CONVENTION PROGRAM

CONVENTION
PROGRAM

MAY 23 – 27, 2008

HILTON CHICAGO
720 SOUTH MICHIGAN AVENUE
CHICAGO, IL 60605

34TH ANNUAL CONVENTION

ABA CHICAGO

ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL™

34TH ANNUAL CONVENTION

ABA CHICAGO

ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL™

The New England Center
FOR CHILDREN
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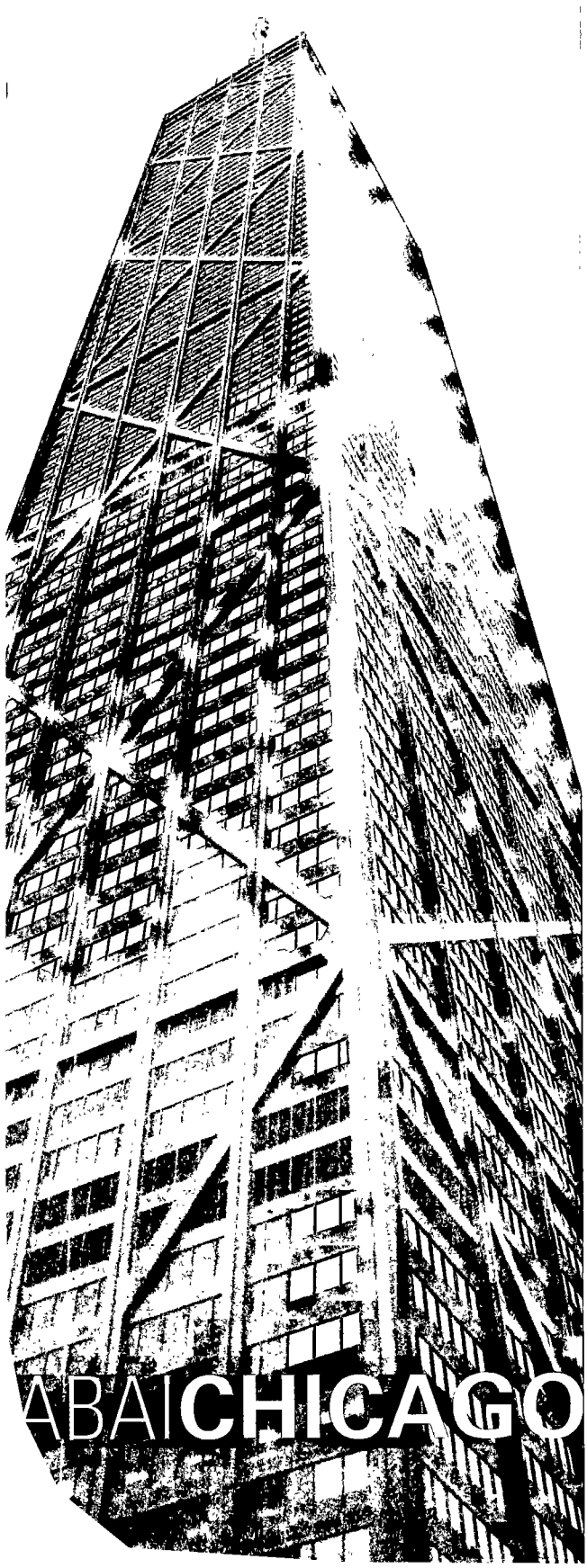


NECC and The Health Authority of Abu Dhabi are pleased to announce the opening of our new school.

For more information on this replication of our work and other exciting developments at NECC, visit our exhibit.

www.necc.org

33 Turnpike Road • Southborough, MA 01772
Phone 508-481-1015 • Fax 508-485-3421 • e-mail info@necc.org



ABAI**CHICAGO**

FRIDAY, MAY 23
THROUGH
TUESDAY, MAY 27

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.

2008

Acknowledgements

Program Board Coordinator

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

Program Committee Co-Chairs

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

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

Program & Convention Management and CE Coordination for APA

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

CE Coordination for BACB

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

Area Coordinators

Autism (AUT): William H. Ahearn (New England Center for Children) and Jeffrey H. Tiger (Louisiana State University)

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

Clinical; Family; Behavioral Medicine (CBM): Ann D. Branstetter (Missouri State University) and Jonathan Kanter (University of Wisconsin, Milwaukee)

Community Interventions; Social & Ethical Issues (CSE): Maria Ruiz (Rollins College) and Saul Axelrod (Temple University)

Developmental Disabilities (DDA): Mark R. Dixon (Southern Illinois University, Carbondale) and Joel E. Ringdahl (University of Iowa)

Education (EDC): Ronnie Detrich (Wing Institute) and Cathy Watkins (California State University, Stanislaus)

Experimental Analysis of Behavior (EAB): Mark P. Reilly (Central Michigan University) and James S. MacDonall (Fordham University)

Human Development; Gerontology (DEV): Martha Pelaez (Florida International University) and Gary Novak (California State University, Stanislaus)

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

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

Theoretical, Philosophical, and Conceptual Issues (TPC): Sam Leigland (Gonzaga University) and Ted Schoneberger (Stanislaus County Office of Education)

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

Graphic Design & Layout

Tricia Hennessy, Art Direction; Paul Sizer, Production Manager; Laura Hervey, Krystle Lilliestiera, Sherri Mealy, and Raegan Sucik, Design (Design Center, Western Michigan University)

Convention Planning & Assistance

Waleed Al-Baloushi, Michael Cooper, Levi Danoski, Jennifer Hauglie, Jane Irwin, Deborah Lemons, Jack Lingbeek, Michelle Mercer, Joseph Romeo, Lisa Sanchez, Majda Seuss, Mia Soule, Nancy Wood, Amanda Wright, and Kayleen Van Gelder (Association for Behavior Analysis International)

ABAI Convention Presenters

This program contains the contributions of 3,394 participants from 23 countries. Thanks to their work, ABAI is able to offer a program with 80 workshops, 89 paper sessions (including 244 papers), 257 symposia, 39 panel discussions, 742 posters, 117 Expo posters, 52 business meetings, 20 reunions/receptions, 44 invited presentations and tutorials, and 22 special events. We appreciate the support of ABA's 30 special interest groups. They have made significant contributions to the quality and richness of the 2008 convention program. Special thanks to the Program Committee and the ABAI 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™ (ABAI) is dedicated to developing, enhancing, and supporting the growth and vitality of behavior analysis through research, education, and practice. Advancing behavioral science and its application has become an international effort, as witnessed by the countries represented by our members.

ABAI is a membership organization that provides a forum for 30 special interest groups, maintains a mutually beneficial relationship with 58 affiliated chapters located across the U.S. and around the world, and organizes an annual convention and other conferences and events. ABAI publishes three scholarly journals, distributes a newsletter three times a year, provides support for continuing education credits, accredits behavioral programs, and offers job placement services. The annual convention offers contemporary scientific and social issues, theoretical advances, the dissemination of professional and public information, and a variety of services to behavior analysts teaching, doing research, and practicing behavior analysis.

Background

ABAI was founded in May 1974 at the University of Chicago. The first annual convention was held the following year. Past presidents are: Nathan H. Azrin, Donald M. Baer, Sidney W. Bijou, Marc N. Branch, A. Charles Catania, Thomas S. Critchfield, Barbara C. Etzel, Judith E. Favell, Richard M. Foxx, Sigrid S. Glenn, Israel Goldiamond, Gina Green, Don F. Hake, Linda J. Hayes, Philip N. Hineline, Brian A. Iwata, James M. Johnston, Kennon A. Lattal, Ogden R. Lindsley, M. Jackson Marr, Frances 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.

ABAI 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, religions, abilities, and educational levels. ABAI opposes unfair discrimination.

Ethics

The Association for Behavior Analysis International expects its members to uphold the highest standards of personal and professional behavior in the conduct of their work and the advancement of behavior analysis. ABAI embraces the diversity of professions within its membership; thus each ABAI member should adhere to the ethical standards that have been defined for his or her profession. Examples include, but are not limited to:

- The American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct"
- The Association for Clinical Researchers' "Code of Ethics"
- The Association for Institutional Research's "Code of Ethics"
- Behavior Analyst Certification Board's "Guidelines for Responsible Conduct for Behavior Analysts"
- The National Association of School Psychologists' "Professional Conduct Manual"
- The National Association of Social Workers' "Code of Ethics"
- The National Education Association's "Code of Ethics of the Education Profession"

Executive Council

President (2006-2009)
Janet S. Twyman, Ph.D. (Headsprout)

President-Elect (2007-2010)
William L. Heward, Ed.D. (The Ohio State University)

Past President (2005-2008)
Thomas S. Critchfield, Ph.D. (Illinois State University)

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

International Representative (2005-2008)
Simon Dymond, Ph.D. (Swansea University)

At-Large Representative (2006-2009)
Patrick C. Friman, Ph.D. (Father Flanagan's Girls and Boys Town)

At-Large Representative (2007-2010)
Kurt Salzinger, Ph.D. (Hofstra University)

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

Past Student Representative (2005-2008)
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Student Representative (2006-2009)
Corina Jiménez-Gómez (Utah State University)

Student Representative-Elect (2007-2010)
Erick M. Dubuque (University of Nevada, Reno)

Executive Director/Secretary-Treasurer (1993-present)
Maria E. Malott, Ph.D. (Association for Behavior Analysis International)

Schedule and Program Book Information

Thursday, May 22

5:00 PM –	9:00 PM	SQAB*

Friday, May 23

7:00 AM –	9:00 PM	SQAB
10:00 AM –	5:00 PM	Workshops
6:00 PM –	9:00 PM	Workshops

Saturday, May 24

7:00 AM –	12:00 PM	SQAB
8:00 AM –	11:00 AM	Workshops
9:30 AM –	10:20 AM	Newcomer's Session
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 Mtgs
8:30 PM –	10:20 PM	Reunions
10:30 PM –	12:30 AM	Behavioral Bash

Sunday, May 25

7:00 AM –	7:50 AM	HSF** Activity
8:00 AM –	8:50 AM	Business Mtgs
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 Mtgs
8:00 PM –	9:50 PM	Reunions
10:00 PM –	12:00 AM	ABAI Expo

Monday, May 26

8:00 AM –	8:50 AM	ABAI Bus. Mtg
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 Mtgs
8:30 PM –	10:20 PM	Reunions
10:30 PM –	1:00 AM	ABAI Social

Tuesday, May 27

8:00 AM –	8:50 AM	Business Mtgs
9:00 AM –	1:50 PM	Sessions

**Society for the Quantitative Analyses of Behavior*

*** Health, Sport, and Fitness*

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.

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 page 7.

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 Speaker events 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.

Tutorials are presented by distinguished scholars who teach a specific topic. The 2008 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.

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

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

Business Meetings are held by ABAI committees, chapters, special interest groups and other groups. Anyone may attend published meetings.

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

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.

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

On-Line Scheduling Option

Use ABAI's on-line scheduling option to make sure you don't miss an important session in Chicago! To create a personalized convention schedule, visit the ABA International Web site, www.abainternational.org, and log into the ABAI 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. You can also 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.

General Information

Registration Hours

On-site and Pre-registration are located on the Lower Level of the Hilton Chicago in the Southwest Exhibit Hall. 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 22nd	5:00 PM – 8:00 PM
Friday, May 23rd	7:00 AM – 7:00 PM
Saturday, May 24th	7:00 AM – 7:30 PM
Sunday, May 25th	8:00 AM – 7:00 PM
Monday, May 26th	8:00 AM – 7:30 PM
Tuesday, May 27th	8:00 AM – 2:00 PM

Membership

Membership information and applications are provided on pages 381 - 386. Unless you are registering for convention as a nonmember, your ABAI 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 ABAI office by May 1, 2008. On-line registration will be closed at 8:00 AM Eastern Standard Time on May 1st. ***ABAI 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.***

Cancellations and Refunds

You may cancel convention or workshop registration prior to May 1st, 2008, unless otherwise noted. A $30 handling fee will be deducted from all refunds or exchanges. Handling fees will not be deducted for events cancelled by ABAI. After May 1st you will only receive refunds for events cancelled by ABAI.

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 $8 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.**

Name Badges

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.***

Packets

Attendants who register before May 1st, 2008 may pick up their convention packets at the **Pre-registration Counter** in the Southwest Exhibit Hall on the Lower Level of the Hilton Chicago.

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 pages 379-380.

Early registrants will receive workshop ticket(s) in their registration packets. Workshop tickets may be purchased at the **On-site Registration Counter** located on the Lower Level of the Hilton Chicago in the Southwest Exhibit Hall.

Video Recording Policy

Please be aware that ABAI prohibits audio and video recording of convention events by any person or entity other than ABAI.

Sample Program Entry

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

#492 Symposium **(Event number & session format)**
4:00 PM - 5:20 PM (Time)
Continental A (1st floor) (Room and floor – see maps inside back cover)
AUT; Applied Behavior Analysis (Program area: Autism; Cat: Applied Behavior Analysis)
BACB CE Offered. CE Instructor: Joe Smith (BACB CE credits available - see page 8 for details)

Continuing Education

ABAI 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 ABAI does not require participation in the continuing education program for Association membership, involvement in the program is encouraged. ABAI will maintain records of all continuing education credits.

ABAI CE for Certified Behavior Analysts

ABAI 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

ABAI 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 Southwest Exhibit Hall on the Lower Level of the Hilton Chicago. These packets will include:

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

To receive BACB CE for convention events, attendants must:

- Pick up a CE packet (Sign-in and -out sheets, evaluation form, job aid) from the On-Site 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 attendants 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.

ABAI CE for Psychologists

ABAI is approved by the American Psychological Association to offer continuing education for psychologists. ABAI 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. **ABAI does not offer CE credits for psychologists for regular convention sessions.**

Continuing Education Certificates

Certificates of attendance for continuing education credits will be posted on the ABAI Portal page of the attendants who purchased credits by June 15th.

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

Other Continuing Education Information

Please note that ABA International is an approved provider of the American Psychological Association 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 ABAI convention prior to purchasing CE. For more information please visit our Web site at http://www.abainternational.org/BA/practice.asp

Convention Services

ABAI Cooperative Bookstore

The ABAI Cooperative Bookstore is pleased to offer titles relating to the field of behavior analysis at the 34th annual convention in Chicago. The ABAI Cooperative Bookstore will be located in the Northeast Exhibit Hall on the Lower Level of the Chicago Hilton. 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 23rd	9:00 AM – 7:00 PM
Saturday, May 24th	9:00 AM – 7:30 PM
Sunday, May 25th	9:00 AM – 7:00 PM
Monday, May 26th	9:00 AM – 7:30 PM
Tuesday, May 27th	9:00 AM – 12:00 PM

On-line Store

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

The on-line store is the place to order ABAI 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.

