tools for Positive Behavior Change to Improve Staff Interactions in Group Homes for Foster Care Children. KIMBERLY CROSLAND, Catherine Wilcox, Wayne Sager, Alfredo Blanco, Tamela Giddings, and Glen Dunlap (University of South Florida)

Evaluating the Outcomes of PBC Training on Child Behavior and Parental Stress and Depression. AMANDA KEATING, Kimberly Crosland, Bryon Neff, and Glen Dunlap (University of South Florida)

#414 Symposium

5/28/2007

2:30 PM - 3:50 PM

Emma C

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: John V Stokes, M.S.Ed, BCBA

Performance Feedback and Video Technology: Training from Education to Athletics

Chair: John Victor Stokes (Simmons College)

The Effects of Video Feedback in Training Parents and Direct Care Staff to Implement Functional Analysis Conditions. John Victor Stokes (Simmons College), MARY BOLTIN (Vinfen Corporation), and Megan Guidi (Simmons College, Vinfen Corporation)

Utilizing Performance Feedback and Video to Increase Athletic Performance of High School Football Players. JOHN VICTOR STOKES (Simmons College) and Elise Cooke (Holliston Public Schools)

Performance Feedback: A Component Analysis with Extended Generality. KRISTOFER VAN HERP and Stephanie Nostin (Greater Lawrence Educational Collaborative)

#415 International Symposium

5/28/2007

2:30 PM - 3:50 PM

Madeleine AB

EAB; Experimental Analysis

Recent Developments in the Study of Choice and Timing

Chair: Elizabeth Grace Evelyn Kyonka (University of Canterbury)

Performance in Chain and Concurrent Chain Schedules: Conditioned Reinforcement or Interval Timing? DANIEL T. CERUTTI (Duke University)

The Temporal Regulation of Choice. JEREMIE JOZEFOWIEZ (Duke University)

Choice and Timing in Concurrent Chains: The More Things Change, the More They Stay the Same? ELIZABETH G. E. KYONKA and Randolph C. Grace (University of Canterbury)

Is Acquisition of Preference in Concurrent Chains Facilitated by Pre-Training with Terminal-Link Schedules? RANDOLPH C. GRACE and Elizabeth G. E. Kyonka (University of Canterbury)

#416 Symposium

5/28/2007

2:30 PM - 3:50 PM

Cunningham A

TPC; Applied Behavior Analysis

Response Maintenance Effects of a >1/1 Conditioned Reinforcer to Primary Reinforcer Ratio in Applied Animal Behavior Settings

Chair: Erica Feuerbacher (University of North Texas)

Discussant: Kennon A. Lattal (West Virginia University)

Discrete Trial Training Tasks: The Effects of a 2-1 Ratio of Conditioned and Unconditioned Reinforcer Delivery on the Performance of Dogs. Pam Wennmacher and JESUS ROSALES-RUIZ (University of North Texas)

Free Operant Training Tasks: The Effects of a 2-1 Ratio of Conditioned and Unconditioned Reinforcer Delivery on the Performance of Dogs. KATHRYN KALAFUT, Erica Feuerbacher, and Jesus Rosales-Ruiz (University of North Texas)

Conditioned Reinforcer to Primary Reinforcer Schedule Effects in Basic and Applied Settings. SCOTT A. TAYLOR and Jennifer L. Sobie (Western Michigan University)

#417 International Paper Session

5/28/2007

3:00 PM - 3:50 PM

Gregory AB

CSE

Issues in Community Interventions; Social & Ethics

Chair: Holly D. Shockley (Washington State University)

Utilizing the Internet to Produce Behavioral Changes in Alcohol Use in a College Population. HOLLY D. SHOCKLEY (Washington State University)

Walking the Crosswalk: How to Make a City Walk the Line. Vivica Lé Sénéchal Machado (Universidade de Brasília) and JOAO CLAUDIO TODOROV (Universidade Católica de Goiás)

Using Naturalistic Data Collection to Study Drowsiness and Other Safety Issues in Commercial Vehicle Operations. DOUGLAS WIEGAND and Richard Hanowski (Virginia Polytechnic Institute and State University Transportation Institute)

#418 Paper Session

5/28/2007

3:00 PM - 4:20 PM

Elizabeth F

AUT

Analyzing, Measuring, and Teaching Social Behavior

Chair: Barry Katz (Operant Systems Inc.)

Mutual Bi-Directional Eye Glasses: A Tool for Monitoring and Measuring Social Eye Contact Behavior. BARRY KATZ (Operant Systems Inc.) and A. Charles Catania (University of Maryland, Baltimore County)

Functional Analysis of Social Communicative Behavior in Young Children with Autism Spectrum Disorders. MAUREEN CONROY, Elizabeth L. W. McKenney, Jennifer A. Sellers, and Taketo Nakao (University of Florida)

The Family Dinner: An Observational Study of Social Communication Patterns in Families of Children with Autism. CHRISTOPHER JONES (University of Puget Sound) and Ilene S. Schwartz (University of Washington)

Generalization of Social Skills Instruction: From ABA to Group Settings. DAWN ANN HOLMAN and Jessica Postil (Autism Spectrum Consultants, Inc.)

#419 International Paper Session

5/28/2007

3:00 PM - 4:20 PM

America's Cup C

EDC

Behavior Analysis and the Broader Cultural Context

Chair: Roger Bass (Carthage College)

Cultural Components of Behavioral Intervention. ANGELA MCINTOSH (San Diego State University)

Freedom, Rewards, and Intrinsic Motivation. SHANE L. LYNCH, Katherine M. Banko, W. David Pierce, and Judy Cameron (University of Alberta)

You Won't Believe What They're Still Saying (and Not Saying) about Us: Behavior Analysis in Mainstream Textbooks for Teachers. ROGER F. BASS (Carthage College)

#420 Symposium

5/28/2007

3:00 PM - 4:20 PM

Edward D

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Raymond Miltenberger, Ph.D., BCBA

Clinical Behavior Analysis: Evaluating Treatment for Bulimic Behavior and Smoking

Chair: Amanda Bosch (University of Florida)

Discussant: David Reitman (NOVA Southeastern University)

Evaluation of Extinction as a Functional Treatment for Binge Eating. AMANDA BOSCH (University of Florida), Raymond G. Miltenberger (University of South Florida), Amy Gross (Western Michigan University), and Peter J. Knudson and Carrie M. Brower Breitwieser (North Dakota State University)

Bulimic Purging Altered by the Rate of Eating. NATHAN H. AZRIN and Michael J. Kellen (NOVA Southeastern University)

A Multi-Modal Treatment for Cigarette Smokers. JAMES ANDERSON and Scott T. Gaynor (Western Michigan University)

#421 International Symposium

5/28/2007

3:00 PM - 4:20 PM

Betsy A

INT/VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Mapy Chavez-Brown, Ph.D., BCBA

Estudios en Países de Habla Hispana

Chair: Mapy Chavez-Brown (Wagner College)

Comparación de Diferentes Procedimientos de Discriminación en el Marco de la Lectura y Escritura, y el Papel de las Contingencias Diferenciales. Carlos V. García-Cruz (Escuela Magisterio y Colegio Ave María), Inmaculada Gomez-Becerra (Universidad de Almería), and MAPY CHAVEZ-BROWN (Wagner College)

Emergencia de las Relaciones de Equivalencia y de las Analogías en el Desarrollo Verbal y Otros Repertorios Prerrequisitos. INMACULADA GOMEZ-BECERRA and María Rosa García Barranco (Universidad de Almería) and Mapy Chavez-Brown (Wagner College)

Comparación entre un Entrenamiento en Nominación y uno de Razón Fija en la Emergencia de Clases de Equivalencia. YORS A. GARCIA and Ruth Anne Rehfeldt (Southern Illinois University)

#422 International Symposium

5/28/2007

3:00 PM - 4:20 PM

Del Mar AB

EAB; Experimental Analysis

Evaluating Alternative Procedures to Establish Stimulus Control with Complex Stimuli

Chair: Martha Hubner (Universidade de São Paulo)

Effects of the Reinforcement of Equivalence Relations upon the Minimal Units Control in Reading. Augusto Amato, Candido Pessoa, Katia Verniano, and Mariana Leite (Universidade de São Paulo), Maira Cantarelli Baptistussi, and Renata Gomes and MARTHA HUBNER (Universidade de São Paulo)

Effects of Differential Reinforcement of Choosing Phrases about Reading upon the Emission and Duration of Reading Behavior. Thaís Cazzatti and MARTHA HUBNER (Universidade de São Paulo)

Conditional Discrimination with Compound Stimulus: Improving Testing Performances. PAULA DEBERT, Paulo Toshio Missao, and Jonas de Oliveira Boni Junior (Universidade de São Paulo)

Conditional Discrimination with Compound Stimulus: Improving Training Performances. Ana Priscila Batista, Emiliane Oliveira, Mariana Samelo, Thrissy Maestri, and PAULA DEBERT (Universidade de São Paulo)

#423 Symposium

5/28/2007

3:00 PM - 4:20 PM

Elizabeth G

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Colleen Ann O'Leary-Zonarich, M.A., BCBA

Food Selectivity and Refusal: Home and School Case Studies of Evaluation, Interventions, Outcomes, and Limitations

Chair: Joseph Gentry (May Institute)

Discussant: Robert F. Putnam (May Institute)

Getting Started at Home and School: Feeding Assessment and Intervention to Increase Consumption. COLLEEN ANN O'LEARY-ZONARICH (May Institute)

Enhancing the Effectiveness of Blending Treatments: Mystery Motivator and Positive Reinforcement to Increase Food Consumption. LAURIE KAUFMAN (May Institute) and Joseph Gentry (May Institute, Inc)

Increasing Food Acceptance Using Blending and Subsequent Simultaneous Presentation within the Public School Setting. CYNTHIA ANN SIMONE (Nashoba Regional School District)

#424 International Symposium

5/28/2007

3:00 PM - 4:20 PM

Edward C

CBM/CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Brandon F. Greene, Ph.D.

Intervening in Child Abuse and Neglect: Project 12-Ways' Innovations and a Canadian Replication

Chair: Brandon F. Greene (Southern Illinois University)

Discussant: James F. McGimsey (AdvoServ)

Facilitating Involvement in Vocational and Avocational Activity among Unemployed Parents with a History of Child Abuse and Neglect. Brandon F. Greene (Southern Illinois University), BONNIE HENRY (Southern Illinois University at Carbondale), and Alan Summers and Dianne Bradie-Gregoire (Illinois Department of Human Services)

Project 12-Ways' Canadian Replication: Issues in Managing a Direct Replication. DANA M DAHMAN HARVEY, Autumn Kaufman and Hugh Nicholson (Kawartha-Haliburton Children's Aid Society) and Brandon F. Greene (Southern Illinois University)

Project 12-Ways Canada: Evidence of the Replication of an Evidence-Based Practice. AUTUMN KAUFMAN, Dana M. Dahman Harvey and Hugh Nicholson (Kawartha-Haliburton Children's Aid Society) and Brandon F. Greene (Southern Illinois University)

#425 International Paper Session

5/28/2007

3:00 PM - 4:20 PM

Douglas A

AUT

Issues in Addressing Problem Behavior in Persons with Autism

Chair: Svein Eikeseth (Akershus University College)

Use of Aversive and Restrictive Interventions in Behavioral Treatment. SVEIN EIKESETH (Akershus University College), O. Ivar Lovaas (University of California, Los Angeles), and Børge Holden (Habilitation Services Hedmark)

The Efficacy of Self-Management Strategies in School Settings for Children with Autism. ANTHONY JENKINS (California State University, Los Angeles)

Evaluation of a Treatment for Elopement in Three Children with Autism Spectrum Disorder. Amy M. Bossick, LESLIE V. SINCLAIR, and Travis Haycock (Cleveland Clinic Center for Autism) and Francine Dimitriou (Cleveland Clinic School for Autism)

#426 Symposium

5/28/2007

3:00 PM - 4:20 PM

America's Cup AB

EDC/TBA; Service Delivery

BACB CE Offered. CE Instructor: Jennifer L. Austin, Ph.D., BCBA

Issues in School-Based Functional Assessment

Chair: Jennifer Soeda (California State University, Fresno)

Discussant: Stephanie M. Peterson (Idaho State University)

An Analysis of the Importance of Function in Treatment Selection for Children with Minor Behavior Problems. JENNIFER SOEDA and Jennifer L. Austin (California State University, Fresno)

Training School Personnel to Conduct Functional Behavior Assessments: Are We Part of the Solution or Part of the Problem? JENNIFER L. AUSTIN and Jennifer Soeda (California State University, Fresno)

The Behavior Analyst in the Public School System: A Model for Enacting Best Practices in Functional Assessment and Intervention. AMANDA ADAMS (California State University, Reno)

#427 International Symposium

5/28/2007

3:00 PM - 4:20 PM

Emma AB

OBM; Applied Behavior Analysis

OBM Success & Failure: Business and Project Case Studies

Chair: Howard John Lees (Hollin Consulting)

Discussant: Timothy D. Ludwig (Appalachian State University)

Combining Behavior and Work Process Technology: Results. BRUCE FAULKNER (3 Simple Rules Ltd)

OBM Roll Out in Brighton. COLIN MERRICK (United Utilities)

Changes to Teaching and Coaching Methods. HOWARD JOHN LEES (Hollin Consulting)

#428 Symposium

5/28/2007

3:00 PM - 4:20 PM

Elizabeth H

AUT; Service Delivery

BACB CE Offered. CE Instructor: Len Levin, Ph.D.

Parameters of Staff Training and Performance-Based Evaluations in Intensive Behavioral Intervention Programs for Children with Autism

Chair: Len Levin (Coyne & Associates, Inc.)

Discussant: Marjorie H. Charlop-Christy (Claremont McKenna College)

Training and Evaluating the Critical Treatment Skills of Interventionists in Home-Based, Intensive Behavioral Intervention Programs for Young Children with Autism. LEN LEVIN, Tiffany Bauer, Jessica Korneder, Paul D. Coyne, and Alice Coyne (Coyne & Associates, Inc.)

Staff Training in a Center-Based Program: Ensuring Competency in Core Instructional Areas and Dyad Instruction. MARY JANE WEISS (Rutgers University), Dania L. Matthews (Douglass Developmental Disabilities Center), and Todd Frischmann (Rutgers University)

Shaping Staff Repertoires Critical to Fully Competent Service Delivery. MICHAEL FABRIZIO (Fabrizio/Moors Consulting)

#429 Symposium

5/28/2007

3:00 PM - 4:20 PM

Cunningham B

TPC; Theory

Power and Privilege: Synthesizing Behavior Analytic and Feminist Perspectives

Chair: Christeine M. Terry (University of Washington)

Discussant: Madelon Y. Bolling (University of Washington)

Power, Privilege, and Prejudice: Inconspicuous but Prevalent Sources of Behavioral Control. MARIA R. RUIZ (Rollins College)

Functional Analytic Psychotherapy (FAP): A Context to Analyze and Work with Issues of Power and Privilege. CHRISTEINE M. TERRY and Madelon Y. Bolling (University of Washington)

#430 Paper Session

5/28/2007

3:00 PM - 4:20 PM

America's Cup D

EDC

Precision Teaching, Fluency, and Mathematics Skills

Chair: John Eshleman (Applied Behavior Consultants)

Rate of Reinforcement as a Contributor to Fluency Outcomes. VENNESSA L. WALKER and Philip N. Chase (West Virginia University)

Improving Mathematic Skills with Fourth Graders: A School-Based Group Tutoring Project. SARA J. PAHL and Michael Fabrizio (Fabrizio/Moors Consulting) and Lisa Deer (Association for Precision Learning)

Recovering the Lost Charting Technology of Precision Teaching. JOHN W. ESHLEMAN (Applied Behavior Consultants)

#431 Paper Session

5/28/2007

3:30 PM - 3:50 PM

Mohsen AB

TBA/CSE; Theory

Strategies for the Dissemination of Behavior Analysis

TIMOTHY C. FULLER, Erick M. Dubuque, Genevieve M DeBernardis, and Linda J. Hayes (University of Nevada, Reno)

#432 Invited Event

5/28/2007

3:30 PM - 4:20 PM

Douglas C

AUT/DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Glen Dunlap, Ph.D., BCBA

Preventing Serious Problems Associated with Autism: Some Validated and Promising Strategies

Chair: Jack Scott (Florida Atlantic University)

GLEN DUNLAP (University of South Florida)



Dr. Glen Dunlap is a professor at the University of South Florida in Tampa. He is one of the pioneers in the Positive Behavior Support movement and serves as one of the founding editors of the *Journal of Positive Behavior Interventions*. Glen has directed a large number of federal and state projects typically focused on identifying the factors that foster the development of challenging behavior and then assisting families and professionals, working in partnership, to prevent the development of these challenges. Dr Dunlap is the author of a long list of books, books chapters, and research articles on intervention and disability. His research interests include the role of choice in intervention, early and family focused intervention and the creation of sustainable and community-based

interventions for persons with severe disabilities.

Abstract: Autism is a complex and heterogeneous disability that is associated with a myriad of serious problems that affect the lives of the diagnosed child as well as family members and others who are close to the child. Such problems include challenging behaviors, family disintegration, isolation, and highly restricted learning opportunities. A number of interventions have been implemented in efforts to prevent or remediate these problems. This presentation will describe several of the most conspicuous problems associated with autism, along with selected prevention strategies that have been validated with experimental data or that seem particularly promising as a result of quasi-experimental findings and clinical experience.

ABA Social & Skinner Auction

Monday, May 28; 10:30 am – 1:00 pm

Douglas BC

Join in the fun! The B. F. Skinner Foundation will auction three personal items of B. F. Skinner during this event. One-third of the proceeds will be donated to the Society for the Advancement of Behavior Analysis.

Monday, May 28

#433 Tutorial

5/28/2007

3:30 PM - 4:20 PM

Douglas B

EDC/CBM; Applied Behavior Analysis

Implementing Evidence-Based Education

Chair: Ronnie Detrich (Wing Institute)

DEAN L. FIXSEN (Florida Mental Health Institute)



Dr. Dean L. Fixsen received his doctorate in Experimental Psychology from the University of Kansas in 1970. In 1969 he began a long-term collaboration with Elery ("Lonnie") Phillips, Elaine Phillips-Stork, and Montrose Wolf in the development of the internationally acclaimed Teaching-Family Model. He served as Co-Director of the Achievement Place Research Project during the years of intense research on the treatment components of the Model. In 1975 Dean was one of five Teaching-Family researchers who moved to Father Flanagan's Boys' Home to transition that large organization from institutional care to family-based care for boys and girls. This was the first replication of a Teaching-Family site and provided many opportunities to learn about organizational change, organizational

development, practical program evaluation, program administration, and systems development. It also provided the opportunity to develop a dissemination system to replicate and implement the Teaching-Family Site concept nationally. He has co-authored nearly 100 publications, served on numerous editorial boards, and advised state and federal governments. Dr. Fixsen is currently a Research Professor at the Louis de la Parte Florida Mental Health Institute where he and Karen Blase are involved in establishing a national center for research on program dissemination and implementation, the National Implementation Research Network.

Abstract: There is a wide gulf between the practices that have received extensive research support and the practices that are carried out in education and human services. Even when legislation and policy exhorts and mandates educators to implement evidence-based practices, the reality on the ground is far from high quality implementation of practices that have research support. Three levels of problems can be identified: (1) What is known is not what is adopted, (2) what is adopted is not used with fidelity, and (3) what is implemented disappears with time and turnover. In order to improve outcomes, we need both (1) effective practices and (2) effective implementation. Implementation is not an event, but a mission-oriented process involving multiple decisions, actions, and corrections. Effective implementation requires an active "purveyor" that can change the behavior of adult human service professions. This requires simultaneous, multi-level interventions in systems that are constantly in processes of change. These interventions must (1) help faculty/staff acquire the knowledge, skills, and ability to effectively provide the innovations to students, (2) help schools and districts change to more effectively support the work of faculty/staff, and (3) transform education systems to effectively facilitate and sustain the use of innovations statewide.