Meet and Greet

Author signings will be scheduled in the bookstore throughout the convention. Check the on-site schedule for names and times.

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 ABAI conventions will be available in the on-site bookstore as well as on-line. Several sessions at the annual convention may be video taped and offered for sale at a later date. Events that may be video taped include:

#8 Opening Event: SABA Awards

#13 Response to Intervention (RTI): Diagnosing the Learning Enabled; W. David Tilly, III

#43 Behavioral Economics; Gregory J. Madden

#63 Drugs as Behavior Analysis Tools; Marc N. Branch

#91 Presidential Scholar's Address: Marriage, Divorce, and the Family; Gary S. Becker

#359 Blaming the Brain; Elliot Valenstein

#471 Presidential Address: Why Be a Behavior Analyst?; William L. Heward

Contact

For any inquiries regarding the ABAI Cooperative Bookstore, contact the ABAI office at (269) 492-9310, or via E-mail at bookstore@abainternational.org.

Service to Apply, Recruit and Train (START)

ABAI's Service to Apply, Recruit, and Train was developed to place behavior analysts in appropriate jobs, internships, and graduate programs and offers on-site interview scheduling services for applicants and employers who have resumes/jobs posted on the START Web site at http://www.abainternational.org/start/Jobs.aspx/

START Hours

The START desk is located in the **Southwest Exhibit Hall** on the Lower Level of the Hilton Chicago.

Thursday, May 22nd	5:00 PM – 8:00 PM
Friday, May 23rd	7:00 AM – 7:00 PM
Saturday, May 24th	7:00 AM – 7:30 PM
Sunday, May 25th	8:00 AM – 7:00 PM
Monday, May 26th	8:00 AM – 7:30 PM
Tuesday, May 27th	8:00 AM – 12:00 PM

B. F. Skinner Lecture Series

ABAI is proud to once again bring a number of distinguished speakers from fields other than behavior analysis to participate in the *B. F. Skinner Lecture Series.* These guest presenters have been selected especially for their relevance to our field and the ABAI Program Committee has arranged for you to hear an incredible range of scholars. Attendants will not want to miss these presentations. Complete information about each speaker is included in the program.

AUT – Autism

#41 Quantifying the Qualitative: Empirical Measures of Social Information Processing in Autism
Dr. James Charles McPartland (Yale Child Study Center)
Saturday, May 24, 2008; 2:00 PM

BPH – Behavioral Pharmacology

#289 Neurobiology of Cocaine Self-Administration: Some Findings in Monkeys and Rats
Dr. Drake Morgan (University of Florida)
Sunday, May 25, 2008; 4:30 PM

#392 The Choice to Take a Drug of Abuse: Contributions of Research with Nonhumans
Dr. William L. Woolverton (University of Mississippi Medical Center)
Monday, May 26, 2008; 11:00 AM

CBM – Clinical; Family; Behavioral Medicine

#359 Blaming the Brain
Dr. Elliot Valenstein (University of Michigan)
Monday, May 26, 2008; 10:00 AM

DEV – Human Development; Gerontology

#11 Massage Therapy Research
Dr. Tiffany Field (Touch Research Institute, University of Miami Medical School)
Saturday, May 24, 2008; 1:00 PM

EAB – Experimental Analysis of Behavior

#213 Finding the Consistency of Social Behavior in its Stable Variability
Dr. Walter Mischel (Columbia University)
Sunday, May 25, 2008; 1:30 PM

#328 Object Recognition by Dolphins
Dr. Herbert L. Roitblat (OrcaTec LLC)
Monday, May 26, 2008; 9:00 AM

OTH – Other

#214 Not By Genes Alone: How Culture Transformed Human Evolution
Dr. Peter J. Richerson (University of California, Davis)
Sunday, May 25, 2008; 1:30 PM

VRB – Verbal Behavior

#269 Brain Pathways for Behavioral Variation and Selection in a Vocal-Learning Songbird
Dr. Frank Johnson (The Florida State University)
Sunday, May 25, 2008; 3:30 PM

Celebrating and Expanding our Scientific Foundations

ABAI is delighted to announce a new series to the convention in 2008: Celebrating and Expanding our Scientific Foundations. This distinction was given to events that cover a wide range of topics that highlight our scientific roots and bring to light new areas of science and application. The series is headlined by the "State of the Science" addresses given by luminaries in the field tracing the development of key ideas and concepts in a specific area of research and theory. Look for the "Scientific Foundations" heading throughout the program for these events.

Special Event

#284a Celebrating and Expanding our Scientific Foundations: State of the Science Addresses
Dr. Edmund Fantino (California State University, San Diego), Dr. John A. Nevin (University of New Hampshire), Dr. Murray Sidman (Retired), and Dr. Travis Thompson (Department of Pediatrics, University of Minnesota School of Medicine)
Sunday, May 25, 2008; 4:30 PM

AUT – Autism

#173 Tutorial: Integrating Functional Analytic and Genetic Methods to Study Gene-Environment-Behavior Relations in Autism
Dr. Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)
Sunday, May 25, 2008; 10:00 AM

BPH – Behavioral Pharmacology

#63 Tutorial: Drugs as Behavior-Analysis Tools
Prof. Marc N. Branch (University of Florida)
Saturday, May 24, 2008; 3:00 PM

#289 Neurobiology of Cocaine Self-Administration: Some Findings in Monkeys and Rats
Dr. Drake Morgan (University of Florida)
Sunday, May 25, 2008; 4:30 PM

#392 The Choice to Take a Drug of Abuse: Contributions of Research with Nonhumans
Dr. William L. Woolverton (University of Mississippi Medical Center)
Monday, May 26, 2008; 11:00 AM

DEV – Human Development; Gerontology

#141 Self-Control and Social Cooperation
Prof. Howard Rachlin (Stony Brook University)
Sunday, May 25, 2008; 9:00 AM

#403 Tutorial: Evo-Devo
Prof. Peter Killeen (Arizona State University)
Monday, May 26, 2008; 1:30 PM

EAB – Experimental Analysis of Behavior

#12 SQAB Tutorial: Behavior Analysis Since 1960
Prof. John E. R. Staddon (Duke University)
Saturday, May 24, 2008; 1:00 PM

#42 SQAB Tutorial: The Hierarchical Organization of Behavior
Dr. C. R. Gallistel (Rutgers University)
Saturday, May 24, 2008; 2:00 PM

#43 Tutorial: Behavioral Economics
Prof. Gregory J. Madden (University of Kansas)
Saturday, May 24, 2008; 2:00 PM

#65 SQAB Tutorial: Facts and Theories in Decision Making: *Sturnus vulgaris* vs. Benjamin Franklin
Dr. Alex Kacelnik (Oxford University)
Saturday, May 24, 2008; 3:00 PM

#88 SQAB Tutorial: Mining Wolfram's "A New Kind of Science"
Dr. Jack J. McDowell (Emory University)
Saturday, May 24, 2008; 4:00 PM

#213 Finding the Consistency of Social Behavior in its Stable Variability
Dr. Walter Mischel (Columbia University)
Sunday, May 25, 2008; 1:30 PM

#312 Professional Development Series: Bridging the Gap Between Basic and Applied Research–The Matching Law
Dr. Thomas S. Critchfield (Illinois State University), Dr. Michael C. Davison (University of Auckland), and Dr. Nancy A. Neef (The Ohio State University)
Sunday, May 25, 2008; 8:00 PM

#328 Object Recognition by Dolphins
Dr. Herbert L. Roitblat (OrcaTec LLC)
Monday, May 26, 2008; 9:00 AM

OBM – Organizational Behavior Management

#360 Tutorial: Funding Behavioral Research
Dr. W. Kent Anger (Oregon Health & Science University) and Dr. Oliver Wirth (Center for Disease Control/National Institute for Occupational Safety and Health)
Monday, May 26, 2008; 10:00 AM

OTH – Other

#214 Not By Genes Alone: How Culture Transformed Human Evolution
Dr. Peter J. Richerson (University of California, Davis)
Sunday, May 25, 2008; 1:30 PM

TPC – Theoretical, Philosophical, and Conceptual Issues

#90 What's Voluntary About the Voluntary Operant?
Dr. Allen Neuringer (Reed College)
Saturday, May 24, 2008; 4:00 PM

#203 Autism, Joint Attention, and Verbal Behavior: Down to Basics of an Operant Analysis, Suggesting Technological Applications at Almost Every Step
Prof. Per Holth (Akershus University College)
Sunday, May 25, 2008; 11:00 AM

#501 Tutorial: A Molar View of Behavior
Dr. William M. Baum (University of California, Davis)
Tuesday, May 27, 2008; 9:00 AM

VRB – Verbal Behavior

#269 Brain Pathways for Behavioral Variation and Selection in a Vocal-Learning Songbird
Dr. Frank Johnson (Florida State University)
Sunday, May 25, 2008; 3:30 PM

#467 The Role of the Listener in the Analysis of Verbal Behavior
Dr. Mark L. Sundberg (Sundberg and Associates), Dr. David C. Palmer (Smith College), Dr. Philip N. Hineline (Temple University), and Dr. Hank Schlinger (California State University, Los Angeles)
Monday, May 26, 2008; 3:30 PM

#550 Tutorial: The Tacts of Life: Accuracy, Science, and Pseudoscience
Dr. Timothy D. Hackenberg (University of Florida)
Tuesday, May 27, 2008; 11:00 AM

Professional Development Series

The professional development series is an initiative of the ABA Student Committee. All convention registrants are welcome to attend these events.

#33 Advice from the Recently Hired
Chair: Robert C. Pennington (University of Kentucky)
Bryan J. Davey (Arizona Center for Comprehensive Education and Life-Skills), Donald M. Stenhoff (University of Kentucky), Peter Alter (University of Louisville), and Laura Ferguson (Home of the Innocents)
Saturday, May 24, 2008; 1:00 PM

#46 Conversation Hour with Prominent Women in Behavior Analysis
Chair: Kendra L. Rickard (University of Nevada, Reno, Center for Advanced Learning)
Dorothea C. Lerman (University of Houston, Clear Lake), Julie S. Vargas (B. F. Skinner Foundation), Carol Pilgrim (University of North Carolina, Wilmington), and Linda A. LeBlanc (Western Michigan University)
Saturday, May 24, 2008; 2:30 PM

#110 How to Give Effective Oral Presentations
Chair: Kristen Alyssa Rost (Queens College & Graduate Center of City University of New York)
Eric J. Fox (Western Michigan University), Raymond G. Miltenberger (University of South Florida), Matthew P. Normand (University of the Pacific), and Gregory J. Madden (University of Kansas)
Saturday, May 24, 2008; 7:30 PM

#263 Research in Nonuniversity Settings
Chair: Ruth M. DeBar (The Ohio State University)
Dean C. Williams (University of Kansas), David E. Kuhn (Kennedy Krieger Institute), D. Daniel Gould (New England Center for Children), and Christina Whalen Dallaire (TeachTown, Inc.)
Sunday, May 25, 2008; 3:00 PM

#292 Applying for Post-Doctoral Positions
Chair: Aaron D. Lesser (Kennedy Krieger Institute)
Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center), Melissa Blanock Mower (Kennedy Krieger Institute), and Jennifer Lynne Bruzek (Vanderbilt University)
Sunday, May 25, 2008; 4:30 PM

#309 Introduction to the Behavioral Pharmacology of Drugs that Act on Opioid and Dopamine Receptors
Chair: Corina Jiménez-Gómez (Utah State University)
James H. Woods and Gail Winger (University of Michigan)
Sunday, May 25, 2008; 7:00 PM

#312 Bridging the Gap Between Basic and Applied Research – The Matching Law
Chair: Corina Jiménez-Gómez (Utah State University)
Thomas S. Critchfield (Illinois State University), Michael C. Davison (University of Auckland), and Nancy A. Neef (The Ohio State University)
Sunday, May 25, 2008; 8:00 PM

#421 Aspects of Being a Board Certified Behavior Analyst
Chair: Jennifer Sweeney (Columbus Children's Hospital Autism Center/Kent State University)
Patrick M. Ghezzi (University of Nevada, Reno), Rita Honan (Trinity College Dublin), Christine L. Ratcliff (Behavior Analyst Certification Board), and Karen A. Gould (May Institute/Northeastern)
Monday, May 26, 2008; 1:30 PM

#439 Perspectives on the Future of Behavior Analysis
Chair: Erick M. Dubuque (University of Nevada, Reno)
Sigrid S. Glenn (University of North Texas), Linda J. Hayes (University of Nevada, Reno), and Edward K. Morris (University of Kansas)
Monday, May 26, 2008; 3:00 PM

#470 How to Obtain Grant Funding
Chair: Timothy C. Fuller (University of Nevada, Reno)
Jesse Dallery (University of Florida), William V. Dube (University of Massachusetts Medical School Shriver Center), and Kenneth Silverman (Johns Hopkins University)
Monday, May 26, 2008; 4:00 PM

#490 Introduction to Direct Instruction for Behavior Analysts
Chair: Nicole C. Groskreutz (Utah State University)
Dr. Timothy A. Slocum (Utah State University)
Monday, May 26, 2008; 7:30 PM

Association for Behavior Analysis International
Upcoming Events:

Evidence-Based Practice, Scientifically-Based Instruction, and Educational Effectiveness

2008 Education Conference
September 5-7, 2008
Hyatt Regency Reston
Reston, Virginia

35th Annual ABAI Convention

May 22-26, 2009
Phoenix Convention Center
Phoenix, Arizona

5th International ABAI Conference

August 7-9, 2009
Radisson SAS Plaza Hotel
Oslo, Norway

36th Annual ABAI Convention

May 28-June 1, 2010
Henry B. Gonzalez Convention Center
San Antonio, Texas

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 **ABAI Expo** to learn more about many of these programs.

California State University, Los Angeles ♦ www.calstatela.edu

M.S. in Counseling ♦ Division of Special Education and Counseling and M.S. in Psychology/Applied Behavior Analysis option ♦ Dept. of Psychology

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 ABAI Exhibit at the convention! ABAI exhibitors will be located in the **South Exhibit Halls** on the Lower Level of the Hilton Chicago.

Exhibit Hours:

Friday, May 23 ..... 10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Saturday, May 24 ..... 10:00 AM – 2:00 PM/3:30 PM – 7:30 PM
Sunday, May 25 ..... 10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Monday, May 26 ..... 10:00 AM – 2:00 PM/3:30 PM – 7:30 PM
Tuesday, May 27 ..... 10:00 AM – 12:00 PM

Following are descriptions of some of the 2008 exhibitors. Exhibitors marked with START ▶ are employers registered in the ABAI employment services. START stands for Service to Apply, Recruit, and Train. Exhibitors marked with **ABAI Organizational Member** are also organizational members of ABAI. If you are interested in exhibiting or becoming an organizational member, please contact the ABAI office at (269) 492-9310 or visit www.abainternational.org.