#434 Symposium

5/28/2007

3:30 PM - 4:50 PM

Edward AB

CBM/TPC; Service Delivery

BACB CE Offered. CE Instructor: Stephen E. Wong, Ph.D., BCBA

Behavior Analysis vs. the Biomedical Model of Mental Disorders

Chair: Stephen E. Wong (Florida International University)

Psychiatry's Flight from Science: A 2007 Update. 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.)

Behavior Analysis vs. Biomedical/Pharmacological Treatment of Psychosis. STEPHEN E. WONG (Florida International University)

#435 International Paper Session

5/28/2007

3:30 PM - 4:50 PM

Madeleine CD

EAB

Contemporary Research in EAB I

Chair: Jennifer Sobie (Western Michigan University)

Effect of Extinction across Multiple Contexts on Renewal of Responses within a Functional Response Class. JENNIFER L. SOBIE and Lisa E. Baker (Western Michigan University)

Variation and Self-Control. Júnnia Maria Moreira and JOSELE ABREU-RODRIGUES (Universidade de Brasília)

The Emergence of Novel Behavior through Non-Linear Responding along a Single Dimension. ERICK M. DUBUQUE and Ramona Houmanfar (University of Nevada, Reno)

#436 Symposium

5/28/2007

3:30 PM - 4:50 PM

Elizabeth DE

DDA/AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Eileen Roscoe, Ph.D., BCBA

Evaluation of the Relation between Descriptive Analyses and Functional Analyses

Chair: Eileen M. Roscoe (New England Center for Children)

Evaluation of the Relative Validity of Two Descriptive Analysis Methods. SACHA T. PENCE, Eileen M. Roscoe, and Mary Chiang (New England Center for Children)

Functional Assessment of Problem Behavior of Children with Autism Spectrum Disorders: A Summary of 30 Outpatient Cases. JESSA R. LOVE, James E. Carr, and Linda A. LeBlanc (Western Michigan University)

Clarifying Variables Associated with Problem Behaviors Using a Structured Descriptive Assessment. CURTIS J. HARRIS, Richard G. Smith, Bryan Lovelace, Jessica Hobbs, Heather A. Moore, Roxanne L. Wolf, and Donald Staff (University of North Texas)

Antecedent versus Consequent Events as Predictors of Problem Behavior. ERIN CAMP, Brian A. Iwata, Jennifer Lynn Hammond, and Sarah E. Bloom (University of Florida)

#437 Symposium

5/28/2007

3:30 PM - 4:50 PM

Annie AB

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jorge R. Reyes, M.S., BCBA

Further Developments in the Assessment and Treatment of Sex Offenders with Developmental Disabilities

Chair: Jorge Rafael Reyes (University of Florida)

Discussant: Carrie S. W. Borrero (Behavior Analysts, Inc.)

The Influence of Pre-Session Factors in the Assessment of Deviant Arousal. JORGE RAFAEL REYES and Timothy R. Vollmer (University of Florida) and Astrid Hall (Seguin Unit)

Evaluation of a Portable Plethysmograph Device in the Assessment of Sex Offenders with Developmental Disabilities. Jorge Rafael Reyes and Timothy R. Vollmer (University of Florida) and ASTRID HALL (Seguin Unit)

A Behavioral Model for the Assessment of Sex Offenders with Developmental Disabilities. TIMOTHY R. VOLLMER, Jorge Rafael Reyes, and Kimberly Sloman (University of Florida) and Astrid Hall (Seguin Unit)

#438 Symposium

5/28/2007

3:30 PM - 4:50 PM

Ford AB

DDA; Applied Behavior Analysis

Manipulations of Social Reinforcers in the Treatment of Problem Behavior Maintained by Automatic Reinforcement

Chair: Wendy K. Berg (University of Iowa)

Discussant: John C. Borrero (University of the Pacific)

Assessment and Treatment of Stereotypy: Interrupting and Redirecting. KATHLEEN M. CLARK, Jessica Masalsky, and William H. Ahearn (New England Center for Children)

Attention as an Arbitrary Stimulus for Attenuating Behaviors Maintained by Automatic Reinforcement. JASON M. STRICKER, David P. Wacker, Wendy K. Berg, Joel E. Ringdahl, and Kelly M. Vinquist (University of Iowa)

Analysis of Social Variables when Initial Functional Analyses Indicate Automatic Reinforcement as the Maintaining Variable for Self-Injurious Behavior. STEPHANIE A. CONTRUCCI KUHN, Mandy M. Triggs, and Jennifer Rusak (Kennedy Krieger Institute)

#439 Symposium

5/28/2007

3:30 PM - 4:50 PM

Molly AB

DEV; Experimental Analysis

BACB CE Offered. CE Instructor: R. Douglas Greer, Ph.D.

Sources of Verbal Developmental Cusps: An Empirically Derived Skinnerian Account

Chair: R. Douglas Greer (Columbia University Graduate School and Teachers College)

The Effects of Naming on Language Acquisition. Jeannemarie Speckman-Collins (The Fred S. Keller School) and DOUGLAS GREER (Columbia University Graduate School and Teachers College)

Induction of Naming: A Comparison of Multiple and Singular Exemplar Instruction. R. Douglas Greer (Columbia University Graduate School and Teachers College), Lauren M. Stolfi (The Fred S. Keller School), and NIRVANA PISTOLJEVIC (Teachers College, Columbia University)

The Effects of Observational Training on the Acquisition of Reinforcement for Listening. TRACY REILLY-LAWSON and R. Douglas Greer (Columbia University Graduate School and Teachers College) and Darcy M. Walsh (Teachers College, Columbia University)

The Effects of Multiple Exemplar Instruction on the Emergence of Naming in First Graders and Its Relation to Listener Comprehension. DENISE M. O'SULLIVAN and R. Douglas Greer (Columbia University Graduate School and Teachers College)

#440 International Paper Session

5/28/2007

4:00 PM - 4:50 PM

Madeleine AB

EAB

Choice II

Chair: Jade Hill (Jacksonville State University)

Unsignalled Delays in Concurrent Schedules. BRENT L. ALSOP (University of Otago)

Effects of Variable Ratio Schedules for Reinforcing Changing Over on Behavioral Sensitivity to Reinforcer Distribution. JAMES S. MACDONALL (Fordham University)

#441 International Paper Session

5/28/2007

4:00 PM - 4:50 PM

Gregory AB

CSE

Social, Environmental, and Forensic Challenges Confronting Behavior Analysis Today

Chair: Julian C. Leslie (University of Ulster)

Forty Years Later a Behaviorist Reflects of the Population Bomb. ROBIN RUMPH, Chris Ninness, Glen L. McCuller, and James Holland (Stephen F. Austin State University)

Can Behavior Analysis Save the World? Changing Energy Use Behavior. JULIAN C. LESLIE, Deborah Roy, and Patricia Watson (University of Ulster)

Forensic Behavior Analysis: Is it Time? DAVID L. HOLMES (Lifespan Services, LLC)

#442 Paper Session

5/28/2007

4:30 PM - 4:50 PM

Cunningham B

TPC/VRB; Experimental Analysis

Relational Frame Theory, Intelligence, and Language

ETHAN WHITE and Michael J. Dougher (University of New Mexico)

#442a Paper Session

5/28/2007

4:30 PM - 4:50 PM

Edward D

CBM

Review and Analysis of Psychological Intervention for Fibromyalgia Pain

LINDSAY BETH VICK, Angel Dunlap, and Duane A. Lundervold (Central Missouri State University)

#443 International Paper Session

5/28/2007

4:30 PM - 4:50 PM

Betsy A

INT/TPC; Theory

Una Falacia en el Conductismo Radical

JOSE E. BURGOS (Centro de Estudios e Investigaciones en Comportamiento - University of Guadalajara)

Monday, May 28

#444 Special Event

5/28/2007

5:00 PM - 5:50 PM

Douglas BC

Presidential Address: How Do We Get There?

Chair: Thomas S. Critchfield (Illinois State University)

JANET TWYMAN (Headsprout)



Dr. Janet S. Twyman is the Vice-President of Instructional Development at Headsprout, where she is a major contributor to the development of Headsprout's Generative Learning Technology and the effort to build that technology into highly effective educational programs. Dr. Twyman developed the research methods and systems that led to Headsprout's ground breaking scientific formative evaluation model of program development, coordinating all elements of instructional design, scripting, graphic creation, animation, sound engineering, story development and writing, software engineering, and usability testing within the research model. She earned her Ph.D. from Columbia University Teachers College and holds certification as an elementary and special education teacher and as a

principal/school administrator. Formerly the Executive Director of the Fred S. Keller School and an adjunct associate professor at Columbia University Teachers College, Dr. Twyman has been 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 and presented widely on verbal behavior, instructional design, systems approaches, and on topics of broader conceptual interest. She serves on the board of numerous organizations and has served ABA as a member, Chair of the Graduate Program Accreditation Processes, Applied Representative, and, most recently, as President.

Abstract: It is the best of times; it is the worst of times. ABA has grown to a record of over 5,000 members, yet numerous other disciplines view behaviorism as a dying field. Behavioral treatments are sought after for persons with autism, yet many fear the hard science experimental core of our field is disappearing. University programs specializing in applied behavior analysis and the certification of behavior analysts are on the rise, yet concern remains about the limited role behavior analysis plays in society today. Behavioral engineering is evident in numerous social programs, yet as an organization we have not taken a role on the world stage. Given these opposing perspectives, what's a behavior analyst to do? Why even be a behavior analyst and not something else? Perhaps it is because of the elegance of our science, because of the knowledge it provides and the potential it has to change the world. Even our robust science requires nurturing and contingency analysis, at the level and type required to understand all complex phenomenon. What do we see as a better world for behavior analysis, and what are the discrepancies between where we are now and where we want to be? How do we get there from here?

#445 International Poster Session

5/28/2007

6:00 PM - 7:30 PM

Manchester

AUT

- 1. Intellectual Functioning in Children with Autism: Circumventing Common Assessment Problems.** (Service Delivery) JASON C. VLADESCU (Central Michigan University)
- 2. Interventions for Infants at Risk for Autistic Spectrum Disorders.** (Service Delivery) Kaleigh D. Regehr and MAURICE FELDMAN (Brock University)
- 3. Preliminary Outcome Data for a Verbal Behavior Group ABA Early Intensive Intervention Program.** (VRB; Service Delivery) SUZANNE JACOBSEN and Richard A. Stock (ABA Learning Centre)

- 4. Early Intervention and Treatment of Autism Spectrum Disorder: Evidence-Based Behavioral Practices versus Actual Practices.** (EDC; Service Delivery) ROBYN CONLEY DOWNS and Andrew M. Downs (Central Washington University)
- 5. A Comparison of IQ, Language, and Adaptive Functioning for Children Who Received Intensive Behavioral Treatment and Children Placed on a Waiting List Control Group, Results after Approximately One Year.** (Applied Behavior Analysis) TAMLYNN GRAUPNER and Glen O. Sallows (Wisconsin Early Autism Project)
- 6. Follow-Up at Age Ten of Children with Autism Who Received EIBI from Age Three to Seven.** (Applied Behavior Analysis) Tamlynn Graupner and Glen O. Sallows (Wisconsin Early Autism Project)
- 7. Functional Analysis and Treatment of Stereotypical Behavior for Two Children with Autism.** (EDC; Applied Behavior Analysis) YI-CHIEH CHUNG (The Ohio State University) and Wern-Ing Niew (National Kaohsiung Normal University)
- 8. Systematic and Long-Term Evaluation of Behavioral Intervention in Children with Autism.** (VRB; Applied Behavior Analysis) JUN'ICHI YAMAMOTO and Nozomi Naoi (Keio University)
- 9. Is the Behavioral Progress Made at JRC Sustainable and Generalizeable? A Follow-Up Study of Former JRC Students.** (EAB; Applied Behavior Analysis) Matthew L. Israel, Peter E. Jaberg, Andre Vlok, Joseph Assalone, and ROSEMARY SILVA (Judge Rotenberg Educational Center)
- 10. Intensive Supervision for Teachers Conducting Behavioral Treatment for Children with Autism in Indonesia.** (TBA; Service Delivery) KOJI TAKEUCHI (Japan Agency of Science and Technology) and Jun'ichi Yamamoto and Mizuho Hisatomi (Keio University, Japan)
- 11. A Preliminary Outcome Analysis of Behavioral Intervention for Four Children with Autism.** (Service Delivery) Scott A. Braud, J. Helen Yoo, and Rachel S. F. Tarbox (Center for Autism and Related Disorders, Inc.)
- 12. Teaching Adults with Autism: A Data-Based Literature Review of Various ABA Treatment Options.** (DDA; Applied Behavior Analysis) REBECCA ALLEN and Frank R. Cicero (Eden II Programs)
- 13. Outcomes of a Combined Provision of Centre-Based Behavioural Treatment and Placement in Mainstream School for Children with Autism.** (CSE; Service Delivery) ALISON SHARLAND and Sigmund Eldevik (Highfield Centre) and J. Carl Hughes (University of Wales)
- 14. Project ASSESS: A Team-Based Model for Supporting Students with Asperger's Syndrome and High-Functioning Autism in School Settings.** (EDC; Service Delivery) JESSE W. JOHNSON (Northern Illinois University), Martha Coutinho (East Tennessee State University), and Donald Oswald (Virginia Commonwealth University)
- 15. Assessing the Efficacy of Transitioning a Student from a Most to Least Restrictive School Environment Regarding Appropriate Environment, Training, and the Analysis of Follow-Up Data Post Placement.** (EDC; Applied Behavior Analysis) CHRIS A. TULLIS, Garrett Purnell, and Catherine Trapani (Marcus Institute)
- 16. Asperger's Syndrome: Implementing Best Practices in Public School Settings and Pinpointing Barriers to Success.** (EDC; Applied Behavior Analysis) COLLEEN ANN O'LEARY-ZONARICH and Sandra Pierce-Jordan (May Institute)
- 17. Reducing Self-Injury with Systematically Faded Differential Reinforcement.** (DDA; Applied Behavior Analysis) ALLISON L. DOUGLAS and Shannon Kay (May Institute)
- 18. Comparing Data Taking Methods to Improve the Accuracy and Effectiveness of Tutors in Schools.** (Applied Behavior Analysis) BECKY CUTLER (Child Life Education)
- 19. Decreasing Problem Behaviors through the Use of PECS Training.** (DDA; Applied Behavior Analysis) STEPHANIE NOSTIN (The Speech Therapy Group) and Kristofer van Herp (Greater Lawrence Educational Collaborative)
- 20. Functional Communication Training and Aggression in Two Boys with Autism.** (DDA; Applied Behavior Analysis) JANE I. CARLSON, Laura R. Butler, and Nicholas J. Golden (May Institute)
- 21. Parent Training Program Using Internet for Children with Autism.** (TBA; Applied Behavior Analysis) MASAHIKO INOUE (Hyogo University of Teacher Education)

- 22. A Comparison of Two Methods for Teaching Auditory-Visual Discriminations to Young Children with PDD.** (EDC; Applied Behavior Analysis) KIM KLEMEK, Carol Depedro, and Joseph M. Vedora (BEACON Services)
- 23. Decreasing Escape Maintained Behavior by Reinforcing Task Completion with Escape and Increasing Response Effort for Avoidant Behavior.** (DDA; Applied Behavior Analysis) JEFFREY FOSSA and Robert K. Ross (BEACON Services)
- 24. A Comparison of Different Reinforcement Contingencies on the Seatwork Completion of a Child with Autism.** (Service Delivery) COURTNEY MOODY and Joel P. Hundert (Behavior Institute)
- 25. The Assessment and Treatment of Straightening Behavior in an Adolescent Diagnosed with Multiple Disabilities.** (DDA; Applied Behavior Analysis) ERIN SNODGRASS, David E. Kuhn, Nikki Sweeney, and Powell Cucchiella (Kennedy Krieger Institute)
- 26. Correlation of SIB and Changes in "Mood:" Development of an Affect Rating Scale.** (DDA; Applied Behavior Analysis) HANNAH HOCH, Barbara Potter, Bridget A. Taylor, and Kristin Calman (Alpine Learning Group)
- 27. Improving the "Quality" of Social Initiations of a Child with Autism: Comparing Textual versus Audio-Taped Prompts.** (DDA; Applied Behavior Analysis) KATHRYN E. SUTTER, Barbara Potter, Hannah E. Hoch, and Bridget A. Taylor (Alpine Learning Group)
- 28. A Novel Non-Intrusive Treatment for Rumination in a Child with Autism.** (DDA; Applied Behavior Analysis) DENISE M. RHINE, Jennifer Purcell, and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)
- 29. Decreasing Aggression in a Girl with PDD: A Longitudinal Study.** (Applied Behavior Analysis) LISA STUDER and Frank L. Bird (Melmark New England)
- 30. A Model for Parent Training: Reaching Families at the Point of Diagnosis.** (TBA; Service Delivery) ANGELA F. SMITH, Hannah E. Hoch, and Bridget A. Taylor (Alpine Learning Group)
- 31. Use of Signaled Reinforcer Availability to Increase Response Rates in Twins with Autism.** (CSE; Applied Behavior Analysis) AMY MUEHLBERGER and Robert K. Ross (BEACON Services)
- 32. Social Initiation and Choice Making Embedded within a Photographic Activity Schedule.** (CSE; Applied Behavior Analysis) SARAH KINGERY, Joseph M. Vedora, and Robert K. Ross (BEACON Services)
- 33. Evaluating the Effectiveness of the "No Distracter" Training Phase to Teach a Simple Discrimination for Young Children with Autism Spectrum Disorder.** (DDA; Applied Behavior Analysis) HEATHER O'BRIEN (Nova Southeastern University), Melissa N. Hale (Mailman Segal Institute, Nova Southeastern University), and Anibal Gutierrez, Jr. (Nova Southeastern University)
- 34. Using Pictures to Compare Reinforcing Effects of Tangible and Social Stimuli with Children Diagnosed with Autism Spectrum Disorders.** (CSE; Applied Behavior Analysis) SEAN ANGLIN and Robert K. Ross (BEACON Services) and Harry A. Mackay (Northeastern University, Shriver Center)
- 35. The Effects of a Weighted Vest on Inappropriate Classroom Behavior.** (EDC; Applied Behavior Analysis) SHEILA M. JODLOWSKI (Bronxville Schools) and Ana C. Madeira (Hawthorne Country Day School)
- 36. An Effort Procedure to Reduce Problem Behaviors.** (DDA; Applied Behavior Analysis) Vanessa Ferraro and SHANNON KAY (May Institute)
- 37. Effects of Teaching All Target Skills vs. Interspersing with Easy Tasks on Skill Acquisition and Escape Motivated Behaviors in Students with Autism.** (VRB; Applied Behavior Analysis) AMIRIS DIPUGLIA (Pennsylvania Verbal Behavior Project) and Cynthia L. Swank (Capital Area Intermediate Unit/(Pennsylvania Verbal Behavior Project)
- 38. Identification of Autism Specific Impairments during Brief Parent-Child Interactions: Implications for Community-Based Screening Projects.** (Service Delivery) NICOLETTE NEFDT (University of California/Autism Research & Training Center), Robert L. Koegel (Koegel Autism Center, University of California), Lynn Kern Koegel (University of California, Santa Barbara), and Sharon Elmensdorp (Koegel Autism Center; University of California, Santa Barbara)

- 39. Teaching a Child with Autism Generative Language in Order to Reduce the Occurrence of Scripted-Talk.** (Applied Behavior Analysis) ALEXIA STACK and Krista Zambolin (Fabrizio/Moors)
- 40. Reducing Hands in Pants with Visual Prompt with Activity Time Out.** (CBM; Applied Behavior Analysis) ERIC RUDRUD (St. Cloud State University), Sheryl A. Cotton (FEAT of Minnesota), and Jennifer Savage (Independent Practitioner)
- 41. Teaching Gestures across Multiple Learning Channels to a Student with Autism.** (Applied Behavior Analysis) KRISTIN WILKINSON, Kristin N. Schirmer, and Holly Almon-Morris (Fabrizio/Moors Consulting)
- 42. Delaying Gratification Using Natural Stimulus Technique.** (Applied Behavior Analysis) DIANA DARANYI (Autism Spectrum Therapies)

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CBM

- 43. Treatment Utility of Brief Descriptive versus Brief Functional Analysis of Food Acceptance in Chronic Food Refusal.** (DDA; Applied Behavior Analysis) VALDINE SCOTT and Stephen W. Holborn (University of Manitoba)
- 44. Social Acceptability and Clinical Effectiveness of Two Treatments to Decrease Severe Food Refusal.** (CSE; Applied Behavior Analysis) KAREN GRANT, Peter Girolami, and Charles S. Gulotta (Kennedy Krieger Institute)
- 45. The Effects of Different Rates of Bite Presentation on Mealtime Behaviors.** (EAB; Applied Behavior Analysis) PING WANG, Peter Girolami, and Charles S. Gulotta (Kennedy Krieger Institute)
- 46. Mother-Child Interactional Patterns in Abuse and Control Groups: An Observational Study.** (Applied Behavior Analysis) ARIEL VITE SIERRA and Olivia Palma (National Autonomous University of Mexico)
- 47. Preventive Behavioral Parent Training: Immediate Impact on Reported and Observed Rates of Child Problem Behavior.** (Service Delivery) ANDREW ARMSTRONG, Jaclyn King, Gretchen Scheidel, Michell Vlahos, Rachel Duchoslav, and Jenna Rigby (Utah State University)
- 48. The Impact of Parent-Child Interaction Ratios on the Misbehavior of Typically-Developing Children.** (Applied Behavior Analysis) REBECCA SCHARTON, Andrew Armstrong, and Jessica Malmberg (Utah State University)
- 49. Effectiveness of a Time-Out from Reinforcement Package on Escape-Maintained Behaviors.** (DEV; Service Delivery) Nancy L. Foster (Munroe-Meyer Institute), CLINT FIELD (Utah State University), and Jody L. Lieske (Munroe-Meyer Institute; University of Nebraska Medical Center)
- 50. A Preference Assessment of Attention Qualities across Familiar and Unfamiliar Therapists within a Functional Analysis.** (DDA; Applied Behavior Analysis) LINZI B. CODY (Northern Arizona University), Andrew W. Gardner (Northern Arizona University - Department of Psychology), and Patricia F. Kurtz and John M. Huete (Kennedy Krieger Institute)
- 51. Examining the Effectiveness and Efficiency of Two Delivery Models to Teach Children Abduction Prevention Skills.** (CSE; Applied Behavior Analysis) KIMBERLY SECKINGER-BANCROFT and R. Wayne Fuqua (Western Michigan University)
- 52. The Effect of Peer Mentoring and Social Skill Training with Token Reinforcements on Children with History of Maltreatment and Socially Withdrawn Behaviors.** (Applied Behavior Analysis) THERESE L. MATHEWS (University of Nebraska Medical Center)
- 53. Reducing the Duration of Therapeutic Restraint.** (Applied Behavior Analysis) CINDY COCHRAN (Bergen County Special Services), Serra R. Langone (May Center), and James K. Luiselli and Gary M. Pace (The May Institute)
- 54. Concurrent Schedules of Reinforcement and Adjusting Demand Requirements: Initial Summary Results.** (DDA; Applied Behavior Analysis) JESSICA E. FRIEDER, Stephanie M. Peterson, Heath Ivers, Pete Molino, Shilo Smith, and Shawn Quigley (Idaho State University)

55. Outcome Measures of Children in Kennedy Krieger Institute's Feeding Disorders Program from 2001-2006. (Applied Behavior Analysis) RINITA B. LAUD (Louisiana State University/Kennedy Krieger Institute), Charles S. Gulotta and Peter Girolami (Kennedy Krieger Institute), Danielle N. Dolezal (Kennedy Krieger Institute Johns Hopkins University), and James H. Boscoe, Elizabeth A. Masler, and Ping Wang (Kennedy Krieger Institute)

56. Use of High and Low Probability Request Sequences plus Token Economy on Noncompliance. (DDA; Applied Behavior Analysis) Diana L. Moreno, Roberto Flores Ocampo, Mariana Quezada Germán, Ana Laura Rodríguez Malpica, and Jessica Ortega Ramírez (Universidad Nacional Autónoma de México-FESI)

57. Standardized Treatment: Incompatibility with Behavior-Analytic Therapy? (Theory) SIMONE NENO (Universidade Federal do Para)

58. Sources of Treatment Individualization in Clinical Interventions: A Behavior-Analytic Discussion. (Theory) SIMONE NENO (Universidade Federal do Para)

59. Identifying and Assessing Potential Procedural Components and Environmental Variables Affecting the Accuracy of Descriptive Data Collection. (Applied Behavior Analysis) TIFFANEY M. ESPOSITO (Melmark New England/Northeastern University)

60. A Comparison of the Outcomes of Naturalistic Functional Assessments to Traditional Functional Analyses. (DDA; Applied Behavior Analysis) SHANITA ALLEN, Bridget A. Shore, and Carrie Reali (Florida Institute for Neurologic Rehabilitation)

61. Increasing Quality of Measurement in a Behaviorally-Based Community Intervention Trial. (Applied Behavior Analysis) KIMBERLY R. WEINGART and Dennis R. Wahlgren (San Diego State University), Jennifer A. Jones (San Diego State University School of Public Health), Jason Daniel (San Diego State University), and Melbourne F. Howell (San Diego State University School of Public Health)

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DDA

62. Increasing Staff Compliance with Behavior Intervention Plan Training. (Service Delivery) FRANCES A. PERRIN and James J. Dunleavy (Bancroft NeuroHealth)

63. Behavior Intervention for Children with Enuresis. (CBM; Applied Behavior Analysis) Yang Youjin, KYONG-MEE CHUNG (Yonsei University) and Han Sang-Won and Kim Ah-Young (Yonsei University Medical school)

64. Behavior Therapy on Children with Feeding Disorders in Korea. (CBM; Applied Behavior Analysis) Hye-Jin Kim, Soh-Jeong Yang, and KYONG-MEE CHUNG (Yonsei University)

65. Effects of Interspersal Procedure in Skill Acquisition for Children with Pervasive Developmental Disabilities. (EDC; Applied Behavior Analysis) KOHJI TAKAHAMA and FumiYuki Noro (University of Tsukuba)

66. Training Fluency of Word Processing Skills in Japanese Writing. (EDC; Applied Behavior Analysis) HIROSHI SUGASAWARA and Jun'ichi Yamamoto (Keio University)

67. Comparison of Methods for Varying Item Presentation during Noncontingent Reinforcement. (Applied Behavior Analysis) ROCIO ROSALES and April S. Worsdell (Southern Illinois University)

68. Can the Assessment of Basic Learning Abilities Tests Predict Compliance with Young Children? (EAB; 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 Centre)

69. Where Do Relative Position Discriminations Fall in the Assessment of Basic Learning Abilities Hierarchy? (EAB; Applied Behavior Analysis) COLLEEN M. A. MURPHY, Toby L. Martin, and Dickie C. T. Yu (University of Manitoba and St. Amant Research Centre) and Garry L. Martin and Aynsley K. Verbeke (University of Manitoba)

- 70. The Long Term Successful Treatment of the Very Severe Behaviors of a Preadolescent with Autism.** (AUT; Applied Behavior Analysis) JEFFREY S. GARITO (Pennsylvania ABA) and Richard M. Foxx (Pennsylvania State University)
- 71. How Do Persons with Developmental Disabilities Learn to Prefer Choice?** (EAB; Applied Behavior Analysis) BREANNE JUNE BYIERS (University of Manitoba & St. Amant Research Centre), Kerri L. Walters and Taryn Nepon (University of Manitoba), Toby L. Martin (University of Manitoba & St. Amant Research Centre), Garry L. Martin (University of Manitoba), and Dickie C. T. Yu (University of Manitoba & St. Amant Centre)
- 72. Functional Analysis Survey: An Examination of Procedures Used in Functional Analyses.** (Applied Behavior Analysis) ALYSON N. HOVANETZ and Dorothea C. Lerman (University of Houston-Clear Lake)
- 73. The Behavioral Moment: A Technique to Enhance Learning of Behavioral and Related Principles for Direct Care Staff.** (TBA; Service Delivery) JAMES KUHAGEN (Northern Virginia Training Center)
- 74. An Applied Example of a Transitive Conditioned Establishing Operation.** (AUT; Applied Behavior Analysis) RICHARD K. MCCRANIE, Nathan A. Call, and Joanna Lomas (Marcus Institute)
- 75. Systematically Withdrawing an Autistic Child's Access to Preferred Items.** (AUT; Applied Behavior Analysis) MICHELE LAMPSON and Julia T. O'Connor (The Kennedy Krieger Institute)
- 76. Consultation Services for Students with Challenging Behaviors.** (EDC; Applied Behavior Analysis) KELLY M. VINQUIST, Sheri Smith, David Wacker, Todd Kopelman, James Porter, Linda Cooper-Brown, and James Knott (University of Iowa)
- 77. Teaching Money Skills to Persons with Intellectual Disabilities: An Illustration of Research Translation.** (AUT; Applied Behavior Analysis) JOANNE B. KLEDARAS and Dana Hurlbut (Praxis, Inc.), William V. Dube (University of Massachusetts Medical School Shriver Center), and William J. McIlvane (University of Massachusetts Medical School)
- 78. Teaching Applied Behavior Analysis to In-Service School Personnel: Field-Based Approaches for Behavioral Problems.** (TBA; Applied Behavior Analysis) KENICHI OHKUBO and FumiYuki Noro (University of Tsukuba)
- 79. A Student-Determined Point System to Decrease Challenging Behaviors of Children with Emotional Behavior Disorders.** (EDC; Applied Behavior Analysis) RICK SHAW (Behavior Issues)
- 80. Generalization of Problem Behavior to the Natural Environment as a Result of Conducting a Functional Analysis.** (Applied Behavior Analysis) AMANDA ZANGRILLO, Nathan A. Call, Joanna Lomas, and Ryan Pabico (Marcus Institute)
- 81. An Evaluation of Video-Modeling to Teach Activity Specific Social Skills to Adults with Intellectual Disabilities.** (AUT; Applied Behavior Analysis) CHATURI EDRISINHA (St. Cloud State University) and Mark F. O'Reilly, Jeffrey Michael Chan, and Hayoung Choi (University of Texas at Austin)
- 82. The Effects of a "Prompt Vacation" on the Dressing Skills of a Child with Developmental Disabilities.** (Applied Behavior Analysis) VALERIE R. ROGERS, Patrick M. Ghezzi, Sierra Gross, Sandy Kennedy, and Leanna Johnson (University of Nevada, Reno)
- 83. Early Intervention in Children with Down's Syndrome.** (EDC; Service Delivery) MILAGROS DAMIÁN DÍAZ (Autonomous University of Mexico-Iztacala)
- 84. The Effectiveness of Discrete Trial Teaching with Preschool Students with Developmental Disabilities.** (EDC; Service Delivery) ANDREW DOWNS and Robyn Conley Downs (Central Washington University)

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EAB

- 85. Maladaptive Behaviors Following Rich-to-Lean Transitions on Multiple Schedules.** (DDA; Experimental Analysis) ADAM T. BREWER, Kathryn Saunders, Gregory J. Madden, and Dean C. Williams (University of Kansas)
- 86. Altering Preference of Children's Gambling Choices Using a Conditional Discrimination Procedure.** (Experimental Analysis) Taylor E. Johnson, BECKY L. NASTALLY, and Mark R. Dixon (Southern Illinois University)
- 87. Order, Place, and Response: What Each Contributes to the Appearance of Positive Induction.** (TPC; Experimental Analysis) AMBER HULS and Jeffrey N. Weatherly (University of North Dakota)
- 88. The Effects of the Serial Training of Human Behavioral Variability and Stereotypy on Transfer.** (DEV; Experimental Analysis) HECTOR MARTINEZ (Universidad de Guadalajara) and Juan Moises de la Serna Tuya (University of Seville)
- 89. Experimental Analysis of Blocking in Human Operant Behavior.** (Experimental Analysis) ANNA E. BERGEN and Stephen W. Holborn (University of Manitoba)
- 90. Hens' Preference and Demand for Differing Food Durations.** (Experimental Analysis) Amber Grant, Aimee R. Harris, William Temple, Catherine E. Sumpter, and T. MARY FOSTER (University of Waikato)
- 91. Delay Discounting of Appetitive and Aversive Stimuli: Area under the Curve Analysis.** (Experimental Analysis) FABIO LEYSER GONCALVES (Universidade Presbiteriana Mackenzie) and Maria Teresa Araujo Silva (University of São Paulo)
- 92. Temporal Tracking and Choice in Concurrent Cyclic-Sinusoidal-Interval and Random-Interval Schedules.** (Experimental Analysis) TAKU ISHII and Takayuki Sakagami (Keio University)
- 93. Examining the Effect of Various Task Descriptions on College Students' Performance on a Probability Matching Task.** (Experimental Analysis) AMY DURGIN and Sherry L. Serdikoff (James Madison University)
- 94. Are Wine Goblets Enough? Assessing Housing for Siamese Fighting Fish (*Betta splendens*).** (Experimental Analysis) THOMAS P. BYRNE and Eric Denette (Massachusetts College of Liberal Arts)
- 95. Assessing the Value of Stimuli Signaling Rich-Lean Transitions Using a Concurrent-Chains Schedule.** (Experimental Analysis) JESSICA B. LONG and Michael Perone (West Virginia University)
- 96. Evaluating the Effects of Alternative Antidepressant Interventions on Anhedonia using the Chronic Mild Stress (CMS) Procedure.** (Experimental Analysis) DANIEL J. HOFFMAN and Sherry L. Serdikoff (James Madison University)
- 97. Travel Distance and Stimulus Duration on Observing Responses by Rats.** (Experimental Analysis) ROGELIO ESCOBAR and Carlos A. Bruner (National Autonomous University of Mexico)
- 98. Effects of Delay of Reinforcement on Temporal Control.** (Experimental Analysis) MIRARI ELCORO, Amy D. Blackshire, Karen Calvert, and Kennon A. Lattal (West Virginia University)
- 99. The Effects of Naming and Stimulus Discrimination on Acquisition of Conditional Discriminations in Young Children.** (Experimental Analysis) ANNE STULL, Carol Pilgrim, Jessica Nimocks, and Amanda Reilly (University of North Carolina, Wilmington)
- 100. Oscillations during Extinction: What Is the Cause?** (Experimental Analysis) MARIA JOSÉ MATOS DE SOUZA and Armando Machado (University of Minho)
- 101. The Effects of Idiosyncratic Demands on a Functional Analysis Outcome.** (Applied Behavior Analysis) ABBEY CARREAU, Stephanie A. Contrucci Kuhn, and Frederick W. Hoots (Kennedy Krieger Institute)

102. Response Rate Partitioned Using a Log Survivor Analysis in BALB/c and C57BL/6 Mice. (BPH; Experimental Analysis) JOSHUA JOHNSON and M. Christopher Newland (Auburn University)

103. The Evaluation of Negative Contrast across Academic Tasks of High and Low Preference. (EDC; Applied Behavior Analysis) MICHAEL A. LIND, Chasity T. Brimeyer, Yaniz C. Padilla, David P. Wacker, and John A. Northup (University of Iowa)

104. Social Behavior by Pigeons: III. Dependent Social Contingencies and Systematic Interactions. (Experimental Analysis) Jennifer A. Budreau, PAUL T. ANDRONIS, Larissa Hallw, and Damaris Garcia-Thompson (Northern Michigan University)

105. The Effects of Frequency and Magnitude of Reinforcement in Response Rates and Resistance to Change under Multiple Schedules. (Experimental Analysis) RAQUEL ALO and Kennon A. Lattal (West Virginia University)

106. Assessing the Dynamic Developmental Theory (DDT) of Attention Deficit/Hyperactivity Disorder (ADHD) Using the Spontaneously Hypertensive Rat (SHR): Resistance to Change Following Variable-Interval Reinforcement. (Experimental Analysis) REUEL A. SHELDON, Mark A. Young, and Sherry L. Serdikoff (James Madison University)

107. A Quantitative Analysis of Habituation and Recovery of the Head-Shake Response in Rats. (Experimental Analysis) KELBY L. MURPHY and Eric S. Murphy (University of Alaska Anchorage) and Joseph W. Harding and John W. Wright (Washington State University)

108. Discriminative Control of Variable Behavior: Effects of Successive Stimulus Reversals. (TPC; Experimental Analysis) ADAM KYNASTON, Ericka Bailey, Ryan D. Ward, and Amy Odum (Utah State University)

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EDC

109. Effects of Immediate versus Delayed Reinforcement and Signaled versus Non-Signaled Delayed Reinforcement on Response Rates in a Concurrent Free Operant Procedure. (AUT; Applied Behavior Analysis) JESSICA L. CHERNE, Ellie C. Hartman, Jennifer J. McComas, Worzalla Samantha, Roxana Rodriguez, Mimi L. McDonnell, Melissa Chaffin, and Josh Goldberg (University of Minnesota)

110. The Effect of Different Reinforcement Densities on Task Completion in Students with and without Learning Disabilities. (TPC; Applied Behavior Analysis) CHRISTOPHER L. SCHWILK (Shippensburg University)

111. The Role of Behavioral Momentum in Resilience: A Preliminary Investigation. (EAB; Experimental Analysis) DAVID L. LEE and Beth Spicer (Pennsylvania State University)

112. Effect of Variable Behavior on Human Problem Solving. (EAB; Experimental Analysis) LAUREN COOK and Philip N. Chase (West Virginia University)

113. Building Fluency through Limited Hold. (EAB; Applied Behavior Analysis) RICHARD L. ANDERSON, Valori N. Berends, Yuka Koremura, and Jesus Rosales-Ruiz (University of North Texas)

114. Enhancing the Discriminability of Learning Trials Using Novel Stimuli. (EAB; Experimental Analysis) TONYA S. WATSON and T. Steuart Watson (Miami University)

115. The Value Ratio and Reading of Text in a Museum Simulation. (CSE; Applied Behavior Analysis) STEPHEN C. BITGOOD, Krista White, Brandalyn New, and Stephanie Dukes (Jacksonville State University)

116. Conditioning Adult Approvals through Indirect Contact with Peer Reinforcement Contingencies. (TBA; Applied Behavior Analysis) Jessica Singer-Dudek (St. John's University), Joann Pereira Delgado and KAVINDA ANTHONY SENEVIRATNA (Teachers College, Columbia University), and R. Douglas Greer (Columbia University Graduate School and Teachers College)