Association for Direct Instruction

805 Lincoln
Eugene, OR 97401
800-995-2464
brywick@adihome.org
http://www.adihome.org
Booth Number: 321

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.

Association of Professional Behavior Analysts

Department of Psychology
Auburn University
215 Thach
Auburn, AL 36849
344-844-6487
johnsjm@auburn.edu
http://www.apbahome.net
Booth Number: 305

The Association of Professional Behavior Analysis (APBA) is a new membership organization with the primary mission of serving the needs of professional behavior analyst practitioners.

Autism Spectrum Therapies
ABAI Organizational Member

6001 Bristol Parkway Ste 200
Culver City, CA 90232
310-641-1100
iunterman@autismtherapies.com
http://www.autismtherapies.com
Booth Number: 306

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.

Behavior Analyst Certification Board, Inc.

1705 Metropolitan Boulevard
Tallahassee, FL 32308
850-386-4444
info@bacb.com
http://www.bacb.com
Booth Number: 303

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 (Board Certified Behavior Analyst) 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.

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: 402

Bancroft NeuroHealth is a multifaceted organization with facilities in New Jersey and Delaware. Based in Haddonfield, NJ, the organization serves more than 1000 individuals and families annually. Bancroft offers state-of-the-art services to children and adults with developmental disabilities, brain injury, and other neurological impairments. Services include educational, vocational, residential, rehabilitation, and therapeutic interventions based on the individual needs of each person the organization serves.

BEACON Services
ABAI Organizational Member

321 Fortune Boulevard
Milford, MA 01757
508-478-0207 x286
swoolf@beaconservices.org
http://www.beaconservices.org
Booth Number: 304

BEACON provides intensive behavioral instruction to children with autism using the clinical practices of Applied Behavior Analysis (ABA). These services are available to early intervention and school aged children and their families. BEACON provides intensive home-based instruction, behavioral consultation, behavioral assessment, and a variety of ABA training services for early interventionists, parents, and public school staff. BEACON serves over 250 families and employs over 100 behavior educators.

Visit the ABAI Expo

Sunday, May 25th
10:00 pm – 12:00 am
South Exhibit Hall
Lower Level, Hilton Chicago

Learn about graduate programs, internships, ABAI Chapters and Boards, Special Interest Groups, and many other opportunities in behavior analysis!

Behavior Analysis Services Program

P.O. Box 112250
236 Ben Hill Griffin Stadium
Gainesville, FL 32611
352-846-3510
margiefoster@ufl.edu
http://www.psych.ufl.edu/~basp/
Booth Number: 1012

Our program is affiliated with the University of Florida and the University of South Florida. For seven years we have used the train-the-trainer model to teach caregivers behavioral principles that enable them to replace children's problem behavior with more socially acceptable alternative behavior. We provide classroom training, child behavior assessments and intervention plans, and other consultative services to foster caregivers, parents, children, and staff.

START ▶ Non-Tenured faculty positions are available for Behavior Analyst in Florida. Salary range is $30,000 to $45,000 + fringe benefits and potential for advancement. A Ph.D. or Master's is preferred but those with a Bachelors and clinical experience in Behavior Analysis and FL's child welfare system will be considered. Must be a Board Certified Behavior Analyst/BCABA or eligible for certification within 15 months to hire date. Must provide three reference letters and be able to pass an FBI background check. The program is sponsored by the Department of Children and Families and involves training behavior analytical skills to foster caregivers and developing intervention plans for foster children. E-mail your vita to Margie Foster, UF Coordinator, margiefoster@ufl.edu or Bryon Neff, USF Coordinator, bneff@fmhi.usf.edu.

Behavior Development Solutions

80 Paper Mill Road
Woodbury, CT 06798
203-263-0892
serversol@aol.com
http://www.behaviordevelopmentsolutions.com
Booth Number: 302

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.

Center for Autism and Related Disorders, Inc.
ABAI Organizational Member

19019 Ventura Blvd Ste 300
Tarzana, CA 91356
818-345-2345
employment@centerforautism.com
http://www.centerforautism.com
Booth Number: 205

The Center for Autism and Related Disorders (CARD) is among the largest and most innovative organizations providing behavioral treatment services to children with autism. CARD Specialized Outpatient Services addresses short term, high priority goals, such as the treatment of feeding disorders and challenging behavior. CARD services are available locally, near one of our many offices, and around the world, through our consultation services.

The College Internship Program

17 Main St. Suite 1
Lee, MA 01238
413-243-0710
agibbons@berkshirecenter.org
http://www.collegeinternshipprogram.com
Booth Number: 1006

The College Internship Program provides comprehensive, individualized, academic, internship and independent living experiences for young adults with learning differences and Asperger's Syndrome.

The Columbus Organization
ABAI Organizational Member

1012 West Ninth Avenue
King of Prussia, PA 19425
800-229-5116
recruit@columbusorg.com
http://www.columbusorg.com
Booth Number: 202

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.

Evergreen Center
ABAI Organizational Member

345 Fortune Boulevard
Milford, MA 01757
508-478-2631 x115
gdefalco@evergreenctr.org
http://www.evergreenctr.org
Booth Number: 406

The Evergreen Center is a private nonprofit residential treatment center founded in 1982 that serves children and adolescents with autism and other developmental disabilities. Evidence-based services at the Evergreen Center are provided by the Center for Basic Skills designed to teach functional daily living, pre-academic and early academic skills and the Center for Behavior Development that utilizes applied behavior analytic procedures to address challenging behavior problems. For more information, visit our Web site at www.evergreenctr.org.

Heartspring

8700 E. 29th Street North
Wichita, KS 67226-2169
316-634-8700
kthomas@heartspring.org
http://www.heartspring.org
Booth Number: 517

Heartspring is a worldwide center for children with special needs. We are a not-for-profit residential and day school serving children ages 5 through 21, from across the country. Many students come to Heartspring with developmental disabilities, autism, Asperger Syndrome, speech and language impairments, visual impairments, deaf/hard of hearing, cerebral palsy, challenging behaviors and those with multiple disabilities. In conjunction with our functional academic curriculum, we also focus on the challenging behaviors and communication deficits often associated with these disabilities.

HTA of New York

1053 Saw Mill River Road
Ardsley, NY 10502
914-674-0733 ext. 209
amy.wylan@sunh.com
http://www.HTAofNewYork.com
Booth Number: 404

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 quality providers with those needing our services and pride ourselves on our responsiveness to our families, therapists, and special educators.

START ▶ HTA of New York has positions available for teachers utilizing ABA. Applicants must be certified special education teachers in New York State. Entails 1:1 instruction with children in both home and community settings. Solid understanding of behavior analysis principles, child development, and curricula for effective ABA teaching. Tasks must match mandated goals. Understands and utilizes a variety of teaching techniques, (i.e. activity schedules, natural environment, discrete trial), and makes program decisions based on data. Involves collaboration with other team members. Opportunities available in Metro New York & Northern Suburbs. Contact amy.wylan@sunh.com or call 914-997-0172.

Human Service Connections

PO Box 833
New Lenox, IL 60451
866-646-7762
cindy@humanserviceconnections.com
http://www.humanserviceconnections.com
Booth Number: 913

Human Service Connections provides professional staff and executive level leadership recruitment services exclusively for the developmental disability field. HSC is staffed with experienced professionals to help you find leaders outside your organization or develop those within.

START ▶ Human Service Connections is looking for energetic people with good clinical experience for Behavioral Analyst positions supporting adults with developmental disabilities in programs nationwide. Salary for these positions range from $50,000 to $85,000 depending on location and experience.

Judge Rotenberg Center
ABAI Organizational Member

250 Turnpike Street
Canton, MA 02021-2341
781-828-2202
m.ferns@judgerc.org
http://www.judgerc.org
Booth Number: 1002, 1004

Judge Rotenberg Center is a residential special needs school in Canton, Massachusetts serving 203 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 203 students who live in 36 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.

May Institute
ABAI Organizational Member

41 Pacella Park Drive
Randolph, MA 02368
781-437-1233
cohalloran@mayinstitute.org
http://www.mayinstitute.org
Booth Number: 910, 912

For over 50 years, the caring professionals of the May Institute have set a national standard for providing comprehensive, research-validated services to children and adults with autism, brain injury, mental retardation, pervasive developmental disorder (PDD), and behavioral healthcare needs. May's award-winning national network of educational, behavioral, and rehabilitative programs blends science with service to help make progress possible for thousands of individuals every year. May is the proud recipient of the 2007 SABA Award for Enduring Programmatic Contributions to Behavior Analysis.

MED Associates Inc.

P.O. Box 319
St. Albans, VT 05478
802-527-9724
SteveW@med-associates.com
http://www.med-associates.com
Booth Number: 216

Leading manufacturer, software developer, and supplier of products for behavioral psychology, pharmacology, neuroscience, and related research and teaching areas. Our product areas include Operant Conditional Chambers for primates, mice, and rats with food and liquid reinforcement options; the largest selection of stimulus and response devices available from any manufacturer; Open Field Activity; Rota-Rod; Tail Suspension; Activity Wheels; and Rotometry.

Melmark
ABAI Organizational Member

2600 Wayland Road
Berwyn, PA 19312
610-325-4900
rachelmccuddy@melmark.org
http://www.melmark.org
Booth Number: 318, 320

Melmark is a comprehensive multiservice 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.

Montcalm Schools

13725 Starr Commonwealth Rd
Albion, MI 49224
866-244-4321
info@montcalmschools.org
http://www.montcalmschools.org
Booth Number: 307

Montcalm Schools is a private, therapeutic residential program for boys and girls ages 12 to 18. Through strength-based practices and positive peer culture, Montcalm Schools helps troubled teens who struggle academically and emotionally, make poor peer choices, and who are challenged by such issues as low self-esteem, depression, substance use, ADHD, ODD, bi-polar, Asperger's, RAD, problems with family and peer relationships, and social growth concerns.

National Autism Center
ABAI Organizational Member

41 Pacella Park Drive
Randolph, MA 02368
781-440-0400
swilczynski@nationalautismcenter.org
http://www.nationalautismcenter.org
Booth Number: 1008, 1010

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
ABAI Organizational Member

33 Turnpike Road
Southborough, MA 01772
508-481-1015
info@necc.org
http://www.necc.org
Booth Number: 903, 905

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 Web site at www.necc.org.

Noldus Information Technology

1501 Edwards Ferry Road
Leesburg, VA 20176
703-771-0440
info@noldus.com
http://www.noldus.com
Booth Number: 403

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.

Nova Southeastern University/Mailman Segal Institute

3301 College Avenue
Fort Lauderdale, FL 33314
954-262-7168
izler@nova.edu
http://www.nsu.nova.edu/msi
Booth Number: 317

Sharing the common mission of improving the quality of life for individuals with autism and their families through direct service, professional development, research, community education, and parent training and support, the Mailman Segal Institute of NSU offers a variety of online and on-site academic programs for graduates and undergraduates focusing on applied behavior analysis and autism.

START ▶ The Mailman Segal Institute of Nova Southeastern University is seeking applicants for its Unicorn Foundation Endowed Chair in Learning and Communication Disorders. This faculty member will have the opportunity to build and develop research and clinical programs in autism and related disabilities drawing from a population of more than 150 preschool children with autism and their families. For more information about this exciting position, as well as positions as teachers, paraprofessionals, behavior analysts, and other related services providers, please visit our NSU booth or contact autism@nova.edu.

Pacific Child and Family Associates

410 Arden Avenue
Suite 203
Glendale, AZ 91203
818-241-6780
caraentz@pacificchild.com
http://www.pacificchild.com
Booth Number: 416

Pacific Child and Family Associates offers applied behavior analysis services for children and adults with autism and other developmental disabilities. We have offices throughout California and New Mexico, and are actively expanding to other areas of the country and the world. We are committed to providing the highest quality, scientifically based services built on a foundation of respect for our clients and our employees.

Professional Crisis Management Association, Inc.

10273 NW 46 Street
Sunrise, FL 33351
954-746-0165
pcma@pcma.com
http://www.pcma.com
Booth Number: 203

Professional Crisis Management (PCM) is a behavioral system of crisis management used with children, adolescents, and adults who exhibit disruptive, aggressive, and self-injurious behaviors. PCM is prevention oriented and includes a complete system of physical interventions based on principles of active feedback and learning. PCM is the only complete crisis management system available that provides successful prevention and intervention with maximum safety, increased dignity, and effectiveness.

SEEK Education, Inc.
ABAI Organizational Member

9060 Huntington Drive
San Gabriel, CA 91775
626-943-7772
nicole@seekeducation.org
http://www.seekeducation.org
Booth Number: 909

At SEEK, each child's individual needs and interests of the family are our highest concerns. SEEK works closely with family members, schools, regional centers, and other community organizations in order to provide the most comprehensive treatment for each child. Our professional staff receives ongoing training by leaders in the field and academic realm to provide the highest level of quality services for our clients.

Spectrum Center
ABAI Organizational Member

16360 San Pablo Avenue
San Pablo, CA 94806
510-741-5440
jmedina@esa-education.com
http://www.spectrumschools.com
Booth Number: 116

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 nonaversive 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.

Tucci Learning Solutions, Inc.

6 Hangar Way Suite A
Watsonville, CA 95076
831-786-0600
Vtucci@tuccionline.com
http://www.tuccionline.com
Booth Number: 507

Tucci Learning Solutions implements the Competent Lerner Model (CLM) to provide educational programming for educators and parents of children diagnosed with Autism or PDD. The CLM was designed to equip naïve 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.

Nonexhibiting Organizational Members

Applied Behavior Consultants (ABC)
ABAI Organizational Member

4540 Harlin Dr.
Sacramento, Ca 95826
916-364-7800
jmorrow223@aol.com
http://www.abcreal.com

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

The Institute of Professional Practice, Inc.
ABAI Organizational Member

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

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 provides many opportunities for those seeking professional experiences and advancement.

Benefits to Organizational Membership

Unlimited job postings on START for one calendar year (Jan-Dec)
Interview scheduling services at ABA International's annual convention
One exhibitor's booth at ABA International's annual convention
Three complimentary individual memberships.
Three complimentary convention registrations.
One institutional subscription to *The Analysis of Verbal Behavior.*
Classified ad (25 lines) in three issues of *The ABAI Newsletter* (2008).
ABA International membership mailing list on address labels (one set).
Inclusion of organization listing in ABA International's membership directory.
Logo, 65-word description, and link on the ABA International Web site.
In addition, new members have the opportunity to submit one two-page article for one issue of *The ABAI Newsletter* highlighting the organization's background, history, and application of behavior analysis science and technologies through its services. (Materials submitted for publication are subject to review by the Organizational Review Committee.)

National Autism Center

Promoting evidence-based practices for Autism Spectrum Disorders by:

- providing direction to families, practitioners, organizations, and policy-makers.
- shaping public policy concerning autism and its treatment through the development and dissemination of National Standards.
- providing unparalleled resources to individuals and families affected by autism.
- identifying national Affiliates who model best practices in service delivery.
- conducting comprehensive evaluations to identify children with Autism Spectrum Disorders (ASD) at our Assessment Clinic.

Advancing knowledge and expertise.



The National Standards Report *is now available.*

For more information, please visit us at booth 1008,1010.

41 Pacella Park Drive
Randolph, Massachusetts 02368

Phone 877 - 313 - 3833
Fax 781 - 437 - 1401

Email info@nationalautismcenter.org
Web www.nationalautismcenter.org

Friday, May 23

	ROOM	7 AM :00	7 AM :30	8 AM :00	8 AM :30	9 AM :00	9 AM :30	10 AM :00	10 AM :30	11 AM :00	11 AM :30	12 PM :00	12 PM :30	1 PM :00	1 PM :30
Lower Level	South Exhibit Hall	Registration, Continuing Education, START, and Exhibitors													
	Northeast Exhibit Hall					Bookstore									
	Stevens 1							#W5 Golden BACB/PSY							
	Stevens 2							#W18 McGrale Maher BACB/PSY							
	Stevens 3							#W8 Juracek BACB/PSY							
	Stevens 4							#W14 Oliver BACB							
	Stevens 5	#NSQAB Annual Meeting													
1st Floor	Continental A							#W12 Luciano BACB/PSY							
	Continental B							#W24 McGreevy BACB/PSY							
	Continental C							#W15 Dorsey BACB/PSY							
2nd Floor	International North							#W20 Larsson BACB/PSY							
	International South														
	Boulevard A							#W4 Blackwell BACB							
	Boulevard B							#W2 Wright BACB/PSY							
	Boulevard C							#W3 Reeve BACB/PSY							
	Grand Ballroom														
3rd Floor	Williford A							#W11 Koudys BACB/PSY							
	Williford B							#W17 Rogers BACB/PSY							
	Williford C							#W10 McElwee BACB/PSY							
	Waldorf														
	Astoria							#W6 McKeon BACB/PSY							
	PDR 1							#W25 Cohen BACB/PSY							
	PDR 2							#W27 Everett BACB/PSY							
	PDR 3							#W13 Starlin BACB							
	PDR 4							#W23 Weinberg BACB/PSY							
	PDR 5	Speaker Ready Room													
	PDR 6	Speaker Ready Room													
	Joliet							#W7 Carrasco Gimenez BACB/PSY							
	Marquette							#W19 Hoko BACB/PSY							
4th Floor	4A							#W21 DiPuglia BACB/PSY							
	4B							#W16 Johnson BACB/PSY							
	4C							#W26 O'Connor BACB/PSY							
	4D							#W1 Kanter BACB/PSY							
	4E							#W22 McGee BACB/PSY							
	4F							#W28 Grannan BACB/PSY							
	4G							#W9 Bruce BACB/PSY							
	4H														
	4I														
	4J														
Blackstone Hotel	EI														
	Chicago & Alton														
	Metra														
	Barbershop														
	Inspiration Studio														

LEGEND

☐ = Special and Invited Events

#W = Workshop

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

PSY = Workshop available for CE for licensed psychologists



FRIDAY, MAY 23

Day Schedule

Workshops

Friday, May 23

ROOM	2 PM :00	:30	3 PM :00	:30	4 PM :00	:30	5 PM :00	:30	6 PM :00	:30	7 PM :00	:30	8-10 PM		
South Exhibit Hall	Registration, Continuing Education, START, and Exhibitors														
Northeast Exhibit Hall	Bookstore														
Stevens 1	#W5 Golden, continued								#W37 Schock BACB/PSY						Lower Level
Stevens 2	#W18 McGrale Maher, continued								#W44 McGimsey BACB/PSY						
Stevens 3	#W8 Juracek, continued								#W54 Shriver BACB/PSY						
Stevens 4	#W14 Oliver, continued								#W50 Ross BACB/PSY						
Stevens 5	[redacted] #1 SQAB Annual Meeting, continued														
Continental A	#W12 Luciano, continued											#2 SABA Reception 9 PM - 10:30 PM			1st Floor
Continental B	#W24 McGreevy, continued								#W58 McKinnon BACB/PSY						
Continental C	#W15 Dorsey, continued								#W53 Schramm BACB/PSY						
International North	#W20 Larsson, continued								#W48 Fox BACB/PSY						2nd Floor
International South															
Boulevard A	#W4 Blackwell, continued								#W43 Stein						
Boulevard B	#W2 Wright, continued								#W34 Flora BACB/PSY						
Boulevard C	#W3 Reeve, continued								#W56 Honan BACB/PSY						
Grand Ballroom															
Williford A	#W11 Koudys, continued														3rd Floor
Williford B	#W17 Rogers, continued								#W40 Sobie BACB						
Williford C	#W10 McElwee, continued								#W46 Ferris BACB/PSY						
Waldorf	#W31 Moran BACB/PSY								#W39 Swatsky BACB						
Astoria	#W6 McKeon, continued								#W47 Moran BACB/PSY						
PDR 1	#W25 Cohen, continued								#W35 Molteni BACB/PSY						
PDR 2	#W29 Detrich BACB/PSY								#W51 Schell BACB/PSY						
PDR 3	#W13 Starlin, continued								#W41 Hursh BACB/PSY						
PDR 4	#W23 Weinberg, continued								#W57 LeFevre BACB						
PDR 5	Speaker Ready Room														
PDR 6	Speaker Ready Room														
Joliet	#W7 Carrasco Gimenez, continued								#W49 Calkin BACB/PSY						
Marquette	#W19 Hoko, continued								#W55 Kupfer BACB/PSY						
4A	#W21 DiPuglia, continued								#W42 Putnam BACB/PSY						4th Floor
4B	#W16 Johnson, continued								#W52 Reid BACB/PSY						
4C	#W30 Burch BACB								#W36 Cautilli BACB/PSY						
4D	#W1 Kanter, continued								#W45 Davey BACB						
4E	#W22 McGee, continued								#W38 Kubal BACB/PSY						
4F	#W32 Ben-Zvi BACB/PSY								#W33 Grimes BACB						
4G	#W9 Bruce, continued								#W59 Merbitz BACB						
4H															
4I															
4J															
EI															Blackstone Hotel
Chicago & Alton															
Metra															
Barbershop															
Inspiration Studio															

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

10:00 AM - 5:00 PM
4D
CSE
CE Instructor: Jonathan W. Kanter, Ph.D.

A Functional Approach to Behavioral Activation in Adult Depression

JONATHAN W. KANTER, Keri R. Brown Popp, Andrew Busch, Laura C. Rusch, Rachel Manos, Cristal E. Weeks, and William Bowe (Department of Psychology/University of Wisconsin, Milwaukee)

Description: Depression in clients and family members of clients may be a primary clinical complaint or a secondary concern that impedes treatment progress and follow-through. Several versions of Behavioral Activation for depression have been developed over the years, and all focus to one degree or another on activity scheduling to reinstate and maintain contact with positive reinforcement. Missing from each of these treatments, however, is a comprehensive analysis of the full range of depressive behaviors and reactions at the level of function and clearly articulated links to treatment techniques. This workshop will focus on the treatment of depression with Behavioral Activation and will provide a comprehensive behavioral analysis of depression that clearly articulates when and how specific techniques should be implemented. The workshop will provide detailed training in this version of Behavior Activation, which is easy to implement, functionally based, inclusive of many current Behavior Activation techniques, and consistent with the versions of Behavioral Activation that have been shown to be empirically-supported in large, randomized trails. We will also discuss the relationship of Behavioral Activation to other approaches including Acceptance and Commitment Therapy and Functional Analytic Psychotherapy.

Objectives: Workshop attendants will learn the following:

- A behavioral and functional model of depression.
- How the function of depressive behaviors relates to treatment alternatives.
- An overview of current versions of Behavior Activation.
- The theory behind a functionally-based version of Behavior Activation.
- How to implement Behavior Activation.

Activities: Workshop attendants will participate in didactic learning as well as observe videotaped clinical interactions demonstrating techniques and participate in roleplaying activities and group discussions.

Audience: Anyone with an interest in Clinical Behavior Analysis, a behavioral conceptualization of depression, or behavioral treatment of depression.

Level: Intermediate

Member: $165 **Nonmember:** $180

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

10:00 AM - 5:00 PM
Boulevard B
AUT
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 four sections: (1) description and discussion of the diagnostic criteria for Asperger's Syndrome, (2) specific behavioral considerations and treatment options, (3) reviews of individual cases from assessment to treatment, and (4) video analysis of teaching social skills in community settings. This will be an interactive workshop where attendants will participate individually and in small groups in each of the core areas presented.

Objectives: Attendants 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.
- Assess and treat difficult behaviors exhibited by children with Asperger's in the community and in school settings.
- Proceed with "prevention" strategies, "management" strategies and "treatment" strategies for maladaptive and replacement behaviors common to children with Asperger's.

- Discuss common academic challenges and strategies for children with Asperger's.
- Discuss common school accommodations made for students with Asperger's Disorder.
- Provide in vivo training for social interaction skills specific to children with Asperger's Syndrome.

Activities: Attendants will review:

- Diagnostic information referrals for children thought to have Asperger's Syndrome.
- Specific cases and evaluate for behavioral symptoms of Asperger's Syndrome in addition to the DSM-IV diagnostic criteria.
- 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.
- 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: This workshop is designed for behavior analysts, behavior specialists, teachers, social workers, speech-language pathologists, parents, and caregivers working with children with Asperger's Syndrome or those who have the opportunity to do so in the future.

Level: Introductory

Member: $175 Nonmember: $190

To register for workshops please visit

http://www.abainternational.org/convention/program/workshop/workshops.asp

Space is limited so register early!

Workshop #3 **CE: BACB, PSY**

10:00 AM - 5:00 PM
Boulevard C
AUT
CE Instructor: Sharon A. Reeve, Ph.D., BCBA

Developing Effective School-Based Programs for Individuals with Autism Spectrum Disorder

SHARON A. REEVE (Caldwell College) and Mary Ellen McDonald (Hofstra University)

Description: Effective school-based programs for individuals with autism spectrum disorders are greatly needed, yet development of such programs is no easy task. Many components are necessary to ensure success of a program and this workshop will thoroughly review all of these components, from the very broad and generic topics, such as curriculum development, to the very specific topics, such as classroom set-up and daily staff rotation.

To that end, an overview will be presented on individualized assessment, goal selection, skill assessment, and curriculum development. In addition, staff development, staff retention, and training strategies will be thoroughly discussed. Classroom management, make-up, and effective classroom systems, such as protocols for staff rotation, specific training requests and analysis of a child's performance, as well as the arrangement of the instructional space will be reviewed. In addition, inclusion opportunities and necessary prerequisite skills for particular inclusive settings will be analyzed. Strategies for collaboration with parents and related service providers will be discussed. Finally, strategies for program evaluation and overcoming obstacles in public schools and nonprofit organizations will be presented.

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

- List five necessary components for an effective school-based program for individuals with autism.
- Describe effective assessment procedures and goal selection.
- Describe three ways in which to train staff.
- Describe three ways to maintain staff morale.
- Describe four effective classroom systems.

- Describe three ways in which to effectively collaborate with parents and related service providers.
- Describe four prerequisite skills necessary for a successful inclusion experience.
- Describe an inclusive programmatic evaluation system.

Activities: Participants will receive extensive handouts and will have opportunities to participate in didactic presentations, problem solving discussion, and the exploration of various situations that arise when developing and consulting for school-based programs, through the use of video-based scenarios. Roleplaying will be used for various topics such as the effective application of behavior analytic principles in the workplace. Participants will also have the opportunity to develop strategies designed to retain staff and maintain staff morale. Engagement in various additional activities such as arranging instructional space and designing classroom management procedures will also be practiced.

Audience: This workshop is appropriate for behavior analysts who are interested in consulting in school-based programs and/or has ABA experience consulting/teaching individuals with autism in various clinical settings. It is also appropriate for parents who would like to develop skills in the assessment of various components of school-based programs. In addition, public/private school administrators and members of child study teams who wish to develop a new program or expand upon an already established program may also find this workshop helpful.

Level: Intermediate

Member: $180 **Nonmember:** $195

Workshop #4 **CE: BACB**

10:00 AM - 5:00 PM
Boulevard A
OBM
CE Instructor: Terence Blackwell, M.S., BCBA

Developing the Private Practice Model

TERENCE G. BLACKWELL and Whitney Pubylski (Verbal Behavior Institute)

Description: The Private Practice Model presentation expands on prior year's workshop. Participants will learn to identify markets, establish pricing strategies, review contract strategy, tax considerations, develop a basic operating budget and outline a basic marketing plan.

The day is presented in two sections, the first portion of the day addresses obstacles to entering into your own business and overcoming them. The second portion of the presentation is devoted to looking at the specific content areas that all new professionals address (either by planning or through experience) in developing their own practice.

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

- Identify obstacles to starting a private practice.
- Create an operating budget for a small private practice.
- Create contracts for services that reduce risk and increase efficiency in business practices.
- Review and apply the IRS form SS-8 tax form to small private practice planning.
- Identify and define a unique marketing position (USP) as a Behavior Analyst in private practice.
- Define a "niche" market for specific skills and develop a prototype marketing plan.
- Apply cash flow analysis for use in sub-contracting of services, interactive review of private practice model expanded.

Activities: Attendants will engage in a(n):

- Review literature regarding successful entrepreneurial development and application to ABA practitioners.
- Interactive development of a start up budget including a review of the dos and do nots of subcontracting.
- Review of techniques to minimize risk and maximize revenue through review of contracting documents as a private practitioner.
- Question and answer forum for analysis of live examples of participant business development.

Audience: Behavior analysts who are either Board Certified and interested in expanding their work part time as entrepreneurs, or those interested in developing a full time private practice in the next 6-12 months. Participants should have a familiarity with reimbursement rates for Analysts in their geographic area.