- 117. Conditioning Procedure and Manipulation or Observation of Books, Puzzles, and Play Dough.** (DDA; Applied Behavior Analysis) Hye-Suk Lee Park, Fang-Lin Jasmine Lai, and ERICA WYNER (Teachers College, Columbia University)
- 118. The Effects of Peer Tutoring on the Acquisition of Tacts by Tutor and Tutee.** (Applied Behavior Analysis) Brooke Demarco (Columbia University), JESSICA DE LIA (Teachers College, Columbia University), R. Douglas Greer (Columbia University Graduate School and Teachers College), and Denise O'Sullivan (Teachers College, Rockland BOCES)
- 119. The Effects of a Peer Tutoring Procedure on the Acquisition of Social Studies Tacts by the Tutor.** (Applied Behavior Analysis) Brooke Demarco and HOLLI HELEN HENNINGSEN (Columbia University)
- 120. A Model for Brief Outpatient Evaluations of Problem Behaviors and Learning Difficulties.** (DDA; Applied Behavior Analysis) TODD G. KOPELMAN (University of Iowa Hospitals and Clinics), Kelly M. Vinqvist (University of Iowa), Tracy Moran and LaKaren Rickman (University of Iowa Hospitals and Clinics), and David P. Wacker (University of Iowa)
- 121. An Evaluation of the Effects of and Preference for a Magnetic Choice Board during Preschool Free-Play.** (Applied Behavior Analysis) NICOLE HEAL and Gregory P. Hanley (University of Kansas)
- 122. The Effects of a Token Economy on the Rate of Learning of Children with Autism.** (AUT; Applied Behavior Analysis) Samantha M. Solow, KRISTEN PELICK (Teachers College, Columbia University), and R. Douglas Greer (Columbia University Graduate School and Teachers College)
- 123. An Examination of the Efficacy of Social Praise as a Reinforcer.** (AUT; Applied Behavior Analysis) MARCIA WARD and Juliet M. Quinlan (ABACAS Drogheda)
- 124. The Effects of Implementing a Self-Management Questionnaire and Goal Setting to Enhance Public Posting of Data on Student Productivity.** (Applied Behavior Analysis) Grant Gautreaux (Chicago School of Professional Psychology) and SHERI KINGSDORF (Teachers College, Columbia University)
- 125. The Effects of a Self-Management Package on the Independent Academic Performance of Students with Autism.** (AUT; Applied Behavior Analysis) EDWARD D. PARKER, Helen I. Cannella, and Tracy L. Kettering (The Ohio State University)
- 126. Effects of Opportunities to Respond on Students Emitting Disruptive Behavior in General Education Classrooms.** (Service Delivery) TODD F. HAYDON (University of Florida)
- 127. Relationship between Behavior and Absence Rates in Elementary School Students.** (Experimental Analysis) CLARA OLIVIA ROMERO RODRÍGUEZ and Leticia Rivera (Universidad Cristobal Colon) and Sebastián Figueroa-Rodríguez (Universidad Veracruzana)
- 128. The Effects of Two Techniques on Student Participation with African American Boys with Emotional and Behavior Disorders.** (EAB; Applied Behavior Analysis) KAREN B. PATTERSON, Susan Syverud, and Janice Seabrooks (University of North Florida)

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OBM

- 129. An Examination of the Relative Effects of Individual and Small Group Incentive Systems on Work Performance.** (Applied Behavior Analysis) Kwangsu Moon (Department of Psychology, Chung-Ang University) and SHEZEEN OAH (Chung Ang University)
- 130. Relation of Pay Strategies on Group vs. Individual Productivity.** (Applied Behavior Analysis) JANET L. SYPHAN, Mary Katie Lettich, Lauren Zito, Christie Lawler, and Phillip K. Duncan (West Chester University)
- 131. The Effects of Reinforcement and Underestimated, Overestimated, and Accurate Feedback on Computer Safety Performance.** (Applied Behavior Analysis) KRISTEN H. STRUSS (Queens College and Graduate Center, City University of New York) and Alicia M. Alvero (Queens College, City University of New York)

- 132. Effects of Supervisor or Peer Verbal Feedback on the Speed and Accuracy of Typing Performance.** (Experimental Analysis) Danielle Tittelbach and KRISTEN ALYSSA ROST (Queens College and The Graduate Center, City University of New York)
- 133. Improvement of Customer Safety in a Pharmacy: Task Clarification, Goal Setting, and Feedback.** (Applied Behavior Analysis) LAURA GRATTAN, Amber Hardesty, Brittney O'Neal, and Timothy D. Ludwig (Appalachian State University)
- 134. The Observer Effect with Accuracy Training Plus an Assessment of the Relationship between Observer Ergonomic Safety Behavior and the Accuracy of Observations.** (Applied Behavior Analysis) MATTHEW A. TAYLOR (Queens College and Graduate Center, City University of New York) and Alicia M. Alvero (Queens College, City University of New York)
- 135. The Effects of a Still-Photo Computer Module without Feedback on Ergonomic Behaviors.** (Applied Behavior Analysis) RHIANNON M. FANTE and John Austin (Western Michigan University)
- 136. A Behavioral Systems Approach to Organizational Project Intake.** (Applied Behavior Analysis) ERICK K. A. MARMOLEJO, Brian J. Crowley-Koch, and Thorhallur O. Flosason (Western Michigan University)
- 137. The Effects of an Interactive Public Posting of Task Completion on the Task Completion of Staff in a Human Services Setting.** (DDA; Service Delivery) MOLLI LUKE and W. Larry Williams (University of Nevada, Reno)
- 138. The Effect of Supervisor Feedback and Public-Posting on Staff Program Implementation in a Group Home for Adults with Developmental Disabilities.** (Applied Behavior Analysis) DONNA C. CHANEY, Joel P. Hundert, Nicole Walton-Allen, and Saeed Ally (Behavior Institute)
- 139. The Effect of Public Posting of Child and Staff Behavior on Quality of Programming for Children with Autism.** (AUT; Service Delivery) MIRANDA SIM and Joel P. Hundert (Behavior Institute) and Nadine Trotter (McMaster University)
- 140. Increasing Staff Adherence to Behavior Support Plans in an Inpatient Psychiatric Setting.** (DDA; Applied Behavior Analysis) Kimberly Dwyer-Moore, Janice L. Marley, HOLLY L. BIHLER, Jeffrey E. Dillen, Erin G. Moreschi, Katherine M. Johnson-Patagoc, and Beth A. Duncan (Our Lady of Peace)
- 141. Is Extent of Engagement in Continuing Professional Development Activities within a Human Services Agency Correlated with Decreased Rates of Turnover?** (Service Delivery) SHARI L. SCHATZMAN, Daphna El-Roy, and Eileen Hopkins (Eden II Programs)
- 142. Increasing Arrival Data Collection at an Adult Day Training Facility.** (Applied Behavior Analysis) CYNTHIA HARRISON BOYD and H. Allen Murphy (Florida State University, Panama City) and Kim Faustn (Pyramid, Inc.)
- 143. Evaluation of a Multiple Component Intervention Disseminating Behavior Technology to Group Home Paraprofessionals.** (DDA; Service Delivery) MARIANNE JENSEN and Timothy Paisey (Community Residences, Inc.)
- 144. Teaching Chinese Pronunciation: A Tutoring Package to Teach Pronunciation of Mandarin Chinese Characters.** (EDC; Applied Behavior Analysis) HANG WU and L. Keith Miller (University of Kansas)

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VRB

145. Testing the Effects of Multiple Exemplar Instruction on the Transformation of Stimulus Functions across Written and Vocal Spelling Responses. (Applied Behavior Analysis) Shira A. Ackerman and KRYSTL GIORDANO (Teachers College, Columbia University) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

146. Start Teaching and Reinforcing Today (START): Teaching Parents to Teach. (AUT; Service Delivery) JULIA H. FIEBIG, Carrie S. W. Borrero, and Pamela G. Osnes (Behavior Analysts, Inc.)

147. The Assessment of Basic Language and Learning Skills-Revised: A Preliminary Investigation of Interobserver Agreement (IOA). (AUT; Applied Behavior Analysis) JOEL VIDOVIC, Carrie S. W. Borrero, Pamela G. Osnes, and James W. Partington (Behavior Analysts, Inc.)

148. Analyses of Appropriate Communication in Children with Selective Mutism and Children with Disruptive Behavior Disorder. (EAB; Applied Behavior Analysis) BRENDA J. ENGBRETSON, David P. Wacker, Linda J. Cooper-Brown, Michael A. Lind, Kelly Schieltz, and Maliha Zaman (University of Iowa)

149. The Effects of Implementing Verbal Behavior Teaching Strategies on the Acquisition of New Verbal Operants and Complex Language Use for Children Diagnosed with Autism. (AUT; Applied Behavior Analysis) KATHERINE MATTHEWS (Virginia Commonwealth University), Anna M. Young (Faison School for Autism), and Adam Warman (Virginia Commonwealth University Autism Center)

150. Using the Verbal Behavior Approach to Increase Language in a Child with Autism. (AUT; Applied Behavior Analysis) TRACY L. KETTERING, Edward D. Parker, Amanda E. Guld, Ruth M. Debar, Judah Axe, and Helen I. Malone (The Ohio State University)

151. Reducing Aggressive Behaviors in a Non-Verbal Individual Using Mand Training. (DDA; Applied Behavior Analysis) KIMBERLY M. SMITH and Timothy McGhee (Pinellas Association for Retarded Children)

152. Reducing Aggressive Behaviors in a Verbal Individual Using Mand Training. (DDA; Applied Behavior Analysis) TATE MCGHEE and Kimberly M. Smith (Pinellas Association for Retarded Children)

153. The Relationship between Verbal Description of Contingencies and Response Patterns in a Conditional Discrimination Task. (EAB; Experimental Analysis) ALVARO TORRES and Florente Lopez (Universidad Nacional Autónoma de México)

154. The Effects of Receptive-Language Training on Functional Verbal Behavior and Brain Function. (AUT; Applied Behavior Analysis) YUNO TAKEUCHI (Keio University), Koji Takeuchi (Japan Agency of Science and Technology), and Jun'ichi Yamamoto (Keio University)

155. Investigating the Level of Functional Independence between Mand and Tact Processes. (Experimental Analysis) SUZANNE M. NANGLE, Beth Mugno, and Paul D. Neuman (Bryn Mawr College)

156. Acquisition and Translativity of a Matching to Sample Task under Different Language Modes and Modal Transfer. (Applied Behavior Analysis) A. DANIEL GÓMEZ-FUENTES (Universidad Veracruzana) and Emilio Ribes-Iñesta (Universidad de Guadalajara)

#452 Business Meeting

5/28/2007

7:30:00 PM - 8:20:00 PM

Windsor B

Behavior Analyst Online Special Interest Group

Chair: Joseph Cautilli (Children Crisis Treatment Center/St. Joseph's University)

Purpose: The goal of this meeting is to put together an oversight board for the journals and elect members.

#453 Business Meeting

5/28/2007

7:30 PM - 8:20 PM

Edward C

Chicago Association for Behavior Analysis

Chair: Charles Merbitz (Chicago School of Professional Psychology)

Purpose: CABA welcomes all members and persons desiring to join CABA to the CABA Business Meeting. We will review activities of 2006 and plans for 2007.

#454 Business Meeting

5/28/2007

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Edward D

Developmental Behavior Analysis Special Interest Group Business Meeting

Chair: Jacob L. Gewirtz

Purpose: Business meeting of the Developmental Behavior Analysis Special Interest Group.

#455 Special Event

5/28/2007

7:30 PM - 8:20 PM

Molly AB

Health, Sport, & Fitness Activity: Martial Arts/Relaxation

Chair: Frank D. Buono (KGH Consultation)

The HSF Martial Arts/Relaxation event will show and discuss how martial arts and relaxation can aid the behavioral community. Martial arts can individually help exercise different techniques to increase positive reactions with behavioral support. Relaxation can provide an individual self-regulation of the body, such as: controlling your heart rate, lowering your blood pressure, or helping a child with autism to not exhibit problematic behaviors.

The topics that will be discussed include how breath control can help regulate children with autism and what comes after CPI? The event will conclude with a ten-minute relaxation session.

#456 Business Meeting

5/28/2007

7:30 PM - 8:20 PM

Emma C

Journal of the Experimental Analysis of Behavior: Meeting for Authors, Prospective Authors, Readers, and Board Members

Chair: Leonard Green (Washington University)

Purpose: The annual report of the *Journal of the Experimental Analysis of Behavior (JEAB)* will be presented, followed by discussion of editorial policies and issues. We encourage authors and prospective authors to attend. Questions and suggestions encouraged.

#457 Business Meeting

5/28/2007

7:30 PM - 8:20 PM

Annie AB

Missouri Association for Behavior Analysis

Chair: Jenny Frisbee (Special School District)

Purpose: Business meeting of the Missouri Association for Behavior Analysis.

#458 Business Meeting

5/28/2007

7:30 PM - 8:20 PM

Ford C

New York State Association for Behavior Analysis (NYSABA)

Chair: Joseph M. Pancari (Builders for the Family and Youth - Catholic Charities)

Purpose: 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.

#459 Business Meeting

5/28/2007

7:30 PM - 8:20 PM

Ford AB

Organizational Behavior Management (OBM) Network Business Meeting

Chair: Angela R. Lebbon (Western Michigan University)

Purpose: This is the annual meeting of the OBM Network. All are invited to attend and discuss topics related to OBM. In addition, Network officers will present data summarizing the status and development of the organization.

#461 International Panel Discussion

5/28/2007

7:30 PM - 8:50 PM

Edward AB

OTH; Service Delivery

Professional Development Series: Behavior Analysis around the World

Chair: Marianne L. Jackson (University of Nevada, Reno)

LINDA J. HAYES (University of Nevada, Reno)

SIMON DYMOND (University of Wales, Swansea)

R. DOUGLAS GREER (Columbia University Graduate School and Teachers College)

JON GREJAR SIGURJONSSON (National University of Ireland, Galway)

#462 Reunion

5/28/2007

8:30 PM - 10:30 PM

Del Mar AB

Auburn University Reunion

Chair: James M. Johnston (Auburn University)

#463 Reunion

5/28/2007

8:30 PM - 10:30 PM

Mohsen AB

St. Cloud State University Alum and Friends

Chair: Gerald Mertens (St. Cloud State University)

#464 Reunion

5/28/2007

8:30 PM - 10:30 PM

America's Cup ABCD

Tribute to an ABA Pioneer: A Memorial for Scott Wood

Chair: Jon S. Bailey (Florida State University/Florida Association for Behavior Analysis)

#465 Special Event

5/28/2007

10:30 PM - 1:00 AM

Douglas BC

ABA Social and B. F. Skinner Auction

Please join us, your friends, and colleagues for music and dancing at the ABA Social. Live music early on by Breez'n and DJ Sound Express later in the evening will play pop, Latin, and jazz standards for all ages. The B. F. Skinner Foundation will auction three personal items of Skinner during this event. One-third of the proceeds will be donated to the Society for the Advancement of Behavior Analysis with the rest going to the B. F. Skinner Foundation.



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ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL
ABA SAN DIEGO 2007

TUESDAY, MAY 29, 2007

Day Schedule

Business Meetings

Sessions

Tuesday, May 29

		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	
Ground Level	Douglas A					#471 OTH BALDWIN		#491 DDA GOHEN		#491 GSE GREENE		#502 EDM AYLON S		#508 TBA B KEOHAN		
	Douglas B					#470 VRB MOONE		#482 EAB WEBB		#495 TPC SCHONBERGER		#498 BRH STUTZEL				
	Douglas C															
	Douglas D	ABA Cooperative Bookstore														
Second Level	Manchester Ballroom/Foyer	2007 ABA Exhibit														
	Elizabeth A															
	Elizabeth B															
	Elizabeth C															
	Elizabeth DE															
	Elizabeth F															
	Elizabeth G															
	Elizabeth H															
	Elizabeth Foyer	Pre- & On-Site Registration; Continuing Education; & START														
	Betsy A															
	Betsy B															
	Betsy C	Speaker Ready Room														
	Edward AB															
	Edward C															
	Edward D															
	Gregory AB															
Molly AB																
Oxford																
Windsor B																
Third Level	Emma AB						#475 AUT BACB Ch: Nkosi		#489 AUT BACB Ch: Mueller			#506 AUT Ch: Fredsen				
	Emma C			#468 Gerontology SIG			#472 OBM Ch: Thomeer		#485 OBM Ch: Braga-Kenyon							
	Annie AB															
	Maggie															
	Ford AB			#467 BACB Introduction			#474 DDA Ch: Samaha		#487 DDA BACB Ch: Toran			#507 DDA Ch: Ringdhal				
	Ford C						#477 AUT Ch: Swiezy		#490 AUT BACB Ch: Ross			#501 AUT Ch: Donlin				
	Madeline AB						#479 AUT BACB Ch: Martineau		#493 AUT BACB Ch: Bruce			#503 AUT Ch: Chan				
	Madeline CD						#469 EAB Ch: Ralton		#484 EAB Ch: Mahs			#496 EAB Ch: Anderson				
	Del Mar AB						#473 EAB BACB Ch: Dymond		#492 EAB Ch: Drake			#499 EAB Ch: Toldson		#509 TPC Ch: Twyman		
	Moshon AB						#480 AUT Ch: McKinnon		#488 AUT Ch: Sorenson-Burnworth							
	Randle A															
	Fourth Level	Randle B	<p style="text-align: center;">LEGEND</p> <p>☐ = Special and Invited Events</p> <p>BACB = Session available for BACB CE (for certified behavior analysts)</p> <p>Ch: = Chairperson</p>													
Randle C																
Randle D																
Randle E																
Cunningham AB																
Cunningham C																
Gibbons																
America's Cup AB							#476 EDC Ch: Ferko		#486 EDC BACB Ch: Anderson			#504 EDC Ch: Duroy				
America's Cup C							#483 EDC Ch: Figueroa-Rodriguez			#497 EDC Ch: Weinstein						
America's Cup D						#478 EDC Ch: Weisenburgh		#491 EDC Ch: Sainato			#500 EDC Ch: Weber					

#467 Business Meeting

5/29/2007

8:00 AM - 8:50 AM

Ford AB

Behavior Analyst Certification Board: Introduction and Application

Chair: Christine L. Ratcliff (Behavior Analyst Certification Board)

Purpose: The presentation will cover important components of the BACB including information on Board Certified Behavior Analyst (BCBA) and Board Certified 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 BACB growth and development and future initiatives planned by the BACB. 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.

#468 Business Meeting

5/29/2007

8:00 AM - 8:50 AM

Emma C

Behavioral Gerontology Special Interest Group

Chair: Linda A. LeBlanc (Western Michigan University)

Purpose: Annual meeting of the Behavioral Gerontology Special Interest Group. All ABA convention attendees interested in applied and basic issues in human aging or general rehabilitation are welcome. The winner of the student presenter award is announced if all aging related presentations are complete.

#469 International Paper Session

5/29/2007

9:00 AM - 9:50 AM

Madeleine CD

EAB

Issues in Animal Behavior

Chair: Renee Railton (University of Waikato)

Presenting Stimuli to Hens: Which Type of Screen is Best? RENEE RAILTON, T. Mary Foster, Catherine E. Sumpter, and William Temple (University of Waikato)

Measuring Domestic Hen's Sound Preferences. AMY TANNAHILL, Catherine E. Sumpter, T. Mary Foster, and William Temple (University of Waikato)

FUTURE ABA EVENTS

4TH INTERNATIONAL CONFERENCE AUGUST 12-14 2007, SYDNEY, AUSTRALIA

2008 ANNUAL CONVENTION MAY 23-27, 2008, CHICAGO, IL

5/29/2007

9:00 AM - 9:50 AM

Douglas B

VRB/TPC; Theory



**The Developmental-Systems
Perspective on the Analysis
of Behavior**

Chair: William F. Potter
(California State University, Stanislaus)

B. F. Skinner Lecturer: Dr. David Moore
(Pitzer College and Claremont
Graduate University)

Dr. David Moore is a Professor of Psychology at Pitzer College and Claremont Graduate University. He received his B.A. in psychology from Tufts University, his M.A. and Ph.D. in developmental psychology from Harvard University, and completed a one-year National Institutes of Health post-doctoral fellowship at the City University of New York. Dr. Moore's research explores the development of perception and cognition in infancy; his recent work has examined infants' perception of Infant-Directed Speech and five-month-olds' putative 'mathematical' abilities. He has served as a reviewer for *Developmental Psychology*, *Child Development*, *Cognitive Development*, and *Developmental Science*, among others, and was a panelist for the National Science Foundation's 2004 Human & Social Dynamics competition. He is a member of the American Psychological Association, the Society for Research in Child Development, and the International Society for Infant Studies. His book *The Dependent Gene: The Fallacy of "Nature vs. Nurture"* (Times Books/Henry Holt) was nominated for the Cognitive Development Society Best Authored Volume (2002-2003). His recent publications include "Perception Precedes Computation: Can Familiarity Preferences Explain Apparent Calculation by Human Babies?," which appeared in *Developmental Psychology* last summer, and "A Very Little Bit of Knowledge: Re-Evaluating the Meaning of the Heritability of IQ," which appeared in *Human Development* in December.