Level: Intermediate

Member: $165 **Nonmember:** $180

Workshop #5 **CE: BACB, PSY**

10:00 AM - 5:00 PM
Stevens 1
CSE
CE Instructor: Jeannie Golden, Ph.D., BCBA

Emotional Difficulties in Children: Increasing Maintenance & Generalization of Treatment Gains by Focusing on Emotional Development

JEANNIE GOLDEN (East Carolina University)

Description: Many children in the child welfare system develop the symptoms of childhood psychiatric disorders, such as ADHD, ODD, conduct disorder, bipolar disorder and RAD, due to early abuse/neglect and multiple placements/caregivers. Often, the treatment focus follows the medical model with the assumption that behavioral symptoms are the result of underlying psychopathology. Instead, behavior analysts conduct observations of behavior in a variety of settings to determine the effect of various stimulus conditions and setting events, functional assessments to determine the causes and maintainers of various behavioral symptoms, and careful analysis of learning histories to determine the efficacy of various reinforcers and punishers. Behavior analysts are also able to provide assessment-driven treatment approaches, to design therapeutic environments that support the learning of appropriate replacement behaviors and to facilitate typical emotional development rather than psychopathology. However, although these children function well within these structured settings, once this structure is removed they often fail to maintain or generalize their behavioral changes. Several techniques that can be used to increase maintenance and generalization of treatment gains by focusing on emotional development will be presented in this workshop. Case examples will be provided, along with opportunities to get feedback on the cases of participants.

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

- Tell how the learning histories of children with emotional difficulties effect their emotional development and subsequent responses to several behavioral interventions.
- Tell why intervention gains are difficult to maintain and generalize outside of the structured setting where the behavioral interventions have been implemented.
- Describe several techniques that can be used to increase maintenance and generalization of treatment gains by focusing on emotional development.
- Provide several case examples of children with emotional difficulties who have benefited from the inclusion of these techniques along with other behavioral interventions.
- Describe how to apply these techniques to assist children with emotional difficulties in their own professional settings.

Activities: Participants will listen to didactic information and real-life case histories in homes, schools, and community settings, take notes, ask questions, view a Power Point presentation, present their own cases for feedback, and participate in roleplay situations.

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 developing emotional difficulties and/or have been given psychiatric diagnoses.

Level: Intermediate

Member: $165 **Nonmember:** $180

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

10:00 AM - 5:00 PM
Astoria
EDC
CE Instructor: Janet Montomery, M.S., BCBA

Enhance Teaching and Learning with an Acoustic Marker and a Positive Format

THERESA MCKEON (TAGteach International) and Janet L. Montgomery and Victoria Fogel (University of South Florida)

Description: How many 'tools' do you have that are applicable and appropriate for adults and children, family members and business relationships, athletic field and academic classroom? The techniques and unique perspective presented in this workshop will be invaluable to those who work with others, from Behavior Analysts to professional rock climbers.

TAGteach is an application of operant conditioning principles that allows for more

effective teaching and learning of physical and cognitive skills. The program uses an audible conditioned reinforcer as an event marker, and 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 is evident as it heightens observational skills and presents a formula for a reduction of excessive language. TAGteach will become your go-to tool as it works in conjunction with techniques you are currently using.

This workshop will define the principles of Teaching with Acoustical Guidance (TAG), present current applications, and introduce the methodology. The workshop will incorporate video, demonstrations, and engaging practical exercises to spark creativity and encourage active participation in the learning and teaching process.

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

- Practice and gain confidence using an audible marker in various practical applications.
- Learn the use of tag as a marker, information, and positive reinforcement.
- Use an audible marker to strengthen the learning process.
- Identify and create clear achievable goals called tag points.
- Deliver these tag points using exclusive TAGteach phrasing.
- Identify specific areas to implement tagging into current curriculum.
- Experience the reinforcing qualities of being creative while still having pinpoint focus.

Activities: An introduction to the basic fundamentals of TAGteach will be enhanced with videos of various disciplines and populations using tag techniques. Attendants 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. There will be time set aside to discuss specific application questions.

Audience: This workshop is designed for a general audience including Behavior Analysts, educators, clinicians, therapists (including speech, physical, and occupational), caregivers, and those who want to gain knowledge about the TAG methodology.

Level: Introductory

Member: $165 **Nonmember:** $180

Workshop #7 **CE: BACB, PSY**

10:00 AM - 5:00 PM
Joliet
CSE
CE Instructor: Tomás Carrasco-Giménez, Ph.D.

Functional Analysis and Treatment of "Psychotic" Topographies in Typically Developed Adults

TOMÁS J. CARRASCO GIMÉNEZ
(Universidad de Granada) and Javier Virués-Ortega (Instituto de Salud Carlos III)

Description: Functional analysis is developing within ABA. However, research on functional analysis methodology has been restricted to a few topographies. This workshop aims to review the literature on functional analysis of psychotic topographies from an applied behavioralanalytical standpoint. According to this framework, "psychotic" behaviors (e.g., delusions and hallucinations), can be partially explained as functional behaviors. In addition to the available evidence we will present an operant model of psychotic topographies acquisition and maintenance. Contingencies related to the onset of "psychotic disorders" will be analyzed in terms of the particular behaviors and operant classes that are acquired. The workshop will be based on (a) the existing literature on functional analysis, (b) a theoretical analysis of psychotic topographies, and (c) a series of case studies from the primary instructor clinical practice. We will describe the most common controlling contingencies and establishing operations for psychotic topographies. A set of clinical guidelines will be described for performing functional analyses and designing functionally-based intervention programs for patients with "schizophrenia" and other forms of "psychotic" behaviors.

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

- Formulate functional hypotheses explaining "psychotic" behaviors given a detailed clinical history.

- Design an operant-based intervention driven by a pretreatment functional analysis.
- Identify the most common contingencies affecting patients with psychotic behaviors both early and late in their behavioral history.
- Identify the most common establishing operations affecting patients with psychotic behaviors both early and late in their behavioral history.
- Describe the shortcomings of functional analysis methodology implementation with patients with psychotic behaviors.

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

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

Level: Intermediate

Member: $165 **Nonmember:** $180

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

10:00 AM - 5:00 PM
Stevens 3
AUT
CE Instructor: Diane Bannerman Juracek, Ph.D., BCBA

Functional Assessment and Intervention for Children, Adolescents, and Adults with Autism

DIANE BANNERMAN JURACEK (Community Living Opportunities, Inc.), Nanette L. Perrin (Early Childhood Autism Program, Community Living Opportunities, Inc.), and Amanda L. Little (Tyrrell) (Community Living Opportunities)

Description: Individuals who exhibit challenging behavior can present challenges to teams, including both general and special education teachers, families, and caregivers. Individuals with disabilities and their caregivers may be engaged in coercive patterns of behavior (Lucyshyn, Dunlap, & Albin, 2002). Individuals may be reciprocally reinforced for their behavior within an environmental context. FBA is a tool that gathers information to identify factors that set the occasion for and maintain challenging behavior (Horner, 2000). Without dedicating time to assessment, ad hoc interventions may not decrease challenging behavior and may cause harm (Horner, Albin, Sprague, & Todd, 2000). Behavior interventions based on functional assessment are three times more likely to be effective in reducing problem behavior and encouraging more appropriate behavior (Carr et al., 1999). This workshop will provide participants with practice in the components of functional behavior assessment and intervention planning in a variety of settings.

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

- Operationally define a target behavior and determine how best to measure it.
- When given a scenario, identify antecedents, etting events, and consequences of a target behavior.
- Describe the components of a functional assessment.
- Understand how to use at least one indirect assessment method to obtain relevant information about the target behavior.
- Understand how to use at least one direct assessment tool to obtain observable, objective data regarding the antecedents, setting events, and consequences of a target behavior.
- Describe how to implement functional analysis in natural settings.
- Describe how to support families, teachers, and other support providers in assisting with functional assessment in family homes and school and care settings.

- Use the results of a functional assessment to identify the function(s) of a target behavior.
- Develop a multicomponent intervention that addresses prevention, crisis intervention, teaching replacement behaviors, and consequence intervention.

Activities: Using three multimedia scenarios, participants will engage in the practice of conducting Functional Behavior Assessment, including development of an operational definition for a target behavior, determine how best to measure that behavior, describe and practice implementation of FBA, identify setting events, antecedents, and consequences, and development of a multicomponent intervention plan based on results of the FBA.

This multicomponent intervention plan will focus on setting event interventions, antecedent interventions, teaching new skills, and consequence interventions. Participants will also practice strategies to assess contextual fit and plan for sustainability.

Audience: Behavior Analysts, professionals, parents, teachers, and others who support individuals with autism and are interested in learning more about functional behavior assessment and intervention strategies.

Level: Intermediate

Member: $165 **Nonmember:** $180

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

10:00 AM - 5:00 PM
4G
OBM
CE Instructor: Guy S. Bruce, Ed.D., BCBA

Human Performance Engineering to Achieve Desired Results

GUY S. BRUCE (Appealing Solutions, LLC)

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: Attendants will:

- After collecting information about a client's desired results and the performance necessary to achieve those results, the designer will pinpoint the client's performance problems by (a) defining the client's desired results and performance and (b) evaluating current results and performance to decide whether the problem is worth solving.
- Given information about the causes of a client's performance problems, the designer will analyze those problems, classifying them as "can-do," "know-how," and/or "want-to" problems and identifying their causes as defective resources, training programs, and management practices.
- Given an evaluation of the client's current performance problems and an analysis of their causes, the designer will list possible solutions, considering the estimated value, cost, and compliance of each solution with ethical standards, and recommend those solutions with the best return on investment.
- Given a list of recommended solutions to a performance problem which may include resources, training, and performance management, the designer will solve the problem by designing and implementing the solutions which may include more efficient resources, training, or performance management practices.

- 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: Attendants will engage in the following throughout the workshop:

- Fluency practice; Participants will gain fluency in component skills of human performance engineering by practicing with flashcards, measuring, and graphing their own learning efficiencies.
- Practice solving human performance problems; Participants will practice solving human performance problems with case studies provided by the instructor.
- Engineer solutions to human performance problems; Each participant will pinpoint a human performance problem, analyze its causes, recommend the best solutions, solve the problem, and evaluate the effectiveness and efficiency of the solutions.
- Discuss performance engineering projects; Participants will discuss their performance-engineering projects, presenting their work to the instructor and fellow students and helping their fellow students solve projectrelated 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: $200 **Nonmember:** $215

Workshop #10 **CE: BACB, PSY**

10:00 AM - 5:00 PM
Williford C
TPC
CE Instructor: John McElwee, MSc (Calgary), BCBA

Incorporating Relational Frame Theory into EIBI Programs for Facilitating Generative Verbal Behaviour

JOHN D. MCELWEE (Hanover Area School District) 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 (GVB). However, achieving GVB 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 GVB 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 GVB. 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 nonarbitrary 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 functions, 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 second part of the workshop will introduce participants to the TARPA (Training and Assessment of Relational Precursors and Abilities). The TARPA is a computer-based protocol designed to enable the systematic assessment and training of relational framing skills. The TARPA consists of several stages as follows: (i) basic discrimination, (ii) nonarbitrary relational responding, (iii) arbitrary relational responding, (iv) mutual entailed relational responding, (v) combinatorial entailed relational responding, (vi) transformation of functions, and (vii) flexible contextually controlled SAME / DIFFERENT relational responding; (viii) multiple relational framing. Attendants will be provided with guided practice in the use of the TARPA and will also receive individual copies of the protocol on computer disk.

In addition to the demonstration of the TARPA, the second half of the workshop will also provide (i) discussion of specific instructional programs, their sequencing to facilitate GVB plus means of assessing relevant learning outcomes and (ii) an analysis of intermediate to advanced relational framing.

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

- Understand the core concepts of Relational Frame Theory's approach to language.
- Understand the key theoretical concepts of Mutual Entailment, Combinatorial Entailment, and Transformation of Stimulus Function.
- Identify and develop instructional programs to teach higher order operants.
- Be familiar with several areas of basic RFT research and the implications for EIBI instructional design.
- Assess and train students using the TARPA.
- Design instructional programs to teach nonarbitrary derived relational responding.
- Design instructional programs to teach derived verbaloperants (e.g., derived naming).
- Design instructional programs to teach intermediate to advanced derived verbal operants (e.g., spatial, comparative and hierarchical relations).

Activities: Attendants will engage in the following throughout the workshop:

- Didactic instruction.
- Audience participation exercises.
- Practice activities designing EIBI programs using the TARPA.

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: $190 **Nonmember:** $205

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

10:00 AM - 5:00 PM
Williford A
OBM
CE Instructor: Adrienne Perry, Ph.D, BCBA

Introduction to the York System of Quality Assurance and the York Measure of Quality of IBI

JULIE L. KOUDYS, Helen E. Flanagan, E. Alice Prichard, Kate Sheese, and Adrienne M. Perry (York University)

Description: Intensive Behavioural Intervention (IBI) is increasingly recognized as the most effective treatment intervention for individuals with autism. As a result, a proliferation of publicly and privately funded IBI programs has been witnessed world-wide. These programs endeavor to achieve outcomes equivalent to those described in the behavioural literature. However, although there is research linking treatment quantity to outcome, few attempts have been made to link characteristics of treatment quality to outcome. This gap makes it difficult to know which treatment characteristics are essential to producing best outcomes and even harder to know how these

characteristics should be measured. In addition, few resources exist that describe important characteristics of high quality IBI and suggest how these characteristics could be measured. Our research team has developed two tools, based on an extensive review of the behavioural literature, existing IBI staff evaluation tools and data from a survey of clinicians and parents. Together, these tools, the York System of Quality Assurance (YSQA) and the York Measure of Quality of IBI (YMQI), provide a comprehensive system for measuring the quality of IBI programs.

The YSQA provides a set of modules, each designed to assess performance quality within a different service area, including quality of direct teaching, curriculum programming, and administrative and organizational factors. Each module is designed to meet the following objectives:

- Establish empirically based standards of practice for the provision of high quality IBI.
- Identify indicators of these standards (i.e., operationalize target behaviours and set performance criterion).
- Provide a comprehensive system which may be used to assess performance in relation to the standards.
- Provide information which may be used to improve service delivery.

The YMQI is comprised of nine characteristics of good quality IBI (e.g., appropriate reinforcement). For each of these characteristics, 2 to 6 specific behaviours are assessed, resulting in a total of 30 items. Items are rated on a Likert scale ranging from 1 to 3. Measures of internal consistency, inter-rater reliability and criterion-related validity suggest that the YMQI is a psychometrically reliable and valid measure of overall IBI quality. In addition, combinations of items on the measure can be used to evaluate the following constructs: Organization, Pacing, Teaching Level, and Generalization.

The purpose of this workshop is to introduce participants to both the YSQA and the YMQI and provide opportunities for hands-on practice using the tools. In addition, the empirical foundation and theoretical framework of the YSQA will be described, as will the psychometric properties of the YMQI.

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

- Understand the theoretical framework and empirical foundations of the YSQA.
- Use the "Checklists" within the YSQA to collect data from a variety of information sources including live observation, video observation, clinical files and organizational/human resource files.
- Input collected data into the YSQA in order to assess program quality in the areas of Direct Teaching, Curriculum Programming, and Administrative and Organizational Factors.
- Describe the psychometric properties of the YMQI.
- Learn how scores on the YMQI can be combined to determine an overall score of teaching quality.
- Learn how to evaluate constructs such as Organization, Pacing, Teaching Level, and Generalization.
- Score videotapes of direct teaching using certain items on the YMQI (Additional training through a DVD tutorial is necessary to be proficient on all YMQI items. Opportunities to obtain this training will be described).