Abstract: The developmental-systems perspective holds that behavior is an aspect of biology, and that like all biological characteristics, it can be understood completely only by analyzing the interaction of the components that contribute to its development. Biologists have concluded that all of our characteristics reflect gene-environment interactions; they never result from the unfolding of genetically controlled, deterministic 'developmental programs.' Consequently, although detailed analyses of the causes of behaviors will invariably invoke genetic factors, even behaviors posited to emerge from species-typical mental "organs," like language, will remain poorly understood until the contributions of experiential factors to their development are elucidated. This is because traits develop from interactions occurring at the levels of the genes, cells, organs, and environments, and because causation is bi-directional in biological systems; thus, higher-level (e.g., social) signals can affect events at lower levels (including genetic events), giving environmental factors the means to influence biological processes. Genes act only in collaboration with environmental information, major brain structures reflect experience, and on close inspection, traits that seem innate are not innate; thus, the emergence of behavioral characteristics can be understood only via analysis of their development, a unitary process that utilizes both genetic and non-genetic resources in its realization.

#471 Invited Event

5/29/2007

9:00 AM - 9:50 AM

Douglas A

OTH/TPC; Theory

The Value of Studying Behavior in Everyday Life

Chair: Paul Chance (freelance writer)

JOHN D. BALDWIN (University of California at Santa Barbara)



Dr. John D. Baldwin has appreciated the power of behavior analysis since graduate school. His first field studies on monkeys in the rainforests of Central and South America convinced him that primates learn a great deal of their behavior repertoire; these naturalistic studies laid the foundation for a lifetime of studying behavior *au naturel*. By 1981 his primate research led him to reject sociobiology (in *Beyond Sociobiology*), and shortly thereafter he turned his attention to human behavior in everyday life. One of his central findings is that sensation-seeking behavior plays a crucial role in childhood development and many adult activities — in both humans and other primates. Sensory stimulation is a crucial primary reinforcer for exploration, play, creativity, and more. Dr. Baldwin has mastered the use of sensory

stimulation in teaching and lecturing, in hopes of exciting people about the power of behavioral principles, and his *Behavior Principles in Everyday Life* (co-authored with his wife Janice, and now in its 4th edition) has succeeded in demonstrating the value of behavior analysis in our daily experiences. Currently, Dr. Baldwin is writing a book to help end the “science wars” by anchoring science on George Herbert Mead’s version of pragmatism, a very behavioral philosophy. Dr. Baldwin received his Ph.D. from Johns Hopkins University in 1967, and has been a professor at the University of California at Santa Barbara ever since.

Abstract: Behavior analysis began in well-controlled laboratory settings, then branched out to applied settings. Our next domain is the study of everyday life, which can accelerate the development of behavior analytic approaches to all aspects of human life. First, are the personal benefits from understanding and living our own lives better. Second, observations from everyday life suggest ideas for laboratory studies. Clinical work also benefits: Knowledge about the contingencies of natural settings can inform clinicians about the types of interventions most likely to generalize to their subjects’ everyday lives. Third, teaching behavior principles inspires more enthusiasm when we employ examples from the environments that our students and the public know best, their own lives. Effective, data-based analyses of this nature are a powerful demonstration of the scope of our science. B. F. Skinner was adept in using naturalistic observations; we can build on his example. Fourth, our science promises to improve the human condition, as we show increasing numbers of people how to apply behavior analytic skills to all domains of their lives: relationships, family life, the workplace, etc. By expanding our range of analyses, we make our science more inclusive, and, perhaps, more widely used and valued.

#472 Symposium

5/29/2007

9:00 AM - 10:20 AM

Emma C

OBM; Service Delivery

Application of Behavioral Technologies to Staff Performance: Evaluation of Effects in Human Services Organizations

Chair: Marcus Lucas Thomeer (Summit Educational Resources)

Reducing Staff Absences: Evaluation of an Incentive-Based Lottery Combined with Performance Feedback.

Florence D. Digennaro (Institute for Child Development), James K. Luiselli (May Institute), Walter P. Christian (May Institute/National Autism Center), and HANNA C. RUE, Chad Ryan, and Carrieanne St. Amand (May Institute)

Effects of a Behavioral Evaluation Procedure on Staff Performance. LINDA MATEY and Florence D. DiGennaro (Institute for Child Development), Marcus Lucas Thomeer (Summit Educational Resources), and Raymond G. Romanczyk (Institute for Child Development)

Implementing and Supervising Undergraduate Practicum Experiences in ABA: A Retrospective Examination of Data. JENNIFER M. GILLIS (Auburn University) and Raymond G. Romanczyk (Institute for Child Development)

Development of an Undergraduate Training and Monitoring Package at an Early Intensive Behavioral Intervention (EIBI) Preschool Program and Practicum Site. KIMBERLEY H. SMITH (Auburn University)

#473 International Symposium

5/29/2007

9:00 AM - 10:20 AM

Del Mar AB

EAB/CBM; Experimental Analysis

BACB CE Offered. CE Instructor: Simon Dymond, Ph.D., BCBA

Basic, Applied, and Translational Research on Conditioning and Derived Relational Responding: Treatment Implications

Chair: Simon Dymond (University of Wales, Swansea)

Experimental Evaluation of the Interoceptive Conditioning Account of Panic Disorder: Surprising Results with Applied Implications. DEAN ACHESON (University of Albany) and John P. Forsyth (University at Albany, State University of New York)

Transfer of Self-Efficacy Function after Evaluative Learning: Clinical Implications. CHARLOTTE DACK, Phil Reed, and Louise A. McHugh (University of Wales, Swansea)

Derived Transformation of Avoidance Response Functions: Implications for Clinically Significant Fear and Avoidance. SIMON DYMOND (University of Wales, Swansea), Bryan T. Roche (National University of Ireland, Maynooth), John P. Forsyth (University at Albany, State University of New York), Robert Whelan (University College Dublin), and Julia Rhoden (University of Wales, Swansea)

Improving Relational Skills in Adults and Children Using Multiple Exemplar Training. SARAH N. O'CONNOR and Bryan T. Roche (National University of Ireland, Maynooth) and Denis P. O'Hora (University of Ulster)

#474 Symposium

5/29/2007

9:00 AM - 10:20 AM

Ford AB

DDA/VRB; Applied Behavior Analysis

Choice: Applied Research on Matching and Self-Control

Chair: Andrew Samaha (University of Florida)

Attending as a Function of Concurrent Schedules of Agreement: An Application of the Matching Law. JOHN C. BORRERO, Stephany S. Crisolo, Qiuchen Tu, Weston A. Rieland, and Noel A. Ross (University of the Pacific) and Monica T. Francisco (University of Kansas)

Applying the Matching Law to Problem Behavior in the Natural Environment: A Systematic Replication and Extension. NOEL A. ROSS, John C. Borrero (University of the Pacific) and Carrie S. W. Borrero (University of Florida)

An Experimental Evaluation of the Matching Law and Severe Problem Behavior. CARRIE S. W. BORRERO and Timothy R. Vollmer (University of Florida), John C. Borrero (University of the Pacific), Jason C. Bourret (New England Center for Children), and Kimberly Sloman (University of Florida)

Biasing Choice Making Models in Individuals with Brain Injury via an Illusion of Control. ERICA D. POZZIE (Southern Illinois University at Carbondale) and Mark R. Dixon (Southern Illinois University)

#475 Symposium

5/29/2007

9:00 AM - 10:20 AM

Emma AB

AUT/DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Bryan Davey, Ph.D., BCBA

Functional Analysis and Treatment in Home Settings

Chair: Ajamu Nkosi (Southern Behavioral Group, Inc.)

Decreasing Attention-Maintained Aggression in a Child with Autism Using Punishment. MICHAEL M. MUELLER, Christine Palkovic, and Amanda J. Mann (Southern Behavioral Group, Inc.)

Failure to Acquire Communicative Responses during FCT when Reducing Attention-Maintained Aggression. AMANDA J. MANN, Michael M. Mueller, and Bryan J. Davey (Southern Behavioral Group, Inc.)

A Case Example of Home Consultation to Reduce Multiple Problem Behaviors. BRYAN J. DAVEY, Michael M. Mueller, and Meaghan Timko (Southern Behavioral Group, Inc.)

Generalization of Functional Analysis and Effective Treatment of SIB from School to Home Settings. CHRISTINE PALKOVIC, Michael M. Mueller, and Ajamu Nkosi (Southern Behavioral Group, Inc.)

#476 Paper Session

5/29/2007

9:00 AM - 10:20 AM

America's Cup AB

EDC

Improving Teachers' Implementation of Behavioral Methods in Public Schools

Chair: Doreen Ferko (California State University Fullerton)

Individualized Positive Behavior Support: What the Data Are Telling Us. PATRICIA OLIVER, Kelly Wilson, and Edy Purcell (University of Colorado at Denver and Health Science), Rose Iovannone (University of South Florida/Florida Mental Health), and Carie L. English and Kathleen Christiansen (University of South Florida)

The Data Dilemma: To Collect or Not to Collect. DOREEN J. FERKO (California State University, Fullerton) and Judith Sylva (California State University, San Bernardino)

A Behavior Analytic Approach to Staff Training in a Public School Setting. DEBORAH L. BROWN and Andrea Duroy (Stanislaus County Office of Education)

#477 Symposium

5/29/2007

9:00 AM - 10:20 AM

Ford C

AUT; Service Delivery

Multidimensional Collaboration: Bridging for Success across Multiple Settings

Chair and Discussant: Naomi Swiezy (Christian Sarkine Autism Treatment Center at Riley)

Diagnostic Implications on Caregiver Burden and Health-Related Quality of Life. MELISSA L. STUART (Christian Sarkine Autism Treatment Center), John H. McGrew (Indiana University-Purdue University, Indianapolis), Naomi Swiezy (Christian Sarkine Autism Treatment Center at Riley), and Silvia Bigatti (Indiana University-Purdue University, Indianapolis)

Product Rating: An Evaluation of IEP, BIP, and Permanent Product Samples as an Outcome in Professional Training. PATRICIA A. KORZEKWA, Naomi Swiezy, Melissa L. Stuart, and Stacie L. Pozdol (Christian Sarkine Autism Treatment Center at Riley), Kara Hume (Indiana University), and Heather L. Coates (Christian Sarkine Autism Treatment Center at Riley)

Social Skills Training in Children with ASD: A Comparison of Weekly Groups and Summer Camp Formats. STACIE L. POZDOL, Naomi Swiezy, Melissa L. Stuart, and E. Brady Beach (Christian Sarkine Autism Treatment Center at Riley)

#478 International Symposium

5/29/2007

9:00 AM - 10:20 AM

America's Cup D

EDC; Service Delivery

The Growth of P.E.E.R. Behavioral Education in South Africa: Responding to Local and International Contingencies

Chair: Amy Weisenburgh (Utah State University)

Discussant: Paul T. Andronis (Northern Michigan University)

Sharing and Translating Curriculum: Mathematics Instruction in the P.E.E.R.

Classroom. SEAN ABRAHAMS (Sapphire Road Primary School), Tuleka January (Funimfundo Primary School), Patience Matika (Cebelihle Primary School), and Joanne K. Robbins (Morningside Academy & P.E.E.R. International)

Teaching in the Learners' First Language: Adding Precision Teaching to Reading Instruction in P.E.E.R. Classrooms. AMY WEISENBURGH (Utah State University) and Camila Ismail (Sapphire Road Primary School)

Sharing Data, Making Decisions, and Targeting Outcomes in P.E.E.R. Collaborations. GREG STIKELEATHER (P.E.E.R. International), Janet S. Twyman (Headsprout), Joanne K. Robbins (Morningside Academy & P.E.E.R. International), and Amy Weisenburgh (Utah State University)

#479 Symposium

5/29/2007

9:00 AM - 10:20 AM

Madeleine AB

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Elizabeth Martineau, M.B.A., Ed.S., BCBA

Thinking Outside the Prompt: Innovative Teaching and Prompting Strategies for Students with Autism

Chair: Elizabeth Martineau (Nashoba Learning Group)

Using a Vocal-Textual Response as a Priming Technique for Receptive Language

Tasks. Tara Montoure, Elizabeth Martineau, Jessica Slaton, and JESSICA ST. PIERRE (Nashoba Learning Group)

Acoustic Stimulus Shaping to Prompt Intraverbal Responses. TARA MONTOURE and Elizabeth Martineau (Nashoba Learning Group)

Discriminating in "Continuous" and "Discontinuous" Stimulus Fields. JESSICA SLATON and Elizabeth Martineau (Nashoba Learning Group)

Using Behavioral Momentum to Prompt Transitions. Elizabeth Martineau and TARA MONTOURE (Nashoba Learning Group)

#480 International Paper Session

5/29/2007

9:00 AM - 10:20 AM

Mohsen AB

AUT

Variables Affecting Instruction to Children with Autism

Chair: Kelly McKinnon (Kelly McKinnon & Associates)

Teaching Students with Autism to Follow Directions in Small Group Settings. CHRISTI R. CARNAHAN, Karin S. Schumacher Dyke, Shobana Musti-Rao, and Renee Hawkins (University of Cincinnati)

Using Digital Pictures to Teach Language Recall for Children with Autism. KELLY MCKINNON (Kelly McKinnon & Associates)

Increasing Sustained Social Referencing and Nonverbal Imitation Skills in Children with Autism. KELLY MCKINNON (Kelly McKinnon & Associates)

Assessing Teaching Procedures for Expressive Sight Words to Students on the Autistic Spectrum. MARTINA BOYLAN (Learning Centre for Autistic Children) and J. Carl Hughes (University of Wales)

#481 Invited Event

5/29/2007

10:00 AM - 10:50 AM

Douglas A

DDA/TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Marlene Cohen, Ed.D., BCBA

Precision Teaching for Students and Adults with Developmental Disabilities and Autism: Where's the Data?

Chair: Alison L. Moors (Private Practice)

MARLENE COHEN (Rutgers University)



Dr. Marlene Cohen, BCBA is a Research Assistant Professor at the Graduate School of Applied and Professional Psychology, Director of Adult and Transitional Services at the Douglass Developmental Disabilities Center, and part-time instructor at the Graduate School of Education, Rutgers University. She received her Ed.D. in Educational Leadership from Nova Southeastern University and is a board certified behavior analyst. Dr. Cohen has over 25 years of experience with students and adults with autism in both private and public settings. Currently, Dr. Cohen is the President and co-founder of the New Jersey Association for Behavior Analysis. She has presented at both national and international conferences on a variety of applied behavior analysis topics.

Abstract: A frequent criticism of precision teaching in the field of applied behavior analysis is that this method of instruction has not undergone the rigors of empirical research. There is a growing interest, in particular, about the potential effects achieved by precision teaching with frequency building procedures with children with autism spectrum disorder (ASD). At present, there are no widely available empirical reports of precision teaching with frequency building procedures with students and adults with ASD. The limited research documenting the significant benefit of this teaching strategy has implications for education and the field of applied behavior analysis. Marlene Cohen and her colleagues at the Douglass Developmental Disabilities Center at Rutgers University have conducted three years of empirical research in precision teaching with frequency building with older learners with ASD. Specifically, their research has addressed the impact of precision teaching with frequency building procedures for the "Big 6 plus 6" motor skills on the functional skills of adolescents and adults with autism receiving applied behavior analysis treatment. They have also evaluated the impact of frequency building for component language skills on the conversation complexity of an adult with autism. Current research focuses on the selection of aims for this

population and evaluating which aims will produce the most efficient results. While a modest beginning, the empirical evidence suggesting that precision teaching is both efficient and effective with adolescents and adults with ASD has important implications. Dr. Cohen's research uses single subject designs to assess the impact of precision teaching with individuals with ASD. Dr. Cohen will address the need for additional research examining other empirical questions regarding precision teaching with this population, and will offer suggestions for further research.

#482 B. F. Skinner Lecture Series

5/29/2007

10:00 AM - 10:50 AM

Douglas B

EAB; Experimental Analysis



**Reinforcement Contingencies
and the Stimulus Control of Behavior:
From Food to Drug Self-Administration
as Reinforcers**

Chair: William D. Timberlake (Indiana University)

B. F. Skinner Lecturer: Dr. Stanley J. Weiss
(American University)

Dr. Stanley J. Weiss, Professor of Experimental Psychology at American University, and a former chair of the department, received his Ph.D. from The Ohio State University and his B.A. from the City College of New York. His research has been funded for over 25 years by grants and fellowships awarded by National Institute of Mental Health, National Science Foundation and National Institute on Drug Abuse. In 2003, Dr. Weiss was a Fulbright Scholar/Researcher at Pavlov Medical University in St. Petersburg, Russia. He was elected a Fellow of APA Divisions 3 (Experimental Psychology) and 25 (Experimental Analysis of Behavior). He has been a visiting professor at Cambridge University, Hebrew University, St. Andrews University, the University of New South Wales, and the University of Colorado. Dr. Weiss was elected President of the Eastern Psychological Association (EPA) for the 2005-2006 term and has served for many years on the EPA Board of Directors as well as the EPA Program Committee. He has been the Convener of the Winter Conference on Animal Learning & Behavior since 2002. Dr. Weiss' research is concerned with the role of operant and classical contingencies in stimulus control and incentive motivation, the role of learning mechanisms in drug abuse, and biological constraints on learning.

Abstract: In his invited address, Dr. Weiss shows how the principles of stimulus control established through his research with traditional appetitive reinforcers can be applied to further our understanding of drug abuse, craving, and the "loss of control" that is a hallmark of addiction. He describes an "instrumentally derived incentive-motive function." This function is based on the stimulus-reinforcer associations implicitly created in operant discriminative situations through the embedded reinforcement differences between schedule components. Those reinforcement contingencies that maximally energize behavior according to this function are then employed with drug self-administration (cocaine or heroin) rather than food as the reinforcer. This revealed how environmental cues related to the drug-taking experience come to energize drug-related behavior, plus how exposing rats to combinations of these cues can triple their drug seeking and even override reinforcement-related mechanisms that normally regulate drug-intake. Symmetrically, Weiss also describes how stimulus control processes can be used to decrease drug seeking. A systematic investigation of conditioned inhibition within the context of drug self-administration is presented that provides findings relevant to behavioral treatments of drug abuse.