Activities: This workshop will include didactic presentation, review of checklists and score forms, and opportunities to practice completing checklists and score forms from videotapes, clinical examples, and direct teaching programs.

Audience: Practitioners in the field of autism and behavioural intervention, including Board Certified Behavior Analysts, behavioural therapists, psychologists, educational professionals, parents or anyone supervising school-, centre-, or home-based IBI programs.

Level: Intermediate

Member: $165 **Nonmember:** $180

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

10:00 AM - 5:00 PM
Continental A
VRB
CE Instructor: Carmen Luciano, Ph.D., BCBA

Language Training and Relational Responding

CARMEN LUCIANO and Sonsoles Valdivia-Salas (University Almeria, Spain)

Description: Our goal with this workshop is to extend the content and procedures of behavioral language training based on research on relational responding. The inclusion of the relational training in the actual behavioral language training will be beneficial for the learners in the area of developmental disabilities or generalized developmental disorders. The specific relational content will permit the emergence of novel behavior not only based on equivalence paradigm but based on several other relational responding. The effect will be the emergence of speaker and listener behavior in a number of relational contexts as those as same/equivalence, opposite, different, comparative, hierarchical, temporal, spatial, conditionality, and perspective taken. In this workshop, we will provide with specific discrimination procedure to establish the target of speaking and listening with understanding through several basic relational responding with impact in increasing generalization and promoting the generative language characteristic.

Objectives: The persons attending this workshop will be able to:

- Understand what relational responding is.
- Understand and manage the procedure of multiple exemplar training and testing (MET).
- Apply MET for the establishment of the basic relational responding: coordination, opposition, distinction, comparison and so on.
- Apply MET to establish fluency and flexibility across the several targets.
- Design specific programs to advance in more complex cognitive targets.

Activities: Attendants will:

- Practice in multiple exemplar training (MET).
- Practice with nonarbitrary and arbitrary stimulus relations.
- Practice in identifying the relevant component to discriminate during training basic relational contexts.
- Practice applying to daily activities.

Audience: The intended audience includes reseachers interested in understanding the emergence of new behavior, professionals working with persons in the area of autism and developmental disabilities, and parents interested in improving children's languag e abilities.

Level: Introductory

Member: $165 **Nonmember:** $180

Workshop #13 **CE: BACB**

10:00 AM - 5:00 PM
PDR 3
EDC
CE Instructor: John Eshleman, Ed.D., BCBA

Precision Teaching & Standard Celeration Charting

CLAY STARLIN (University of Oregon), John Eshleman (The Chicago School of P ofessional Psychology), Henry Pennypacker (University of Florida), Jesus Rosales-Ruiz (University of North Texas), and Abigail Calkin (Calkin Learning Center)

Description: This workshop will teach participants the steps of Precision Teaching with particular emphasis on reading and charting human performance on the Standard Celeration Chart (SCC). Participants will learn: to write precise performance statements (pinpointing), the three important dimensions of behavior to monitor, the features of the SCC, standard charting conventions, and how to analyze performance on the chart to assist in making data-based decisions. The instructors will draw from long and varied histories of success using the SCC in a range of setting to illustrate key concepts taught in the workshop. Examples from: university teaching, educational intervention with special needs and regular education students, and the monitoring of private events will be used. Participants will receive a copy of: the Handbook of the Standard Celeration Chart, all materials used in the workshop and a CD containing selected articles and an electronic version of the SCC.

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

- Write precise performance statements (pinpointing).
- Read performance data on the SCC.
- Chart performance data charted on the SCC.
- Describe data on the SCC in terms of its frequency, celeration, and bounce.
- Describe change in performance using SCC change terminology.
- Describe appropriate data-based change decisions.

Activities: Applying principles derived from behavior analysis of well-designed instruction, our world-class group of workshop instructors will use a range of activities to ensure participants learn the 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 discussions.

Audience: Anyone seeking an introduction (or refresher) to Precision Teaching & Standard Celeration Charting, including persons interested in using the SCC to improve their teaching or clinical practice and individuals planning to take the BACB examination.

Level: Introductory

Member: $210 **Nonmember:** $225

Workshop #14 **CE: BACB**

10:00 AM - 5:00 PM
Stevens 4
EDC
CE Instructor: Patricia Oliver, M.S., BCBA

Prevent-Teach-Reinforce (PTR): A Protocol for Tertiary Level Supports That are Manageable and Effective in Classrooms

PATRICIA OLIVER, Phil Strain, and Kelly Wilson (University of Colorado at Denver), Rose Iovannone (University of South Florida/Florida Mental Health), and Carie L. English (University of South Florida)

Description: The demand for supporting children with significant behavior problems in classrooms has increased dramatically throughout school districts in our nation. Schools struggle with limited resources to provide effective, individualized, tertiary level supports as needed. In addition, most schools deplete their resources in reaction, instead of prevention, for challenging behaviors. In this workshop, participants will learn a process of providing effective, individualized behavior support at the tertiary level. Prevent-Teach-Reinforce is a prescriptive, yet easily replicable, five-step positive behavior intervention process aligned with the principles of applied behavior analysis. Currently, data are showing that this process is more effective than typical interventions.

PTR is a U.S. Department of Education behavior research project being conducted with 200 school-based teams enrolled in Colorado and Central Florida school districts. This randomized control study is designed to: first, investigate the effectiveness of the PTR intervention implemented by typical school personnel as compared to control conditions defined as "business as usual"; and second, to investigate variables impacting effectiveness of tertiary behavior interventions. The sample represents a broad range of grade levels (K-6), demographics, and educational placement with approximately 50% of students having a disability requiring an IEP.

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

- Use the PTR goal sheets and assessments and model how to apply them to their settings enhancing the capacity among school staff.
- Implement strategies for identifying functions of behavior and linking them to intervention strategies.
- Have developed fidelity rating scales to monitor implementation of strategies by school staff.
- Apply principles of PTR to students needing tertiary level supports.

Activities: This interactive workshop will demonstrate the PTR process in a "train the trainer" format. Participants will utilize case studies to go through the PTR process which consists of three core components: (1) preventing problem behaviors from occurring, (2) teaching proactive replacement/desired skills, and (3) reinforcing the new skills. We will look at strategies for aiding school staff in developing short term goals as well as identifying pivotal behaviors. Participants will also use PTR assessments as tools to link functions to behaviors and to develop hypotheses with school staff providing

opportunities for building capacity within existing resources and staff members. Intervention plans will be developed with a strategy from each core component. Participants will develop fidelity rating scales used to monitor implementation of strategies by school staff. Effective coaching components will also be discussed. Presenters will share data illustrating the effectiveness of this process and social validity ratings.

Audience: Although there is ample evidence showing tertiary, individualized behavior support systems for students with significant problem behavior are effective, teachers and systems do not always accept and implement interventions the way they were intended. This workshop will focus on gaining buy-in from teachers and school staffs, demonstrate the value of contextual fit, and teach a prescriptive process that is effective and easily replicable. The targeted audience includes behavior specialists, psychologists, educators, and researchers.

Level: Intermediate

Member: $165 **Nonmember:** $180

Workshop #15	**CE: BACB, PSY**

10:00 AM - 5:00 PM
Continental C
AUT
CE Instructor: Erik A. Mayville, Ph.D., Board Certified Behavior Analyst

Procedural and Legal Aspects of Evaluating Educational Programs for Children With Autism Spectrum Disorders

MICHAEL F. DORSEY (The Vinfen Corporation and Gordon College) and Erik A. Mayville (Connecticut Center for Child Development)

Description: The recent reauthorization of the Individuals with Disabilities Education Act (IDEA) emphasizes the need for evidence-based educational services for children with disabilities. IDEA also provides parents the legal basis to secure Independent Educational Evaluations (IEEs) as a means of "leveling the field" in the Special Education Team process. Persons trained both in applied behavior analysis and special education offer parents a unique combination of skills in conducting IEEs within this process. To be successful, however, the evaluator must not only conduct an objective and data-based assessment, they must present their results in a detailed and highly structured manner and be able to "stand-up under cross examination." This workshop will review means of conducting IEE's as well as the legal process that evaluators will face. Methods of data collection, tips for what to include in reports, and writing style will all be reviewed, and sample data collection tools and reports will be provided. Aspects of special education law relevant to the IEE process will also be discussed, including courtroom procedures and specific behaviors related to successful testimony. At the conclusion of the workshop, a "Mock Trial" will be conducted to provide participants the opportunity to practice these skills and demonstrate competency with feedback and teaching imbedded into the activity.

Objectives: Participants will:

- Identify at least 5 components of effective Independent Evaluations for children with ASD.
- Describe 3 data collection procedures that can inform an independent evaluation.
- Will be able to describe the special education hearing process.
- Be able to write recommendations in an objective format that will withstand scrutiny in legal proceedings.
- Be able to demonstrate effective testimony skills that support the written independent evaluation.

Activities: Participation in "mock trial" which will allow participants to practice answering questions and reporting information in a manner taught during the workshop.

Audience: Behavior analysts, special educators, and/or administrators.

Level: Intermediate

Member: $165 **Nonmember:** $180

Workshop #16	**CE: BACB, PSY**

10:00 AM - 5:00 PM
4B
CSE
CE Instructor: Katherine A. Johnson, Master's, 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 reinfocement 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: Participants will be able to:

- Use a variety of activities 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-oriented 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: Alternating between lecture and hands-on activities, participants will work in groups to complete guided notes and case studies and participate in video-modeled activities and roleplays.

Audience: The intended audience includes Board Certified Behavior Analysts 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: $165 **Nonmember:** $180

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

10:00 AM - 5:00 PM
Williford B
TPC
CE Instructor: Lisa Coyne, Ph.D.

Skittles or Beans: Translating ACT/Behaviorism Into the Real World

LESLIE ROGERS (University of Mississippi) and Lisa Coyne (Suffolk University)

Description: Given the inevitable divide between theory and practice, it is often a challenge to translate acceptance and mindfulness based behavioral principles into applied settings (i.e. schools, community mental health clinics) when working with both children and adults. This difficulty is evident in situations that utilize basic modification techniques. The challenge may be even greater when complex treatment model, such as Acceptance and Commitment Therapy (ACT), is used. Clinicians and consultants frequently enter service settings with elaborate plans of action. These plans, however, may not always be practical or feasible for the requesting organization. As a result, responsivity to the plans is low and effectiveness is decreased. An accurate and broadly construed functional analysis is crucial to improving the likelihood of receptivity and behavioral engagement with the consultant and their respective plan. Awarenes of proximal and distal contextual factors will be the primary target of this training. In addition, this workshop will focus on how to effectively use acceptance and mindfulness based principles in school and community mental health organizations.

Objectives: At the conclusion of this workshop, attendants will:

- Broaden awareness and increase clinical skills for implementing more effective acceptance- and mindfulness-based techniques when working in schools and community mental health settings when working with both children and adults.
- Learn to conduct an ACT consistent functional assessment.
- Improve development and implementation of behavior modification plans.

Activities: The workshop will be both didactic and experiential in nature. Participants practice employing acceptance and mindfulness based functional analyses at both

the organizational and individual level. In addition, participants will also have the opportunity to practice the manner in which these services are delivered.

Audience: Graduate students, teachers, therapists, developmental specialists, family service workers, social workers, disability specialists, etc.

Level: Intermediate

Member: $165 **Nonmember:** $180

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

10:00 AM - 5:00 PM
Stevens 2
AUT
CE Instructor: Jill McGrale, BCBA

Social Skills Groups Utilizing the Principals of Applied Behavior Analysis for Students With Autism

JILL E. MCGRALE MAHER (McGrale and Associates), Cheryl J. Davis (Consultant), and Josh Plavnick and Linda J Lockhart (McGrale & Associates)

Description: The recent increased diagnosis of autism has rapidly inflated the demand for social skills training and instruction for children on the autism spectrum. As a result, methods and strategies for teaching social skills that utilize the principles of applied behavior analysis have been developed. These programs have increased the opportunities for children with autism to gain social behaviors that enhance peer interactions. However, clear and comprehensive programs are difficult to find that meet the needs of specific students, especially those designed to be taught in applied settings in small homogenous groups. Furthermore, available resources are often lacking in programs with strong procedural integrity; comprehensive skill assessment; instruction for the staff who will actually be implementing the programming; systematic teaching procedures and prompt fading strategies; repetitive learning opportunities; and clear, accurate data collection systems.

This workshop will provide participants with a comprehensive model intended to teach a systematic method of designing, implementing, and evaluating homogenous social skills groups for children on the autism spectrum. Skills acquired will be generalizable across all age groups as participants will review the process from development of the social skills assessment, grouping students, writing lesson plans, running groups, designing data collections systems, trainings staff, and evaluating progress.

Objectives: Participants will be able to:

- Identify skill domains and develop an initial scope and sequence including behavioral definitions to create a social skills assessment. Participants will also leave with a format to expand on their Social Skills Assessment.
- Create guidelines for constructing homogeneous groups.
- Identify key components of a staff-training program.
- Write a lesson plan for a group to include selection of appropriate activities for teaching skills.
- Create a format for teaching groups with empirically based group management techniques and interventions for addressing challenging behaviors.
- Determine empirically based teaching techniques including prompting strategies and reinforcement systems.
- Develop data collection systems that target up to three behaviors for individual students.
- Develop a plan to teach strategies for generalization to family members of the students.
- Promote the use of best practices and ethical standards into social skill groups.

Activities: Attendants will engage in the following throughout the workshop:

- Didactic instruction.
- Role play.
- Development of lesson plans.
- Development of staff training program.
- Development of data collection procedures.

Audience: Directors, supervisors, and instructors of social skills for children with autism and related disabilities.