#483 International Symposium

5/29/2007

10:00 AM - 11:20 AM

America's Cup C

EDC; Applied Behavior Analysis

Adaptation at the School: The Challenge of Fitting into Own's Expectations

Chair and Discussant: Sebastián Figueroa-Rodríguez (Universidad Veracruzana)

Self-Description and Achievement in Professional Training: Case Study. JORGE FRANCISCO LOPEZ SUSUNAGA (Universidad Veracruzana)

Adaptation Behavior in Forent College's Students. QUETZALY GARCIA PELAYO (Universidad Veracruzana)

Sexual Behaviors in Mexican Adolescents. KARLA M. REYNOSO-VARGAS (Universidad Veracruzana)

#484 Symposium

5/29/2007

10:00 AM - 11:20 AM

Madeleine CD

EAB; Experimental Analysis

BIG SIG Symposium II: Emerging Research in the Study of Gambling Behavior

Chair: Adam Hahs (Southern Illinois University at Carbondale)

The Effect of Male Confederate Ethnic Identity and Actions on Native American and Non-Native Americans' "Gambling" Behavior. CASEY LEE MCDUGALL, Guy Keener, Kyle Hill, Ben Hargreaves, and Jeffrey N. Weatherly (University of North Dakota)

Equivalence Relations in Texas Hold 'Em. JAMES W. JACKSON (Southern Illinois University at Carbondale) and Mark R. Dixon (Southern Illinois University)

Participants' Sensitivity to Payback Percentages when Given the Choice of Gambling on Two Slot Machines. Marisa Hodney, DAVID P. AUSTIN, and Jeffrey N. Weatherly (University of North Dakota)

Gambling and Changes in the Discounting Function: Do Known Risk Factors for Pathological Gambling Predict Discounting? SAMANTHA CHASE, Adam Derenne, and Jeffrey N. Weatherly (University of North Dakota)

#485 Symposium

5/29/2007

10:30 AM - 11:50 AM

Emma C

OBM/DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Paula Braga-Kenyon, M.S., BCBA

Application of Behavior Analysis at the Program-Wide Level

Chair: Paula Ribeiro Braga-Kenyon (New England Center for Children)

Effects of a Unit-Wide Special Activity Program on Maladaptive Behavior. KIMBERLY SLOMAN, Timothy R. Vollmer, and Jorge Rafael Reyes (University of Florida)

A Method for Obtaining Interobserver Agreement on Data Collected Daily over Twelve-Hour Periods. JILL M. HARPER, Jason C. Bourret, Myrna E. Libby, Sorrel Ryan, Richard B. Graff, and Stacie Bancroft (New England Center for Children)

Reliability Assessment of Protective Hold Implementation. AVA E. KLEINMANN and Gary M. Pace (May Institute)

Evaluation of a Negative Reinforcement-Based Treatment for Increasing Independent Transitioning Using Data Collected by Direct-Care Staff. PAULA RIBEIRO BRAGA-KENYON, Allen J. Karsina, and Jason C. Bourret (New England Center for Children)

#486 Symposium

5/29/2007

10:30 AM - 11:50 AM

America's Cup AB

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Cynthia M. Anderson, Ph.D., BCBA

Applying Behavior Analysis to Group-Based Interventions

Chair: Cynthia M. Anderson (University of Oregon)

An Evaluation of Variables Affecting the Success of First Steps to Success. BILLIE JO RODRIGUEZ (University of Oregon), Deborah Russell (University of Nevada, Las Vegas) and Cynthia M. Anderson and Robert H. Horner (University of Oregon)

Integrating Levels of Behavior Support in the Classroom. SARAH A. FAIRBANKS, George Sugai (University of Connecticut), Brandi M. Simonsen (Spectrum Center), and Diane Marie Myers (University of Connecticut)

Examining the Combined Effects of Secondary Level Interventions and Individualized Function-Based Support Strategies. K. SANDRA MACLEOD, Leanne Hawken, and Robert E. O'Neill (University of Utah)

Evaluation of Stimulus Fading in a Secondary Intervention. AMY L. KAUFFMAN and Cynthia M. Anderson (University of Oregon)

#487 Symposium

5/29/2007

10:30 AM - 11:50 AM

Ford AB

DDA/AUT; Applied Behavior Analysis

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

Comparing Preference and Reinforcer Assessment Methods with Varying Populations

Chair: G. Tracey Toran (New England Center for Children)

Discussant: Richard B. Graff (New England Center for Children)

Using Preference Assessments to Evaluate the Correspondence between "Saying" and "Doing" in Preschoolers with ASDs. THERESA CERRONE, Amy D. Lipcon, Danielle Vigeant, and Richard B. Graff (New England Center for Children)

Alternative Preference Assessment Methods for Elementary School Students. CLAIRE CATHLEEN ST. PETER PIPKIN (West Virginia University) and Elizabeth S. Athens and Timothy R. Vollmer (University of Florida)

A Comparison of Stimulus Preference Assessments for Participants Who Exhibit Problem Behavior. JESSICA ALVERSON, Eileen M. Roscoe, and Timothy Piskura (New England Center for Children)

#488 Symposium

5/29/2007

10:30 AM - 11:50 AM

Mohsen AB

AUT; Applied Behavior Analysis

Establishing Self-Care Routines for Children with Autism: Toileting and Menstruation

Chair: Rena J. Sorensen-Burnworth (Cincinnati Children's Hospital Medical Center)

Self-Care Training for Persons with Developmental Disabilities: A Critical Analysis of the Literature. KIMBERLY ANN KROEGER (Kelly O'Leary Center for Autism Spectrum Disorders) and Rena J. Sorensen-Burnworth (Cincinnati Children's Hospital Medical Center)

Assessment and Intervention for Bowel Movement Training the Resistant Child with Autism. RENA J. SORENSEN-BURNWORTH (Cincinnati Children's Hospital Medical Center)

"Potty, Please:" Teaching Children with Autism to Communicate. THADDEUS NESTHEIDE, Kristn Dawn Currans, and Rena J. Sorensen-Burnworth (Cincinnati Children's Hospital Medical Center)

Menstruation Training an Adolescent with Autism. Rena J. Sorensen-Burnworth and NICOLE M. BING (Cincinnati Children's Hospital Medical Center)

#489 Symposium

5/29/2007

10:30 AM - 11:50 AM

Emma AB

AUT/DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michael Mueller, Ph.D., BCBA

Functional Analysis and Treatment in School Settings

Chair: Michael M. Mueller (Southern Behavioral Group)

Discussant: T. Stewart Watson (Miami University)

Using Within- and Across-Session DNRA to Decrease Aggression and Increase Problem Completion in a Classroom Setting. AJAMU NKOSI, Michael M. Mueller, and Bryan J. Davey (Southern Behavioral Group, Inc.)

Functional Analysis and Treatment of SIB Occasioned by Requests to Stop an Ongoing Activity while Being Touched. BRYAN J. DAVEY, Michael M. Mueller, Christine Palkovic, and Ajamu Nkosi (Southern Behavioral Group, Inc.)

Using Direct Behavioral Consultation to Reduce Severe Problem Behavior: Two Comprehensive Case Examples in Public Schools. MICHAEL M. MUELLER, Ajamu Nkosi, and Bryan J. Davey (Southern Behavioral Group, Inc.)

#490 Symposium

5/29/2007

10:30 AM - 11:50 AM

Ford C

AUT/DDA; Applied Behavior Analysis

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

Stimulus Control Issues in Visually Mediated Instruction for People with Autism and Developmental Disabilities

Chair: Robert K. Ross (BEACON Services)

Discussant: Joseph M. Vedora (BEACON Services)

The Use of Visual Supports to Reduce the Rates of Excessive Question Asking in an Adult Day Treatment Facility. STEVEN WOOLF (BEACON Services)

Use of Activity Schedules to Teach Acceptance of the Word "No". BETH ANNE MILES (BEACON Services)

Increasing Food Acceptance in a Child with Autism Using Visual Activity Schedules. ROBERT K. ROSS (BEACON Services)

#491 Symposium

5/29/2007

10:30 AM - 11:50 AM

America's Cup D

EDC; Applied Behavior Analysis

Strategies for Increasing Reading Fluency, Communication, and Levels of Engagement in Students with Developmental Disabilities

Chair: Diane M. Sainato (The Ohio State University)

Discussant: Ilene S. Schwartz (University of Washington)

Engagement in Preschool-Aged Children with Disabilities as a Function of Environmental Arrangement. ANN N. GARFINKLE and Susan Harper-Whalen (University of Montana)

Effects of Repeated Readings and Untimed Practice on the Reading Fluency of Students with Autism. KATHLEEN HERON (Oakstone Academy) and Judah Axe and Diane M. Sainato (The Ohio State University)

Using Communication Books to Increase Interactions in Middle School Environments. CAROL ANN DAVIS and Gretchen Newell (University of Washington)

#492 Symposium

5/29/2007

10:30 AM - 11:50 AM

Del Mar AB

EAB; Experimental Analysis

The Return of Lab Lore: Further Investigations of the IRAP

Chair: Chad E. Drake (University of Mississippi)

Exploring the Reliability of the IRAP. JESSICA C. BARNES, Leigh Everett, Jonathan Weinstein, Claire Brabec, Chad E. Drake, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

Variations on Content and Quantity of Stimuli in the IRAP. CHRISTAL GAMMAGE, Jackie Surrell, Taylor DeCastro, Chad E. Drake, Kate Kellum, Jonathan Weinstein, and Kelly G. Wilson (University of Mississippi)

Instructions, Feedback, and the IRAP. TRICIA SMITH, Jessica G. van Dyke, Mimi Renaudin, Lucy Savorgnan, Chad E. Drake, Kate Kellum, Jonathan Weinstein, and Kelly G. Wilson (University of Mississippi)

A Modified IRAP: Exploring the Training Potential of a Testing Procedure. REGAN SLATER, LaKendria Smith, Marisabel Figueroa, Chad E. Drake, Kate Kellum, Jonathan Weinstein, and Kelly G. Wilson (University of Mississippi)

#493 Symposium

5/29/2007

10:30 AM - 11:50 AM

Madeleine AB

EDC/AUT; Service Delivery

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

Using Learning Data to Improve the Design of Learning Programs

Chair: Guy S. Bruce (Appealing Solutions, L.L.C)

Teaching Parents of Children with Autism about Behavioral Intervention via On-Line Instruction: Using Learning Data to Evaluate and Improve Course Design. RICHARD K. FLEMING (University of Massachusetts Medical School), Cheryl Gray (Praxis, Inc.), and Charles Hamad and Carol Curtin (University of Massachusetts Medical School)

Computer-Aided Personalized System of Instruction: Teaching and Research. JOSEPH J. PEAR and Kirsten M. Wirth (University of Manitoba)

Using Learning Efficiency Data to Improve the Design and Implementation of Learning Programs for Children with Autism. GUY S. BRUCE (Appealing Solutions, L.L.C), Donald J. McCary (St. Louis Special School District), and James Keefe (Warren Achievement Center)

#494 Invited Panel Discussion

5/29/2007

11:00 AM - 11:50 AM

Douglas A

CSE; Theory

BACB CE Offered. CE Instructor: Janet Ellis, Ph.D., BCBA

Behavior Analysis Values as Identified and Exemplified in Organizational Behavior Management, Education, and Science

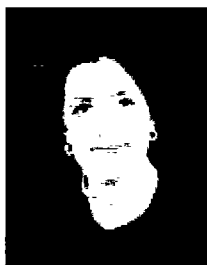
Chair: Janet Ellis (University of North Texas)

MARIA E. MALOTT (Association for Behavior Analysis International)

SAUL AXELROD (Temple University)

CAROL PILGRIM (University of North Carolina, Wilmington)

Abstract: Our discipline has been criticized as too focused on data and paying little attention to values that define our culture as human beings. Values are an inherent part of basic science, education, and organizational behavior management. Our methodologies, our analyses, and our approach to dealing with the contingencies we face when working in schools and in organizations, and conducting research projects are discussed in this panel. This panel will present the challenges as well as the strategies that are/could be implemented to ensure that in each of these areas behavior analysis can meet the societal challenges we face as we make our contributions to the betterment of the general culture.



Dr. Maria E. Malott received her Ph.D. in applied behavior analysis from Western Michigan University in 1987. She was Vice President of Manufacturing for a plastic production company in the Midwestern United States and worked in process improvement and organizational management for nearly two decades in a variety of industries, including service, manufacturing, retail, education, and government. She created and managed her own consulting firm for 14 years doing organizational management work in public administration, the private sector, and for educational systems in several Latin-American countries, including Mexico, Colombia, Uruguay, Peru and Venezuela.



Dr. Saul Axelrod is Professor of Education at Temple University. He received his doctorate from Florida State University and was postdoctoral research fellow at the University of Kansas. His major interests include applying behavior analysis principles to the problems of managing classrooms, increasing the academic development of children of poverty, decreasing the self-injurious and aggressive behavior of people with severe handicaps, and disseminating effective educational technologies for children with autism. Dr. Axelrod has served on the editorial boards of several journals, including the *Journal of Applied Behavior Analysis*, *Journal of Behavioral Education*, *Child and Family Behavior Therapy*, and *Behavior Modification*. He is author of numerous journal articles. He is an author or editor of *Behavior Modification*

for the *Classroom Teacher*, *Behavior Analysis and Treatment*, *How to Use Group Contingencies*, and the *How to Improve Classroom Behavior Series*. He is cofounder of the Delaware Valley Association for Behavior Analysis. In 2006, Dr. Axelrod was the first recipient of the Behavior Analyst Certification Board's Michael Hemingway Award for Distinguished Service to Behavior Analysis.



Dr. Carol Pilgrim received her Ph.D. from the University of Florida in 1987 with a specialization in the Experimental Analysis of Behavior. She is currently Professor of Psychology and Associate Dean of the College of Arts and Sciences at the University of North Carolina, Wilmington, where she has been honored with a Distinguished Teaching Professorship (1994-1997), the North Carolina Board of Governors Teaching Excellence Award (2003), and the Faculty Scholarship Award (2000). She received the Chancellor's Teaching Excellence Award and the College of Arts and Sciences Excellence in Teaching Award in 1992, and the Association for Behavior Analysis (ABA) Student Committee Outstanding Mentor Award in 2006. Her research contributions include both basic and applied behavior analysis, with an

emphasis in human operant behavior, relational stimulus control, and the early detection of breast cancer. Dr. Pilgrim has served as Editor of *The Behavior Analyst*, Associate Editor of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*, Co-Editor of the *Experimental Analysis of Human Behavior Bulletin*, and as a member of the editorial boards of these and several other journals. She has served as President of the Association for Behavior Analysis, the Society for the Advancement of Behavior Analysis, Division 25 of the American Psychological Association, and the Southeastern Association for Behavior Analysis. Additionally, she has been Member-at-Large of the Executive Council of ABA and Division 25, and member of the Boards of Directors of the Society for the Experimental Analysis of Behavior, the Society for the Advancement of Behavior Analysis, and the Cambridge Center for Behavioral Studies.

#495 Invited Event

5/29/2007

11:00 AM - 11:50 AM

Douglas B

TPC/VRB; Theory

BACB CE Offered. CE Instructor: Ted Schoneberger, M.S., BCBA

Language Acquisition: Three Popular Myths Debunked

Chair: Sam Leigland (Gonzaga University)

TED G. SCHONEBERGER (Stanislaus County Office of Education, Modesto, CA)



Ted G. Schoneberger has had 25 years of experience providing behavioral interventions to "special needs" clients. He is a Board Certified Behavior Analyst and currently employed as a behavior specialist for Stanislaus County Office of Education (Modesto, CA). He served for 16 years as a member of the adjunct faculty at California State University, Stanislaus, teaching courses in the Psychology Department and the Advanced Studies in Education Department. He has published papers and given presentations on theoretical and applied issues within behavior analysis. Specifically, with respect to the subject of language, he has published papers: (a) detailing Chomsky's departure from cognitivism, (b) reviewing arguments countering the Poverty of the Stimulus argument, and (c) most recently, critiquing

selected autism treatment research (the latter appearing in the on-line *Journal of Speech-Language Pathology and Applied Behavior Analysis*). He served for years as a board member of the Northern California Association for Behavior Analysis (now Cal-ABA) and is a past president of that organization. He also played a prominent role in bringing board certification of behavior analysts to California. He helped found the Society for Chaos Theory in Psychology, and serves as a member of the editorial board of *The Analysis of Verbal Behavior*.

Abstract: A number of myths have been promulgated within the language acquisition literature. Of these myths, three have had a particularly deleterious effect on attempts to promote a behavior analytic approach to language acquisition. These myths are: Myth#1: Brown and Hanlon (1970), in their classic study, claimed that they were offering evidence that parents do not reinforce their children's grammatical utterances. This myth appears in the published works of psycholinguists, developmental psychologists, and even some behavior analysts. Myth#2: In his paper "Language Identification in the Limit," Gold (1967) proved that, without negative evidence (e.g., corrective feedback), a child cannot acquire a language. As with Myth#1, this second myth is widely and

frequently cited. Myth#3: There is a single, valid definition of "verbal behavior." This myth is at the heart of the current call by proponents of relational frame theory to replace Skinner's definition with one they propose. In this paper, arguments and supporting evidence will be offered for rejecting these three myths.

#496 International Paper Session

5/29/2007

11:30 AM - 12:50 PM

Madeleine CD

EAB

Contemporary Research in EAB II

Chair: Heather Anson (Eastern Michigan University)

Travel, Sensitivity to Reinforcement, and Multiple Alternatives. FELIPE CABRERA and Carlos F. Aparicio (University of Guadalajara)

The Effects of Response Rate on Acquisition and Retention of Behavioral Chains Independent of Reinforcement Delivery. MATTHEW L. PORRITT, Karen VanWagner, Claus Globig, and Alan D. Poling (Western Michigan University)

Conceptual and Empirical Aspects of the Response-Reinforcer Relations in the Maintenance of Operant Behavior. GERSON Y. TOMANARI and Cristina M. Fonseca (University of São Paulo)

#497 Symposium

5/29/2007

11:30 AM - 12:50 PM

America's Cup C

EDC; Applied Behavior Analysis

Instructing the Writing and Learning Process

Chair and Discussant: Jonathan Weinstein (University of Mississippi)

The Written Word: Secondary School Data. ABIGAIL B. CALKIN (Calkin Consulting Center)

Differential Daily Writing Conditions and Performance on Major Multiple-Choice Exams. HALEY CRISP TURNER (University of Tennessee), Megan Parker (University of Tennessee, Knoxville), Katherine R. Krohn (University of Tennessee), Briana L. Hautau (University of Tennessee, Knoxville), and Robert Williams (University of Tennessee)

A Charted Biography of an Article and a Book. ABIGAIL B. CALKIN (Calkin Consulting Center)

ABA Exhibitors

Open daily

Manchester Ballroom (Second Level)

Over 30 exhibitors will feature information and products about behavior analysis during convention.

Exhibitor types include behavior analysis organizations, schools, service care providers, parental associations, and manufacturers of software and educational products.

#498 Invited Event

5/29/2007

12:00 PM - 12:50 PM

Douglas B

BPH/CBM; Applied Behavior Analysis

Contributions of Behavior Analysis to Understanding, Treating, and Preventing Cigarette Smoking

Chair: John M. Roll (Washington State University)

MAXINE STITZER (Behavioral Pharmacology Research Unit)



Dr. Maxine Stitzer is a Professor in the Department of Psychiatry and Behavioral Science at the Johns Hopkins University School of Medicine. Her research portfolio is broadly focused on both pharmacological and behavioral approaches to the treatment of substance abuse and includes research on both illicit drug abuse and tobacco dependence. Dr. Stitzer has published more than 190 scientific papers, and has received several awards acknowledging her research contributions in substance abuse. Her work on tobacco dependence has included studies of withdrawal, craving, and the impact of early abstinence smoking lapse exposure on subsequent relapse behavior. Her research has also contributed to development of nicotine replacement products and to new behavior therapy approaches using contingency management. She has served continuously as a member of the Agency for Health Care Quality and Research Smoking Cessation Guideline panels. She is also a charter member of the Society for Research on Nicotine and Tobacco and has served as president of that organization.

Abstract: Defining cigarette smoking as operant behavior that is maintained by both pharmacological-based (e.g., nicotine) and conditioned (e.g., taste) reinforcers leads to a number of interesting conclusions and implications. First, it may explain why relapse is such a problem when people try to quit smoking. Second, it suggests that treatment strategies designed to help individuals stop smoking need to prevent exposure to smoking and related cues or at least attenuate the reinforcing efficacy of cigarette smoking if exposure occurs. This could be accomplished through both behavioral and pharmacological means. Finally, it suggests that cigarette smoking prevention may be accomplished by keeping individuals from ever coming in contact with the reinforcing aspects of smoking (e.g., through educational programs or immunotherapy). The address will provide discussion of all of these areas.

#499 Paper Session

5/29/2007

12:00 PM - 12:50 PM

Del Mar AB

EAB

EAB and Drugs

Chair: Ivory Toldson (Southern University)

Navigating the Maze: Using Animal Models of Addiction to Explain Drug Vulnerability in Distressed Communities. IVORY TOLDSON (Howard University), Darryl Neill (Emory University), and Young Hoang (Howard University)

Pavlovian Conditioning of Endotoxin Cross-Tolerance in Mice. YUKIKO WASHIO, Linda J. Hayes, and Kenneth W. Hunter (University of Nevada, Reno)

#500 Paper Session

5/29/2007

12:00 PM - 12:50 PM

America's Cup D

EDC

Generalization and Service Delivery

Chair: Kimberly Weber (Gonzaga University)

Skill Acquisition and Generalization: A Review of the Past Decade. KIMBERLY P. WEBER (Gonzaga University) and Kim Killu (University of Michigan, Dearborn)

Learning Side By Side. LINDAJEANNE SCHWARTZ, Janice Goldman, and Leslie Melamed (Child Development Center of the Hamptons)

#501 Symposium

5/29/2007

12:00 PM - 12:50 PM

Ford C

AUT; Applied Behavior Analysis

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

Self-Reinforcement and Self-Management, from Science and Human Behavior to the Present

Chair: Bobby Newman (Room to Grow)

Discussant: Mary Ellen McDonald (Eden II Programs/The Genesis School)

Self-Management Procedures with Five School-Age Students with Autism. HELEN BLOOMER, Amy L. Berthiaume, and Jennifer Saloney (Crossroads Center for Children)

Comparing the Results of Self-Management Procedures for Students on the Autism Spectrum with Their Typically Developing Peers. ANNAMARIE DALFONSO and Vicki Ramotar (Crossroads Center for Children)

#502 Invited Event

5/29/2007

12:00 PM - 12:50 PM

Douglas A

CBM/DEV; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Teodoro Ayllon, Ph.D.

The Art of Functionally-Driven Therapeutic Interventions for High Maintenance Children

Chair: Kelly G. Wilson (University of Mississippi)

TEODORO AYLLON (Behavioral Consultant)



Dr. Teodoro Ayllon has extensive experience working with children, adolescents, and families. He lectures on a therapeutic approach that regards problematic behavior, largely as a child's effort to deal with, and control, his social environment. As it happens, the typical parental efforts to deal with problematic behavior have unintended consequences that tend to maintain negative patterns of behavior. Therefore, the treatment strategy is to replace ineffective parental practices with practices that encourage a child to seek positive experiences with his family.

Dr. Ayllon is a Licensed Psychologist in the State of Georgia, and maintains a private practice in Atlanta. He is Professor Emeritus of Psychology at Georgia State University in Atlanta. He received his B.A. and M.A. degrees from the University of Kansas, and his Ph.D. degree in Clinical Psychology from the University of Houston in Texas. Dr. Ayllon is a Fellow of the American Psychological Association, and holds Board Certification, Diplomate in Clinical Psychology (ABPP).

Over the years, Dr. Ayllon has served as a consultant to psychiatric hospitals, prison systems, schools, as well as private organizations and state and federal agencies. He has published over 80 scientific

Tuesday, May 29

articles, and four 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*, 1968; Ayllon, Milan, Roberts, & McKee, *Correctional Rehabilitation and Management: A Psychological Approach*, 1979; Ayllon & Freed, *Stopping Baby's Colic*, 1989; Ayllon, T., *How to Use Token Economy and Point Systems*, 1999 (2nd Ed.).

Abstract: Today's children confront parents with daily problematic behaviors involving repetitive inattention, forgetting, and manipulative clinging, whining, and emotional meltdowns. In addition, their communication with parents is often emotionally-laden involving back-talking, defiance, and in-your-face, confrontational, argumentative, and disrespectful interactions. Problematic children have low frustration, are oppositional, moody, and pay little attention to rules. While parents favor reasoning and logic in talking to a problematic child, he is impervious to such efforts. Instead, his learning style favors hands-on rather than word-oriented experiences. He needs concrete, reality-based experiences because he learns through active, two-way interaction with his parents. As it happens, parental responses to problematic behavior have unintended consequences that tend to maintain it. The focus of this workshop is two fold: first, to increase the clinical practitioner's effectiveness by including a behavioral systems framework that looks at problematic behavior. The second objective is to familiarize the practitioner with the art of designing therapeutic interventions that respect the parents' socio-cultural expectations and motivate them to collaborate and serve as the behavior change agents par excellence. Case studies illustrating functionally-driven strategies and tactics will be included in the workshop.

#503 Symposium

5/29/2007

12:00 PM - 1:20 PM

Madeleine AB

AUT/EDC; Applied Behavior Analysis

Advances in Social Skills Interventions for Individuals with Disabilities

Chair: Jeffrey Michael Chan (University of Texas at Austin)

Discussant: Chaturi Edrisinha (St. Cloud State University)

An Evaluation of Video-Modeling to Teach Activity Specific Social Skills to Adults with Intellectual Disabilities. Chaturi Edrisinha (St. Cloud State University) and WENDY A. MACHALICEK (University of Texas at Austin)

Teaching Social Skills to Students with Autism Spectrum Disorders through the Use of Social Stories™. JEFFREY MICHAEL CHAN and Mark F. O'Reilly (University of Texas at Austin)

Early Childhood Social Skills Interventions for Students at Risk for Behavioral Disorders. MANDY J. RISPOLI (University of Texas at Austin)

#504 Panel Discussion

5/29/2007

12:00 PM - 1:20 PM

America's Cup AB

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Lova Teixeira, M.S., BCBA

Caring Kids Preschool Project

Chair: Andrea Duroy (California State University, Stanislaus)

LOVA TEIXEIRA (Private Consultant & Caring Kids)

MONICA ADRIAN (Caring Kids Project)

KYMBERLY DOANE (California State University, Stanislaus & Caring Kids)

WILLIAM F. POTTER (California State University, Stanislaus & Caring Kids)

#505 Symposium

5/29/2007

12:00 PM - 1:20 PM

Mohsen AB

AUT/DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gerald E. Harris, Ph.D., BCBA

Measuring Change: Assessment Issues in the Treatment of Autism

Chair and Discussant: Gerald E. Harris (Texas Young Autism Project)

ABA Treatment Outcome for Children with Autism: Is Cognitive Variability Reduced? GERALD E. HARRIS and Wendy J. Neely (Texas Young Autism Project)

Normative Data on the WPPSI-III Intelligence Test for Children with Autism. WENDY J. NEELY and Gerald E. Harris (Texas Young Autism Project) and Glen O. Sallows and Tamlynn Graupner (Wisconsin Early Autism Project)

Behavior Reports: Interobserver Agreement of Parents of Children with Autism. GERI MARIA HARRIS and Gerald E. Harris (Texas Young Autism Project)

#506 Symposium

5/29/2007

12:00 PM - 1:20 PM

Emma AB

AUT/EDC; Applied Behavior Analysis

Motivational Strategies for Increasing Social Interaction between Children with Autism and Their Typically Developing Peers

Chair: Rosy Fredeen (University of California, Santa Barbara)

Training Paraprofessionals to Facilitate Social Interactions between Children with Autism and Typically Developing Peers: Preschool Classroom Settings. SUZANNE ROBINSON (University of California, Santa Barbara), Robert L. Koegel (Koegel Autism Center, University of California), and Lynn Kern Koegel (University of California, Santa Barbara)

Training Paraprofessionals to Facilitate Social Interactions between Children with Autism and Typically Developing Peers: Elementary School Playground Settings. EILEEN KLEIN (University of California, Santa Barbara)

Increasing Initiations Towards Peers in Children with Autism Using Pivotal Response Training and Collateral Gains in Quality of Initiations. ROSY FREDEEN (University of California, Santa Barbara)

Priming for Cooperative Activities with Children with Autism: Effects on Social Interactions with Typically Developing Peers. GRACE W. GENGOUX (University of California, Santa Barbara)

#507 Symposium

5/29/2007

12:00 PM - 1:20 PM

Ford AB

DDA; Applied Behavior Analysis

Recent Research on the Treatment of Severe Problem Behavior Maintained by Automatic Reinforcement

Chair: Joel E. Ringdahl (University of Iowa)

Discussant: Henry S. Roane (University of Nebraska Medical Center and Munroe-Meyer Institute)

An Analysis of Vocal Stereotypy and Treatment Schedule Thinning. ELIZABETH S. ATHENS, Timothy R. Vollmer and Kimberly Sloman (University of Florida) and Claire Cathleen St. Peter Pipkin (West Virginia University)

Immediate and Subsequent Effects of Matched and Unmatched NCR as Treatment for Stereotypy. APRIL S. WORSDELL and Ann M. Chitren (Southern Illinois University)

Differential Reinforcement of Communication for Competing Stimuli for Behavior Maintained by Automatic Reinforcement. WENDY K. BERG, David P. Wacker, Joel E. Ringdahl, Jason M. Stricker, and Kelly M. Vinquist (University of Iowa)

#508 Tutorial

5/29/2007

1:00 PM - 1:50 PM

Douglas B

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Doleen-Day Keohane, Ph.D., BCBA

Preparing Teachers for Teaching as Applied Behavior Analysis in General Education and Special Education Settings

Chair: Pamela Osnes (Behavior Analysts, Inc.)

DOLEEN-DAY KEOHANE (Columbia University Teachers College & CABAS)



Dr. Doleen-Day Keohane is an Adjunct Associate Professor of Education at Columbia University Teachers College and a Senior CABAS Consultant. She holds a CABAS Senior Behavior Analyst Rank as well as a CABAS Assistant Research Scientist Rank. She arranges and supervises teaching/research internships for student teacher interns, teachers, and teacher-mentors in the Teaching as Applied Behavior Analysis program at Teachers College as part of a two-year Master's degree program leading to certification in regular and special education. She consults to school districts and publicly funded private schools with CABAS model classrooms in the United States, and CABAS research and development model schools in England and Ireland. She has published articles in a variety of journals related to teacher

preparation, problem solving using a verbally governed algorithm, organizational behavior management approaches to teacher preparation and educational systems, measuring acquisition and performance in educational settings, designing research and development model schools for children with autism and related communication disabilities as well as typically developing children, the acquisition of verbal developmental capabilities by children with and without disabilities. Dr. Keohane has also co-authored chapters and is co-author on a text book (in press) related to teaching as applied behavior analysis.

Abstract: Applied behavior analysis provides a framework through which evidence-based procedures can be designed, measured, and replicated to assure the effectiveness of teaching for typically developing and "at risk" students in general education, and students with disabilities in inclusion and special education classrooms. CABAS® International research and development programs and the programs in applied behavior analysis at Columbia University Teachers College provide research-based graduate level training for teacher mentors, teachers, teacher assistants, researchers, and parents. The training consists of the completion of Personalized System of Instruction (PSI) modules based on increasing levels of verbal complexity and provides complete accountability through a systems-wide summary of data. Teachers complete a minimum of 30 modules (Teacher I, II, and Master Teacher), which include multiple exemplars of the vocabulary of the science and research-based approaches to best practices and problem solving. Mentor-supervisors complete three additional ranks (Assistant, Associate, and Senior Behavior Analyst) focused on research-based outcomes that produce significant contributions to practice. Teacher-mentors and teachers continually work toward mastery of skills related to professional performance and student acquisition. The CABAS Professional Advisory Board assures the quality of programs and training through Board Certification of credentials and provides university affiliation for all CABAS Certified Programs.

#509 Panel Discussion

5/29/2007

1:00 PM - 1:50 PM

Del Mar AB

TPC/VRB; Theory

BACB CE Offered. CE Instructor: Janet S. Twyman, Ph.D., BCBA

Untangling the Web: Further Discussions on a Science of Behavior and Complex Behavioral Phenomena

Chair: Janet S. Twyman (Headsprout)

DAVID C. PALMER (Smith College)

HANK SCHLINGER (California State University, Los Angeles)

GREG STIKELEATHER (PEER International)



National Autism Center

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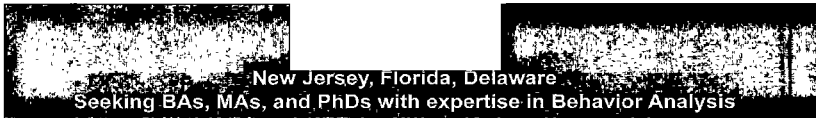
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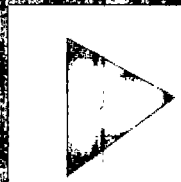
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**Announcing a new peer-reviewed journal
published by ABA**

Behavior Analysis *in* Practice

Premiere issue appearing in 2008

Mission:

To promote empirically validated best practices in an accessible format that describes not only what works, but also the challenges of implementation in practical settings.

Founding Editor:

Dorothea Lerman (University of Houston-Clear Lake)

Associate Editors:

Greg Hanley (University of Kansas)

Stephanie Peterson (Idaho State University)

Watch for call for papers & subscription details
www.abainternational.org/journals.asp

ABA 2007 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

Contact Information

NAME (Last, first, middle initial) _____

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 _____

Billing Address (if different from above) _____

Pre-Registration will end May 1, 2007. No registration forms received by the ABA office after this date will be processed. On-site registration will open at 5:00 pm May 24.

Cancellation Fee: A \$25 processing fee will be charged for registration refunds up to May 1, 2007. After May 1, no refunds will be granted.

***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.

Convention Registration

A discount is available for early payment of registration fees. If your registration is postmarked by March 9, 2007, send the amount listed in the "before" column. You may register for the entire convention or for just one day.

To register for the convention at the member rates, you must be a member for the 2007 calendar year. To renew your membership, please fill out the separate ABA 2007 Membership form. If you do not wish to renew your membership for 2007, you must register as a non-member. **All attendees, including 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	Before 3/10	3/10-5/1*
Sustaining,	<input type="checkbox"/> \$118	<input type="checkbox"/> \$138
Supporting, Full or Affiliate		
Emeritus & Student	<input type="checkbox"/> \$59	<input type="checkbox"/> \$69
Chapter-Adjunct	<input type="checkbox"/> \$152	<input type="checkbox"/> \$172
Non-member	<input type="checkbox"/> \$280	<input type="checkbox"/> \$300

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	Before 3/10	3/10-5/1*
Sustaining,	<input type="checkbox"/> \$59	<input type="checkbox"/> \$69
Supporting, Full or Affiliate		
Emeritus & Student	<input type="checkbox"/> \$59	<input type="checkbox"/> \$69
Chapter-Adjunct	<input type="checkbox"/> \$79	<input type="checkbox"/> \$89
Non-member	<input type="checkbox"/> \$104	<input type="checkbox"/> \$114

Workshop Registration

Education credit is \$10/hour in addition to workshop registration fees. Not all workshops are available for APA and BACB Continuing Education.

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:..... \$ _____

Discounts that are not taken will be considered donations to ABA unless a written request is submitted.

ABA Membership Information

Membership Benefits

Members of ABA International enjoy reduced convention registration fees, subscriptions to *The ABA Newsletter*, and access to on-line membership services. Additional benefits are included in the member type description.

Full Members - Full member dues help support the involvement of undergraduate and graduate students in behavior analysis. **Additional Benefits:** voting rights on ABA business matters and to participate in the nominations and election of officers and a subscription to *The Behavior Analyst*. **Requirement:** A Master's degree in experimental or applied behavior analysis or contributions to the field of behavior analysis. Submissions are subject to review by the Membership Committee. Send vita and course records when requesting this status for the first time.

Emeritus Full Members - for individuals who have been approved for full membership status and are over the age of 65. **Requirement:** Send verification of age when applying for this status for the first time.

Supporting and Sustaining Full Members - Through increased dues, Sustaining and Supporting Full members 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 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, as well as specific topic areas to which the applicant was exposed.

Name of supervisor: _____

Organization in which supervised experience occurred: _____

- I have had two or more years of supervised experience in experimental or applied behavior analysis. Applicant's vita must include a description of the experimental or applied experience, as well as specific topic areas to which the applicant was exposed.

Name of supervisor: _____

Organization in which supervised experience occurred: _____

- I have made significant contributions to the knowledge in behavior analysis as evidenced by research publications, presentations at professional conventions, or by other comparable means, as reflected in my attached vita.

Please note that additional information regarding the nature of supervised experience may be requested before voting member status can be determined.

Name: _____

Affiliation: _____

Affiliate Members - for individuals who have an interest in behavior analysis or have completed undergraduate credit, but do not meet the full member education requirements. Dues help support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. **Additional benefit:** subscription to *The Behavior Analyst*. **Requirement:** Send a letter of recommendation from a voting member of ABA International.

Emeritus Affiliate Members - for individuals who are over the age of 65 but do not have voting rights. **Requirement:** Send verification of age when applying for this status for the first time.

Sustaining and Supporting 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*.

Chapter/Adjunct Member - members of an ABA-affiliated chapter. **Requirement:** A letter from the chapter confirming chapter membership must be sent annually at the time of membership renewal.

Student Members - full-time undergraduate or graduate students, resident, or interns. **Additional benefits:** subscription to *The Behavior Analyst* and free resume on-line posting in the Job placement directory. **Requirement:** Send verification of full-time student, intern, or resident status with your application.

Membership Fees for International Members

ABA International offers discounted fees for members who live in countries with per capita income of less than 75% of the United States'. Fees have been divided into four categories:

Category A fees are for members in countries with income per capita within 75 - 100% of the US'. These countries include: **Austria, Belgium, Bermuda, Canada, Cayman Islands, Denmark, Finland, France, Germany, 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 - 75% of the US'. These countries include: **Australia, Hong Kong, Italy, Kuwait, New Zealand, Singapore, Spain, and United Arab Emirates.** Members in Category B will receive a 25% discount on membership dues.

Category C fees are for members in countries with income per capita between 25 - 50% of the US'. These countries include: **Bahrain, Cyprus, Greece, Israel, Portugal, Qatar, Saudi Arabia, and South Korea.** Members in Category C will receive a 40% discount on membership dues.

Category D fees are for members in countries with income per capita <25% of the US'. These countries include: **Argentina, Bangladesh, Brazil, Chile, China, Colombia, Costa Rica, Ecuador, 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, 2005. 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; (269) 492-9310; or by fax at (269) 492-9316.

How to Become a Member

To become a member of the Association for Behavior Analysis International, fill out the ABA 2007 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>.

NOTE: The term of membership is January 1 through December 31 of the membership year(s).

ABA 2007 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	
	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								
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, Hong Kong, Italy, Kuwait, New Zealand, Singapore, Spain, and United Arab Emirates**

Category C: For countries with income per capita of 25%-50% of the US, including **Bahrain, Cyprus, Greece, Israel, Portugal, Qatar, Saudi Arabia, and South Korea**

Category D: For countries with income per capita of <25% of the US, including **Argentina, Bangladesh, Brazil, Chile, China, Colombia, Costa Rica, Ecuador, 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: _____

COUNTRY: _____

CITIZENSHIP: _____

WORK TELEPHONE #: _____

HOME TELEPHONE #: _____

FAX #: _____

E-MAIL: _____

WEBSITE: _____

JOURNAL SUBSCRIPTIONS

Journal **Student** **Individual**

ANALYSIS OF VERBAL BEHAVIOR \$21 \$28

THE BEHAVIOR ANALYST* \$45

Shipping: Int'l orders add \$7 for AVB or \$14 for TBA

May we have your permission to contact your institution or university library on your behalf to request the journals?

YES NO LIBRARY: _____

*Dues for all membership categories include subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, except chapter/adjunct dues, which do not include *The Behavior Analyst*.