Level: Intermediate

Member: $165 **Nonmember:** $180

Workshop #19 **CE: BACB, PSY**

10:00 AM - 5:00 PM
Marquette
AUT
CE Instructor: Cara M. Cappalli, M.S., BCBA

Teaching Outside "The Box": Challenges in Implementing Emperically-Based Strategies in the Classroom

Cara M. Cappalli, Jill G. Emmerich, Krystl Giordano, Coral E. Lee, Caryn Mello-Kennedy, Lisa Tereshko (Area Cooperative Educational Services, Early Intensive Behavioral Intervention), Menika S. Schulte (Eastern Connecticut State University), and JAMES A. HOKO (Area Cooperative Educational Services, Early Intensive Behavioral Intervention)

Description: The use of Applied Behavior Analysis (ABA) to educate children diagnosed with autism has gained wide acceptance due to the large body of research documenting its effectiveness. However, there continues to be a variety of viewpoints regarding the structure of an ABA classroom. Many ABA programs have relied on Discrete Trial Instruction (DTI) as the primary means to educate children. This has led some to the mistaken assumption that ABA and DTI are synonymous. Now, it is well established in the field that there exist numerous instructional methods which are useful and recommended for teaching skills to children with autism. What exactly are these techniques? Which of these methods should be selected and implemented in an ABA classroom? How does a program incorporate this variety of methods, which are each empirically sound yet greatly different from each other, into a single cohesive classroom model? With a population of 43 students with autism and related disabilities and a staff of 53 individuals working in a public school setting, the complexity of this challenge is apparent to our ACES - EIBI program. In this workshop we will share our own program's experience getting out of "the box", going beyond discrete trial instruction to implement the field's most current research into our classrooms.

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

- Demonstrate familiarity with a range of empirically-validated methods other than DTI for teaching children on the autism spectrum.
- Analyze video demonstrations of these techniques within our program.
- Describe models of classroom improvement via program improvement initiatives.
- Discuss staff training and supervision needs to ensure procedural fidelity.
- Develop data collection systems which are instructionally valuable yet feasible for busy classrooms.
- List strategies for working in transdisciplinary teams in public school settings.
- Characterize general challenges faced in the implementation of empirically-based instructional strategies in the classroom.

Activities: Attendants will participate in didactic lecture, discussion, and a question and answer session. Video and graphic illustration will be utilized throughout. Accompanying CD and handouts will be provided.

Audience: Behavior analysts, administrators, special education teachers, and other professionals (from a variety of disciplines) 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 similar concerns to those described.

Level: Intermediate

Member: $165 **Nonmember:** $180

Workshop #20 **CE: BACB, PSY**

10:00 AM - 5:00 PM
International North
AUT
CE Instructor: Eric Larsson, Ph.D., BCBA

The Language Matrix in Intensive Early Intervention: Developing Generative Natural Social Language in Challenging Cases

ERIC V. LARSSON (Lovaas Institute Midwest)

Description: In intensive early intervention with young children with autism, a great number of language skills are often taught. This workshop will show how such skills can be developed in a coherent conceptual framework, enabling productive treatment planning, trouble-shooting, and program evaluation. A four-dimensional matrix of

social language skills will be used to design an overall generative process of language development. The matrix of skills is addressed across generalization modalities, syntax forms, conditional discriminations, and functional communicative relationships. After receptive and expressive skills are developed, the matrix naturally flows into auditory comprehension and creative language production skills. The organization of the language curriculum can be used to control the pacing of related social skills in a systematic manner. Complex social contingencies will be addressed to ensure that the child is not only acquiring social skills, but is using those skills functionally throughout the child's 24-hour and 7-day life. Data obtained from children in intensive early intervention will be presented to demonstrate how the generative curriculum can improve the progress of children with severely challenging language disorders.

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

- Detail information necessary to plan and program children's language curriculums into a coherent whole.
- State how to develop generative language skills rather than rote language skills.
- Implement conditions that promote the production and comprehension of generative language learning.
- Program across generalization modalities, syntax forms, conditional discriminations, and functional communication relationships.
- Implement programs that promote creative language production and auditory comprehension through generative language learning.
- Program genuinely functional social language skills.

Activities: Didactic instruction, video taped presentations, demonstrations.

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

Level: Intermediate

Member: $165 **Nonmember:** $180

Workshop #21 **CE: BACB, PSY**

10:00 AM - 5:00 PM
4A
AUT
CE Instructor: Amiris DiPuglia, M.D., BCBA

Training the Mand: Intervention Strategies and Tactics for Use with Students with Autism

AMIRIS DIPUGLIA (ABACARD, LLC) and Michael Miklos (Pennsylvania Training and Technical Assistance Network)

Description: The Pennsylvania Verbal Behavior Project has provided intensive behavioral interventions for children with autism for the past six years through behavioral consultative support to public school special education classrooms. Over that period, a central focus of consultative support to teachers has been on mand training. Mand training is an often overlooked but critical component of effective language programming for children with autism. Teaching the mand, while often fun for both trainers and students, is also a challenging and technical process. The mand repertoire necessary for effective social functioning includes skills beyond asking to obtain preferred items and events. Conversational interactions involve frequent mands for information and mands for specific social behaviors of the listener. Effective instruction of mand skills requires careful sequencing of instruction.

This session will include a review of the literature on mand training for children with autism. Conceptual foundations including differentiation of subtypes of motivative operations and issues related to the multiple control of verbal behavior will be discussed in relation to formulating mand training tactics and strategies. Assessment protocols for the mand repertoire will be reviewed including skill sequences from both the VB-MAPP (Sundberg, 2008) and the ABLLS-R (Partington, 2006.) Basic teaching procedures to be presented include establishing and maintaining motivation, response form selection, prompt and prompt fade procedures, and discrimination and broadening of responses repertoire. Specific protocols for teaching mands for items, for actions, mands for information, mands of assertion and negation will be presented. This workshop will include providing participants with training materials including a training

manual. Methods for assessing student outcomes and treatment fidelity will be reviewed. Video examples will be shown.

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

- Define what a mand is, how it is similar to terms such as asking, requesting, demanding, commanding and so on, and how it uniquely describes a relationship between the conditions in a child's environment and the child's tendency to initiate interactions with other people.
- Discuss evocative and function altering effects of various stimuli in relation to motivative variables in the mand frame.
- Differentiate variables related to response form selection in mand training.
- Identify student performance patterns suggestive of entry point in mand training skill sequence.
- Demonstrate instructional behaviors specific to various mand training protocols.

Activities: Attendants will engage in the following throughout the workshop:

- Lecture and demonstration of various conceptual and teaching.
- Guided practice sessions for various mand protocols.
- Protocol review of mand skill sequence assessments.
- Practice in formulating response form selection from assessment protocols.

Audience: The intended audience for this workshop includes behavior analysts providing consultation and program design of behavioral interventions for students with autism, direct instructional staff serving students with autism, and others interested in application of the analysis of verbal behavior.

Level: Intermediate

Member: $165 **Nonmember:** $180

Workshop #22 **CE: BACB, PSY**

10:00 AM - 5:00 PM
4E
OBM
CE Instructor: Caio Miguel, Ph.D., BCBA

Using Behavioral Systems Analysis to Design Sustainable Interventions

HEATHER M. MCGEE (Western Michigan University), Lori H. Diener (Ardent), and Caio F. Miguel (California State University, Sacramento)

Description: This workshop will equip participants with the necessary skills and knowledge to apply behavioral systems analysis tools to design sustainable performance improvement interventions in their organization, classroom, team, and/or other systems the participants choose to impact. This workshop contains three parts. Part One will focus on the value of using behavioral systems analysis tools, an overview of the tools, and building fluency in the fundamentals of system thinking. Part Two will include guided practice in the use of behavioral systems analysis tools to design a clear performance management system to sustain relevant behaviors of various individuals in the organization connected to a performance improvement intervention with a critical business need. In Part Three, participants will develop an action plan for transferring the tools and skills learned in the workshop to their work environment.

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

- Describe the value of using behavioral systems analysis tools.
- Fluently identify the components of a system and the impact of disconnects.
- Ask the right questions to focus on the right performance variables at various levels using behavioral systems analysis tools.
- Align management team missions, functional team missions, and job missions with the organization's mission.
- Design an effective performance management system to support a performance improvement intervention.
- Apply behavioral systems analysis tools immediately following the workshop to your own organization.

Activities: The aim of this workshop is to ensure that participants will be able to accurately apply behavioral systems analysis tools to their own organization. To meet this aim, the workshop will include fluency building exercises and numerous practice opportunities in analyzing, specifying, and designing appropriate performance management system components through large and small group work on case studies. Participants will complete human performance system diagrams, identify disconnects, write effective mission statements, and identify competing factors in achieving missions, resulting in a realistic design of a comprehensive performance management system.

Audience: Teachers, managers, trainers, and anyone interested in behavioral systems analysis.

Level: Introductory

Member: $165 **Nonmember:** $180

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

10:00 AM - 5:00 PM
PDR 4
OBM
CE Instructor: Michael Weinberg, Ph.D., BCBA

Using Performance Improvement Methods to Start and Manage an ABA Human Services Organization

MICHAEL WEINBERG (Orlando Behavior Health Services, LLC), Joseph D. Cautilli (Children Crisis Treatment Center/St. Joseph's University), and Shane Isley (Families for Early Austism Treatment of Washington)

Description: With several decades of research data and implementation outcomes to support its use, Performance Improvement (PI) has become a key OBM methodology in many companies. In this workshop, particpants will receive up-to-date information and instruction in use of this methodology to start and manage an ABA human services organization. Examples of areas that will be covered include employee selection methods, pinpointing, setting targets, functional assessment to address problem performance, reinforcement of employee performance, using behavioral anchors, assessment centers, behavioral coaching, six sigma methods, and others.

Objectives: By the end of this workshop, participants will learn 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 3 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.
- State three key behavioral coaching methods for performance improvement purposes.

Activities: Participants 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.
- 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).

- Small group activity to conduct functional assessment and devise a plan or approach in a work setting for addressing problem performance.
- Practice devising and conducting behavioral interview method for selecting new staff.

Audience: The intended audience includes applied behavior analysts, organizational behavior management specialists (entry or intermediate level), human services managers, current and would-be founders or directors of a program, entreprenuers in establishing ABA based service organizations.

Level: Intermediate

Member: $165 **Nonmember:** $180

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

10:00 AM - 5:00 PM
Continental B
DDA
CE Instructor: Patrick McGreevy, Ph.D., BCBA

Using Signs Rather Than Picture Selection as the Primary Communication Response Form for Hearing Children and Adults With Developmental Disabilities Including Autism

PATRICK E. MCGREEVY (Patrick McGreevy, Ph.D., P.A.), Colleen Cornwall (ABLE, Inc.), and Troy Fry (The Holland Center)

Description: Many children and adults with developmental disabilities, including autism, do not exhibit spoken words or do not communicate clearly and effectively using spoken words. At the present time, the most popular alternative, primary, communication response forms for these learners– PECS and augmentative communication devices – include selecting pictures. This workshop makes the case for signs, rather than selecting pictures, as the primary communication response form for learners who are ambulatory and who exhibit some variation in motor responses.

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

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

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

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

Level: Introductory

Member: $165 **Nonmember:** $180

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

10:00 AM - 5:00 PM
PDR 1
AUT
CE Instructor: Marlene J. Cohen, Ed.D., BCBA

Visual Stimulus Prompts: Increasing Independence for Learners With Autism

MARLENE COHEN (Rutgers University) and Donna L. Sloan (Rutgers University, Douglas Developmental Disabilities Center)

Description: Students with autism present a multitude of learning challenges. This presentation will provide a framework for understanding the complex process of learning, review visual instructional strategies that are available to assist students, and to provide the opportunity to begin the process of assessing student needs, developing strategies that will enhance their success, and enable them to achieve higher levels of competence and independence.

Objectives: At the conlucsion of this workshop, attendants will be able to:

- State how the use of visual supports can build independence of an individual with autism spectrum disorders.
- Describe and define at least three processes that affect learning.

- Describe how deficits in one or more of these processes can impact the learning of an individaul with Autism Spectrum Disorders.
- State the core components of a good visual support.
- State at least three ways to fade visual stimulus prompts.
- List several ways that supports can be developed to address a specific learning process deficit.
- Apply the workshop content to develop at least one support for an individual with ASD.

Activities: Included activities are lecture, discussion, development of visual supports, and a prize raffle.

Audience: The intended audience includes educators, speech therapists, consultant/trainers, and parents.

Level: Introductory

Member: $165 **Nonmember:** $180

Workshop #26 **CE: BACB, PSY**

10:00 AM - 1:00 PM
4C
CBM
CE Instructor: Julia O'Connor, Ph.D.

Caregivers as Therapists: How to Train Caregivers to Conduct Functional Behavioral Assessment and Develop Treatments

JULIA T. O'CONNOR (The Kennedy Krieger Institute) and Dipti Mudgal (The May Institute)

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 how 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, handouts describing the principles of applied behavior analysis and conducting functional analysis will be provided.

Objectives: At the conclusion of this workshop, attendants 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., roleplay).

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 **Nonmember:** $130

Workshop #27 **CE: BACB, PSY**

10:00 AM - 1:00 PM
PDR 2
CSE
CE Instructor: James Ellis, Ph.D., BCBA

Developing a Comprehensive Program for Social Skills Instruction Within a Public School Environment

JESSICA EVERETT, James T. Ellis (Melmark New England), Lori Hodgins Brazell, Jennifer Mcgowan, and Christine D. Almeida (Newton Public Schools)

Description: Students with autism spectrum disorders present with a wide variety of needs related to social functioning. An overview of social functioning in students with autism will be presented that highlights specific skill deficits (e.g., greeting others) and more global skill deficits (e.g., social referencing). A method for assessing and operationalizing social skills, developing intervention geared towards individual student needs and incorporating social skills instruction within the school day will be presented. Various strategies such as assessment of skill acquisition through formative evaluation, generalization of skills from direct instruction to the natural environment, incidental teaching of social skills, prompting within group instruction, and embedding targeted skills within age-appropriate and naturally reinforcing activities will be discussed. Participants will be presented with a model of social skills instruction that has been effectively implemented within a public school environment from preschool through elementary age programs.

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

- Identify tools used to assess social skills in the school environment with children with autism.
- Develop operational definitions of complex social skills as well as data collection strategies to measure the acquisition of these skills.
- Describe prompting procedures used within group instruction.
- Describe a continuum of instructional approaches that promote the generalization of social skills to the natural environment.
- Implement at least three activities that facilitate the use of social skills through an incidental teaching approach.

Activities: Workshop activities include didactic instruction, discussion, and video clips demonstrating activities that facilitate social skills instruction. Participants will have the opportunity to practice data collection and engage in small group activities that focus on the operationalization of complex social skills and the facilitation of group instruction of social skills.

Audience: Individuals working in public school environments such as psychologists, special education teachers, or speech and language pathologists.

Level: Intermediate

Member: $110 **Nonmember:** $125

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

10:00 AM - 1:00 PM
4F
AUT
CE Instructor: Leigh Grannan, M.S., BCBA

Toilet Training Children With Autism: Case Studies and Procedures

LEIGH KAROLE GRANNAN (Scarab Behavioral Health Services, LLC) and Melanie Allison Rose (Southern Illinois University at Carbondale, Center for Autism Spectrum Disorders)

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 video footage of parent implementation of interventions, will be presented

Objectives: At the conclusion of this workshops, attendants 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: Professionals and parents interested in toilet training children with autism.