STUDENT MEMBER INFORMATION

STUDENT TYPE: HIGH SCHOOL UNDERGRAD DOCTORAL MASTER'S POST DOC

NAME OF SCHOOL YOU ATTEND: _____

PROGRAM NAME: _____

EXPECTED GRADUATION DATE: _____

VERIFICATION OF STUDENT STATUS

I, _____, certify that _____

is a full-time student, intern, or resident at (insert name of institution) _____.

Faculty Signature: _____ Date: _____

METHOD OF PAYMENT

Total Amount for Dues & Subscriptions \$ _____

Make checks payable, in US dollars, through a US bank, to ABA or charge to your:

Am. Express MasterCard Visa Discover

If paying by credit card, please fill in the following:

Name on card: _____

Card Number: _____

Expiration Date: _____

Signature: _____

Payment of dues is subject to current federal, state and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of federal, state, or local tax information. All funds are in U.S. dollars. Overpayments and discounts not taken by the applicant will be considered donations to ABA unless a request for a refund is received by the ABA office in writing.

Personal information such as age and annual income will be kept confidential. This information is collected for the purpose of membership data analysis only. Supporting Full and Sustaining Full members contribute to the development of ABA through higher fees, and meet the requirements of Full membership.

Reason for membership:

- Encouraged by University Program
- Family members exposed to behavioral treatment
- Maintain certification status
- Obtain The Behavior Analyst
- General Interest in behavior analysis
- Required by employer

Degree Held

Most recent degree received: _____
 Year Received: _____
 Conferring Institution: _____

Certification

Are you a certified behavior analyst?

- Yes No

If yes, by whom? _____

Position Title

Please check the one box that most closely describes your job title:

- 01 Administrator
- 02 Student
- 03 Consultant / Staff Trainer
- 04 Professor / Academic
- 05 Psychologist / Therapist
- 06 Researcher
- 07 Social Worker
- 08 Speech / Language Pathologist
- 09 School Teacher
- 10 Parent
- 00 Other: _____

Primary Activity

Please check the one box that most closely describes the majority of your work:

- 01 Administration
- 02 Clinical
- 03 Consulting / Staff Training
- 04 Research
- 05 Student
- 06 Teaching
- 07 Retired
- 00 Other: _____

Primary Discipline

Please check the one box that most closely describes your field of study:

- 01 Behavior Analysis
- 02 Behavioralogy
- 03 Communication Disorders
- 04 Education
- 05 Medicine
- 06 Organizational Management
- 07 Pharmacology
- 08 Psychology
- 09 Social Work
- 00 Other: _____

Annual Income Range

- <\$15,000
- \$15,000-\$34,000
- \$35,000-\$54,000
- \$55,000-\$74,000
- \$75,000-\$99,000
- \$100,000-\$149,000
- >\$150,000

During the past 12 months did you receive funding for behavioral research? Note: This information may be shared with persons or agencies/organizations engaged in efforts to support and promote behavioral research.

Yes No

What source provided the funding? _____

What was the amount of funding?
 \$_____ over _____year(s)
 What is the subject of your funded research?

During the past 12 months have you served as a member of a grant review committee? Yes No

ABA SIGs of which you are a member (M) or are interested in (I).

- Applied Animal Behavior
- Autism
- Behavior Analyst Online
- Behavioral Gerontology
- Behavioral Medicine
- Behaviorists for Social Responsibility
- Behaviorists Interested in Gambling
- Clinical
- Crime and Delinquency
- Development & Behavior Analysis
- Direct Instruction
- Evidence-Based Practice
- Experimental Analysis of Human Behavior (EAHB)
- Health, Sport, & Fitness
- Instructional Design
- Interbehaviorists in ABA
- OBM Network
- Parent-Professional Partnership
- Positive Behavior Support
- Rehabilitation & Independent Living
- Sex Therapy & Educational Programming (STEP)
- SIG Español
- Speech Pathology & ABA
- Society for the Quantitative Analyses of Behavior (SQAB)
- Standard Celeration Charting
- Teaching Behavior Analysis
- Verbal Behavior

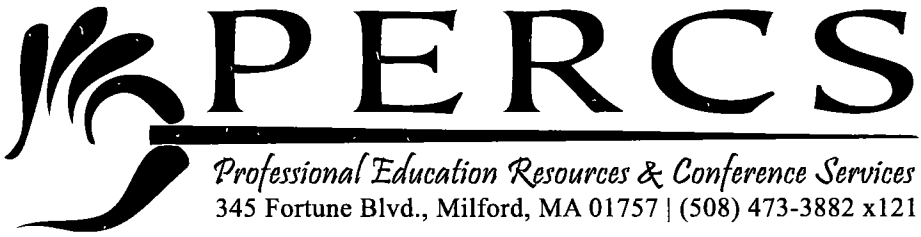
ABA affiliated chapter(s) of which you are a member (M) or are interested in (I):

- ABA Colombia
- ABA España
- ABA India
- ABA of Argentina
- ABA of Brazil (ABAB)
- Alabama ABA
- Asociación Latinoamericana de Análisis y Modificación del Comportamiento (ALAMOC)
- Australian Association for Cognitive Behaviour Therapy
- Behavior Analysis Association of Michigan
- Behavior Analysis Society of Illinois
- Behaviour Analysis In Ireland
- Berkshire Association for Behavior Analysis and Therapy

- Blackstone Valley ABA
- California ABA
- Chicago ABA
- Chinese ABA
- Connecticut ABA
- Delaware Valley ABA
- Experimental Analysis of Behaviour Group UK
- Florida ABA
- Georgia ABA
- German Society for Behavioral Medicine and Behavior Modification
- Greater Boston ABA
- Hawaiian ABA
- Heartland ABA
- Icelandic ABA
- Israel ABA
- Italian Association for the Analysis and Modification of Behavior
- Japanese ABA
- Kansas ABA
- Korean ABA
- Manitoba ABA
- Maryland ABA
- Mid-American ABA
- Middle East ABA
- Missouri ABA
- Nevada ABA
- New England Society of Behavior Analysis & Therapy
- New Jersey ABA
- New York State ABA
- New Zealand ABA
- North Carolina ABA
- Northwestern ABA
- Norwegian ABA
- Ontario ABA
- Pennsylvania ABA
- Philippines ABA
- Polish ABA
- Polish ABT
- Russian ABA
- Sociedad Mexicana de Análisis de la Conducta
- Southeastern ABA
- Swedish ABA
- Taiwan ABA
- Tennessee ABA
- Texas ABA
- Venezuelan ABA
- Vermont ABA
- Virginia ABA
- Wisconsin ABA

Participation is needed on ABA Boards & Committees. Please indicate where you would be willing to volunteer:

- Affiliated Chapters
- Education
- Membership – Recruitment & Retention
- Program – Program Committee
- Professional Affairs
- Publications
- Science Policy & Research



Proudly Presents: **TRAINING**



Providing Online

Continuing Education Courses for:

- Behavior Analysts**
(BACB Approved CEs)
- Psychologists**
- School Psychologists**
- Special Education Teachers**
- Early Intervention Specialists**

Training Content

- Text materials**
- Power Point Presentations**
- Video (DVD)**
- Live Streaming**
- Audio**

PERCS is approved as a Type II CE provider by the BACB, is an APA Sponsor Organization and an approved IACET CEU provider.



PERCS, a provider of professional education and training, announces its new site:

www.trainingondemand.tv for online training and continuing education opportunities.

This new site allows users to view training content, complete post-tests, which are automatically scored, and then print out certificates of completion or continuing education from the comfort of their home or office.

Coming Soon:

Platform for web hosting your content.

Come to our booth to find out more about future opportunities to earn CEs and for web hosting for professionals to develop and offer Continuing Education courses and content on our new site!

www.trainingondemand.tv

2007 ABA International Conference Registration Form

Sydney, Australia

August 12-14, 2007

Mail form and payment to: Association for Behavior Analysis International
219 S. Park Street, Kalamazoo, MI 49001; Telephone: (269) 492-9310 Fax: (269) 492-9316

Personal Information

NAME (First, Middle, Last) _____

ADDRESS _____

ADDRESS _____

CITY, STATE, COUNTRY, POSTAL/ZIP CODE _____

WORK TELEPHONE # (please include area/country codes) _____

WORK FAX # (please include area/country codes) _____

HOME TELEPHONE # (please include area/country codes) _____

CELL PHONE # (please include area/country codes) _____

E-MAIL _____

Cancellation

A processing fee of \$120 will be charged for registration refunds.

Student Information*			
Student Type:	<input type="checkbox"/> High School	<input type="checkbox"/> Undergrad <input type="checkbox"/> Doctoral	<input type="checkbox"/> Master's <input type="checkbox"/> Post Doc
Name of School You Attend: _____			
Program Name: _____			
Expected Graduation Date: _____			
Verification of Student Status			
I, _____, certify that _____ is a full-time student at (Institution) _____.			
Faculty Signature: _____			
Date: _____			

Conference Registration

(Sunday, August 12 – Tuesday, August 14, 2007)

Register by May 11, 2007:

Regular: \$400

Australian or New Zealand Full-time Students*: \$250

Register after May 11, 2007:

Regular: \$450

Australian or New Zealand Full-time Students*: \$275

*Student Information and Verification of Student Status must be completed to register

Conference Name Badge

NAME (as you would like it to appear on your badge) _____

AFFILIATION (where you work or go to school) _____

Method of Payment

Make checks payable to **ABA**, or charge to your:

- Visa MasterCard American Express
 Discover

If paying by credit card, please include:

NAME (as it appears on your card) _____

Billing Address _____

BILLING CITY, STATE, POSTAL/ZIP CODE, COUNTRY _____

CARD NUMBER & EXPIRATION DATE _____

SIGNATURE _____

Progress and Challenges in the Behavioral Treatment of Autism DVD Order Form

Mail this form to: ABA; 1219 S Park St; Kalamazoo MI 49001 or fax to (269) 492-9316

The Association for Behavior Analysis International is pleased to offer the 2007 Autism Conference, *Progress and Challenges in the Behavioral Treatment of Autism* on computer DVD. This conference exposed providers of home and school-based behavior analysis services, parents and family members, caregivers, researchers, teacher trainers, and students to the most current, scientifically validated information about behavior analysis in autism treatment. The single-track conference featured 14 invited presentations by prominent researchers and authorities on the treatment of autism and representatives from the May Institute and the New England Center for Children (past SABA Awardees for Enduring Programmatic Contributions to Behavior Analysis).

Bill To: (Please Print)

Ship To: (Please Print)

Affiliation _____ Affiliation _____

Your Name _____ Attention _____

Address _____ Address _____

City _____ City _____

State _____ Zip _____ State _____ Zip _____

Telephone () _____ Telephone () _____

E-Mail _____

Quantity	Title or Description	Price Each	Total Price	
1	Autism Conference DVD	\$190.00		
PAYMENT METHOD		Total		

All orders are nonrefundable.

- Check Enclosed Payable to: *Association for Behavior Analysis*
- Visa
- MasterCard
- American Express
- Discover

Card # _____

Expiration Date _____

Signature _____

Visit us on-line at <https://apps.abainternational.org/store/>

The Analysis of Verbal Behavior Order Form

If you are interested in a behavioral analysis of language, *The Analysis of Verbal Behavior* is the ideal journal for you. No other journal offers this unique contribution to the empirical and conceptual analysis of verbal behavior. *The Analysis of Verbal Behavior* (ISSN 0880-9401) publishes original papers relevant to the elementary verbal operants, autoclitics, multiple control, private events, rule-governed behavior, epistemology, scientific verbal behavior, language acquisition, language assessment and training, second languages, pedagogy, the verbal behavior of nonhumans, and verbal behavior research methodology. If you are not reading AVB, you may be missing out of some of the most interesting and valuable information in the field of behavior analysis today.

Mail with payment to: ABA; 1219 South Park Street, Kalamazoo, MI 49001
 Telephone: (269) 492-9310 Fax: (269) 492-9316 E-mail: mail@abainternational.org
Order online at <https://apps.abainternational.org/onlinestore/>

	Unit Cost			Quantity	Total Cost
	Individual	Student	Institution		
Separate Volumes					
Volume 23 (2007).....	\$28.00	\$ 21.00	\$ 67.00	x _____ = _____	
Volume 22 (2106).....	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 21	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 21	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 19	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 18	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 17	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 16	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 15	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 14	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 13	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 12	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 11	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 10	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 9.....	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 8.....	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 7.....	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 6.....	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 4.....	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
Volume 1, 2, & 3 bound together.....	\$28.00	\$21.00	\$67.00	x _____ = \$ _____	
*International Shipping Fee, per volume	\$4.00	\$4.00	\$4.00	x _____ = \$ _____	
Set					
Volumes 1-21 (does not include vol. 5).....	\$357.00	\$357.00	\$922.00	x _____ = \$ _____	
* International Shipping Fee, complete set ...	\$160.00	\$160.00	\$160.00	x _____ = \$ _____	
SUBTOTAL	\$ _____				
6% Sales Tax (Michigan Residents Only).....	SUBTOTAL x. 06 = \$ _____				
TOTAL	\$ _____				

Name: _____ Affiliation: _____
 Street Address: _____
 City: _____ State: _____ Country: _____ ZIP Code: _____
 E-mail: _____
 Credit Card #: _____ Expiration: _____
 Visa MasterCard Am. Ex. Discover Signature: _____



Society for the Advancement of Behavior Analysis

The Society for the Advancement of Behavior Analysis (SABA) was chartered in 1980 as a non-profit corporation devoted to the welfare and future of behavior analysis. SABA exists to secure and administer private funds in support of behavior analysis. These activities include, but are not limited to, the advancement of basic knowledge about behavior analysis and the applications of that knowledge to problems of developmental disabilities and other areas.

SABA supports behavior analysis through both independent projects that it initiates and through underwriting activities of the Association for Behavior Analysis (ABA). The eight Directors of SABA are also members of the Executive Council of ABA.

Grants Awarded by SABA

The **Janet and Sidney Bijou Fellowship** provides two \$5,000 grants annually students in a doctoral program in psychology or education, in which it is possible to conduct research in behavioral child development.

The **SABA Experimental Fellowship** provides a \$2,000 grant for one student annually in a doctoral program in psychology or behavior analysis, in which it is possible to conduct research in the experimental analysis of behavior.

The **International Development Grant** supports a project aimed at developing behavior analysis internationally, such as a training program or conference.

The **Student Presenters Grant** provides complimentary registration to student members presenting at the annual convention and other events.

Funds to Support Behavior Analysis

The **International Endowment Fund** is allocated to support the dissemination of behavior analysis outside of the United States.

Unrestricted funds are used to support the SABA award ceremony at the ABA convention and other regular SABA activities.

The **Student Presenters Fund** supports registration fees for senior student presenters of a paper or poster at the ABA annual convention.

Tax Status

As a non-profit organization, SABA is exempt from federal income tax under Section 501 (c)(3) of the 1986 Internal Revenue Code as amended. Contributions to SABA qualify for tax deductions to the full extent provided by law.

Ethical Standards

The Society safeguards privacy rights and confidential information. The Society neither accepts nor grants favors for the personal gain of any individual, nor does it accept favors where a higher public interest would be violated. The Society avoids

actual or apparent conflicts of interest and, if in doubt, seeks guidance from appropriate authorities.

Advantages of Giving

The Society provides advantages to donors and to behavior analysis because:

- It is private and non-profit, existing solely for the benefit of behavior analysis.
- It is directly accountable to the behavior analysis community through its permanent connection with ABA's Executive Council.
- It allocates unrestricted gifts to help advance behavior analysis in areas which otherwise might not be funded.
- It is flexible in working with donors to see that any specific requests they have will be honored within the guidelines of the Society.
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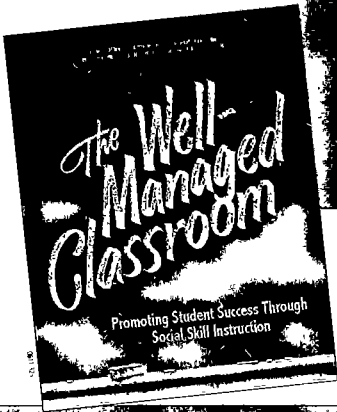
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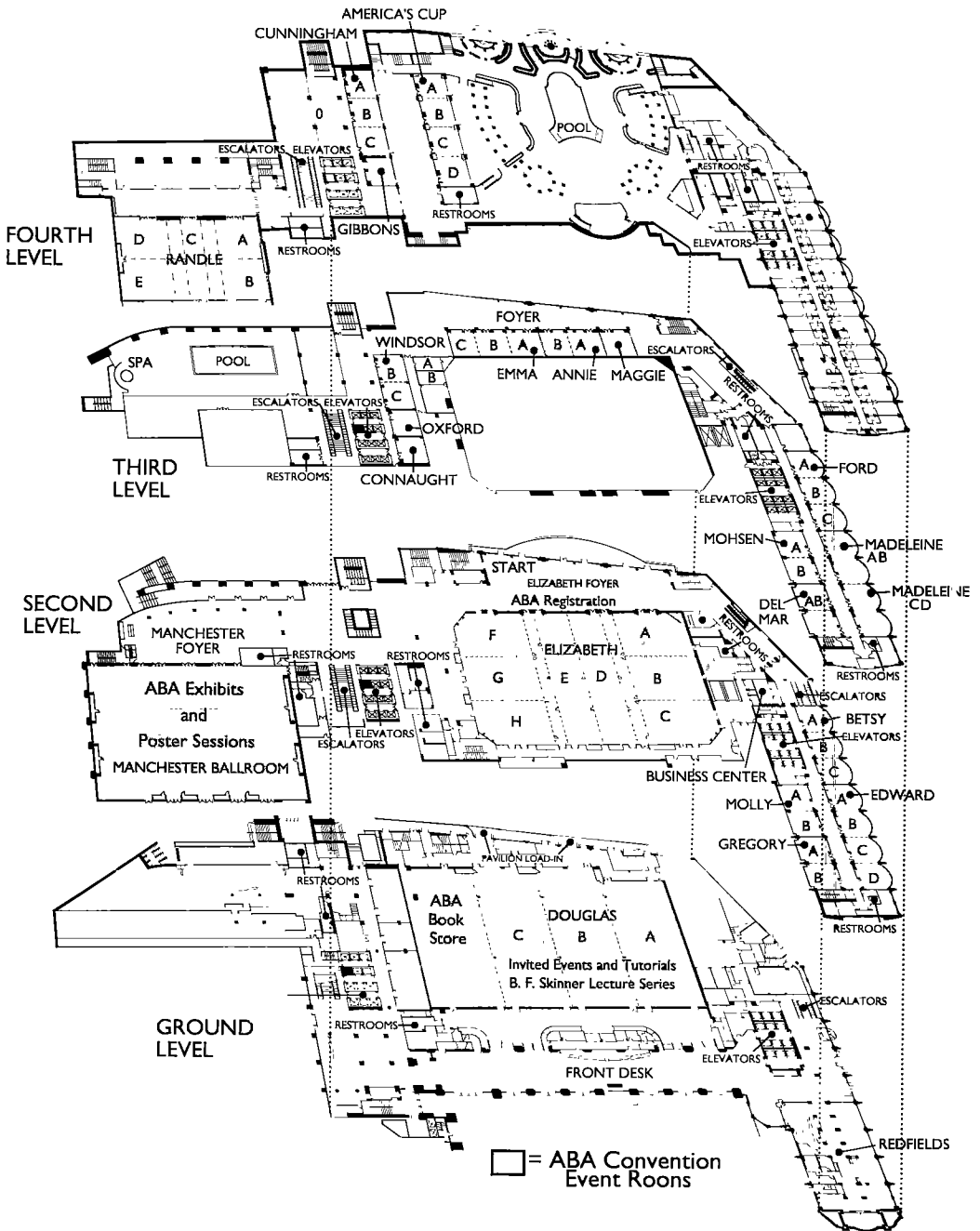
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