Level: Intermediate

Member: $110 **Nonmember:** $125

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

2:00 PM - 5:00 PM
PDR 2
CBM
CE Instructor: Ronnie Detrich, MS, BCBA

Evidence-based Practice: Implications for Practitioners

RONNIE DETRICH (Wing Institute) and Teri Lewis-Palmer (Independent Consultant)

Description: The increasing interest in evidence-based practice (EBP) in education and other human service disciplines has significant implications for practitioners. While the term evidence-based is being widely used these days, the meaning is not particularly well understood. In medicine, evidence-based practice has been defined as the integration of best available evidence with clinical expertise and patient values (Sackett, Strauss, Richardson, Rosenberg, and Haynes, 2000). In 2005, APA adopted a very similar definition. Clearly, it is more than the identification of effective interventions. It also involves a process for validating interventions as evidence-based, addressing issues of how to implement an intervention within a particular context, adjusting the intervention to address local contingencies, and progress monitoring to assure positive effects and selecting treatment goals and interventions that are acceptable to the consumer.

At its core the evidence-based practice movement is a consumer protection movement. The basic assumption is that consumers are better served when practitioners use evidence to guide decisions about interventions. In this workshop, we will offer a brief historical overview of evidence-based practice and definitions of evidence-based practice by relevant professional organizations. In addition, we will review the standards of evidence that have been developed and consider the ways that the information from the evidence-based reviews is disseminated to the practitioners. We will address issues of how to use a hierarchy of evidence to make decisions about interventions and how to proceed in the absence of compelling data. Finally, decision-making based on evidence will be compared to other decision-making approaches.

Objectives: At the conclusion of this workshops, attendants will be able to:

- Define evidence-based practice.
- Describe the primary implications of evidence-based practice for practitioners.
- Describe methods for validating interventions as evidence-based.
- Describe variables that affect implementation.
- Describe how to construct multicomponent interventions within an evidence-based practice framework.

Activities: Attendants will:

- Review standards of evidence from different organizations and identify commonalities and differences.
- Learn to use a rubric for evaluating the scientific basis for an intervention.
- Review lists of validated interventions from various organizations.
- Evaluate their own work in the context of evidence-based practice through discussion with other participants and instructors.

Audience: Anyone involved in providing behavior analytic services to in service settings such as schools, mental health organizations, and private practice and consultation.

Level: Introductory

Member: $110 **Nonmember:** $125

Workshop #30 **CE: BACB**

2:00 PM - 5:00 PM
4C
OBM
CE Instructor: Jon Bailey, Ph.D., BCBA

Professional Consulting: 25 Essential Skills & Strategies for Behavior Analysts

Jon S. Bailey (Florida State University, Behavior Management Consultants, Inc., and Florida Association for Behavior Analysis) and MARY R. BURCH (BaileyBurch.com Workshops)

Description: Professionals who desire to serve as behavioral consultants in the autism, DD, or education community or with businesses and organizations need to have a huge repertoire of skills in order to be effective; simply having mastered the science and technology of behavior is not sufficient to guarantee success. We are in direct competition with a number of other related professional fields which train their consultants much more rigorously than we do and we stand to become a second-class profession by comparison.

I interviewed executive coaches, senior consultants, internship supervisors, and behavioral faculty to determine the skills necessary to make a consultant successful in today's market. In addition, I asked them to provide me with scenarios which would capture the range of challenges that consultants are expected to deal with on a daily basis. These scenarios were carefully analyzed to determine the necessary skills and strategies one would need to be a successful consultant.

In this presentation we will describe what experts in the field consider to be the 25 Essential Skills and Strategies for Behavior Analysts. These 25 skills are grouped into the following five categories: I. The Basic Consulting Repertoire, II. People Skills, III. Applying Behavioral Skills, IV. Essential Work Habits, V. Advanced Consulting Skills. Participants will learn how to apply these skills using real-world scenarios submitted by professional behavioral consultants.

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

- Describe the 25 Skills necessary to be effective behavioral consultants.
- Describe the skills necessary to overcome the challenge(s) described given a real-world scenario.
- Troubleshoot situations that are presented and describe how they can be prevented in real-world consulting situations.

Activities: Attendants will:

- View a slideshow presentations describing the 25 Skills and how they are applied.
- Submit consulting problem scenarios and learn to analyze and suggest solutions.
- Work in groups to analyze situations and roleplay solutions to common problems in consulting.

Audience: New BACBs and experienced professionals who are interested in improving their effectiveness in dealing with common consulting problems in autism, DD, education, and business consulting situations.

Level: Intermediate

Member: $120 **Nonmember:** $135

Workshop #31 **CE: BACB, PSY**

2:00 PM - 5:00 PM
Waldorf
TPC
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 your eyes glaze over as we discuss transformation of stimulus functions, generalized operants, and the different types of derived relating. Most importantly, we plan to help everyone have an enjoyable time while "framing events relationally" about RFT.

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

- List and describe six basic principles of functional contextualism, and also contrast those principles from mainstream psychology principles.
- Compare and contrast conditioned discrimination and derived relational responding, in research contexts and in daily use.
- Define arbitrary applicable relational responding, along with mutual entailment and combinatorial entailment.
- Define "relational frame" in behavior analytic terms, and give six examples of relational frames.
- Describe transformation of stimulus functions regarding relational frames.
- Explain an expanded view of "verbal behavior" using RFT principles.
- Generate examples of how to apply RFT principles to their own research or application questions.

Activities: The workshop will be guided by an animated slide show and will be punctuated with audience participation, and small group participation.

Audience: This workshop is for people with limited exposure to Relational Frame Theory.

Level: Introductory

Member: $110 **Nonmember:** $125

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

2:00 PM - 5:00 PM
4F
AUT
CE Instructor: Michael Ben-Zvi, M.A., BCBA

Toilet Training for ASD Children and Encopretic Children: Data-Based Bio-Behavioral Intervention

MICHAEL BEN-ZVI (Private Practice)

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

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

- Know and understand the protocol of interventions for both target behaviors.
- Explain the intervention to parents of non-trained child.
- Gather the required data for decision making before and through the intervention.
- Detect the relevant symptom of Encopresis and apply the proper intervention.
- Address ethical considerations and rejections.
- Support parents through implementation of the interventions.

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

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

Level: Intermediate

Member: $120 **Nonmember:** $135

Workshop #33 **CE: BACB**

6:00 PM - 9:00 PM
4F
AUT
CE Instructor: Steven J. Ward, Master's, BCBA

Analyzing Autism Interventions: Critiques of Popular Autism Interventions and Combinations That Work

Steven J. Ward, TERESA A. GRIMES (Whole Child Consulting), and Cindy Cooper (Private Practice)

Description: Whole Child Consulting, LLC is a private company with clients across the United States. The presenters have experience with adults and children with autism. The presenters will describe both critical and variable attributes of various instructional paradigms, including NET, DTT, VB, PT, Association Method, and RDI. Components of each paradigm are matched with appropriate learner profiles. Components of various programs will be compared for compatibility or incompatibility. Practical recommendations will be provided for deciding when to favor one component over another.

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

- Clearly define at least three components of 6 different instructional paradigms.
- Assess learner repertoires in a manner that facilitates selection of appropriate paradigm components.
- Employ at least three different data collection methods.
- Make programmatic recommendations matching learner strengths and weaknesses with appropriate paradigm components.
- Provide a conceptually systematic rationale for assigning program components.

Activities: Attendants will:

- Participate in flash card activities to associate intervention names with the critical variables of each program.
- Have opportunities to practice a variety of data collection methods throughout the workshop.
- Be providee helpful Web sites.
- Be provided guidelines for developing programming based upon individual needs (case studies).

Audience: Professionals and parents with advanced experience in the instruction of individuals with autism who want clear, unbiased information regarding the treatment benefits and pitfalls of various autism interventions. The presenters have direct experience in the area of Precision Teaching, DTT, Verbal Behavior, Greenspan, Association Method, RDI and various NET applications.

Level: Advanced

Member: $110 **Nonmember:** $125

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

6:00 PM - 9:00 PM
Boulevard B
CSE
CE Instructor: Stephen Ray Flora, Ph.D., BCBA

Applying Behavior Analysis to Improve Health, Fitness, Diet, Healthy Lifestyles and to Optimize Athletic Performance

STEPHEN RAY FLORA (Youngstown State University)

Description: As obesity, high blood pressure, diabetes, and other health problems are at epidemic proportions for many populations, including populations served by behavior analysts, it is vital that behavior analysts learn to apply behavior analysis to ameliorate these problems and to promote healthy lifestyles as effectively as possible. Medical, behavioral, and psychological benefits of exercise, athletic participation, physical fitness, and healthy living are covered. The workshop will teach participants to use applied behavior analysis principles to objectively assess, and optimally improve their own, or their clients' physical fitness, health related lifestyles, and, if desired, athletic performances. Emphasis will be placed on behavior analytic 'gradual change techniques;' optimal goal setting parameters; objective, data-based analysis and decision

making; and on how the use of behavioral analytic experimental designs, such as multiple baselines across situations and bounded changing criterion designs, may not only be used to measure change, but actually facilitate effective behavioral change. Finally, participants will learn how improved health and physical fitness allow individuals to live a valued life and aid in the pursuit of chosen life directions.

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

- State many of the behavioral, psychological, and medical benefits of physical fitness, athletic participation, and living a healthy lifestyle.
- Perform functional assessment of current health and fitness related behaviors.
- Perform task analyses of healthy eating behaviors; safe, effective exercise; and skilled athletic performances.
- Identify personalized reinforcers, motivations, incentives, and values for healthy lifestyles, physical fitness and athleticism.
- Understand the importance of, and how to effectively use goal setting, task analysis, pinpointing; how to identify skill gaps; how to set realistically achievable goals; and how to effectively use publicly posted goals to achieve fitness and optimal athletic performance.
- Use the concepts of optimal physiological arousal, periodization, and super compensation in designing a personalized training program.
- Use data collection, charting, and graphing to optimize fitness and improve eating related behaviors.
- Use behavior analytic experimental designs to not only measure and access behavioral change but to facilitate health, fitness and athletic behavioral changes.

Activities: Participants will be guided though presented information with PowerPoint slides, worksheets and lecture handouts that will provide participants with the information necessary to develop effective programs for improving health, physical fitness, diet behaviors, healthy lifestyles; develop effective programs to optimize athletic performance; and to use behavior analytic experimental designs to access and facilitate desired behavioral change.

Audience: The target audience is Board Certified Behavior Analysts, BCABAs and others interested in learning how to use behavior analytic procedures to promote healthy lifestyles, fitness, or to optimize athletic performance. Professionals with a strong interest in behavioral medicine, or health and fitness training will also benefit.

Level: Intermediate

Member: $110 **Nonmember:** $125

Workshop #35 **CE: BACB, PSY**

6:00 PM - 9:00 PM
PDR 1
AUT
CE Instructor: John Molteni, Ph.D., BCBA

Assessment and Treatment of Feeding Problems in Children With Autism

JOHN D. MOLTENI, Kristen Powers, and Mark J. Palmieri (The Center for Children with Special Needs)

Description: Parents and caregivers of children with autism spectrum disorders often report feeding difficulties (Ahearn, Castine, Nault, & Green, 2001). DeMeyer (1979) notes the prevalence of feeding difficulties as reported by the parents of children with autism spectrum disorders at 94% as compared with 59% for typically developing preschoolers. Ahearn et al. (2001) reported aberrant feeding behaviors, including restrictive food selectivity, liquid refusal, and unusual mealtime behaviors. There have been careful analyses of mealtime behavior to examine the function that these behaviors may serve the child in avoidance of mealtime opportunities (Munk & Repp, 1994; Piazza et al., 2003).

The impact of oral-motor skill deficits on adequate nutrition is also a concern for children who present with feeding difficulties (Collins et al., 2003), although this is not as well described in the available literature. Given the combination of behavioral and oral-motor challenges faced by children with autism, families and caregivers face special difficulties in their attempts to provide typical experiences around mealtimes. A model for a community based treatment to address behavioral and oral-motor components of feeding with components of direct intervention and parent training will be discussed with activities to include attendants engaging in didactic and hands-on activities related to feeding interventions.

Objectives: Participants will be able to identify:

- Behavioral and oral motor components of feeding.
- Challenges involved in feeding with children with autism.
- Assessment procedures for identifying behavioral and oral motor aspects of feeding.
- Intervention procedures for addressing feeding problems.
- Social validity assessment procedures for community based interventions..

Participants will demonstrate:

- Ability to execute behavioral assessments of feeding (e.g., functional assessment, preference assessment).
- Appropriate food selection and/or utensil selection to address feeding problems.
- Data collection procedures for monitoring progress of feeding interventions.

Activities: Activities included will be lecture, video examples, vignettes, data collection, case discussion, and modeling.

Audience: The intended audience includes behavior analysts, psychologists, occupational therapists, speech pathologists, and other community based practitioners.

Level: Intermediate

Member: $110 **Nonmember:** $125

Workshop #36 **CE: BACB, PSY**

6:00 PM - 9:00 PM
4C
CBM
CE Instructor: Joseph Cautilli, Ph.D., BCBA

Behavioral Counseling: Assessment and Intervention Techniques

JOSEPH D. CAUTILLI (Children Crisis Treatment Center/St. Joseph's University) and Michael Weinberg (Orlando Behavior Health Services, LLC)

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

- State the difference between "behavioral counseling" and other behavioral approaches.
- Determine what types of behavioral problems are best suited to behavioral counseling approaches.
- Identify at least three behavioral counseling intervention methods.
- Define "behavioral counseling microskills".
- State how functional assessment is integrated into microskills.
- Describe how to use functional assessment in therapy sessions.
- Explain how clients are taught and encouraged to take and report data on behaviors.
- Describe effective implementation of techniques such as self-management, systematic desensitization, and other behavior management approaches in behavior counseling sessions.

Activities: Attendants will engage in:

- Group break-out activities to practice the various techniques (as time permits).
- 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, applied behavior analysts

Level: Intermediate

Member: $110 **Nonmember:** $125

Workshop #37 **CE: BACB, PSY**

6:00 PM - 9:00 PM
Stevens 1
CBM
CE Instructor: Keven Schock, M.A., BCBA

Behavioral Diagnostics in Mental Illness

KEVEN M. SCHOCK (Rplus) and Holly Ayn White (University of the Pacific)

Description: This workshop will provide an overview of a function based diagnostic system for target behaviors and replacement behaviors. This workshop will teach participants a pragmatic system both for new behavior analysts, in developing effective interventions and for experienced behavior analysts in dealing with difficult cases. The primary focus of this workshop will be on applying this system to people with problems of mental illness

Objectives: At the conclusion of this workshop, attendants 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 subcategories of problem behavior and identify at least two options for behavioral interventions based on that diagnostic category.
- Identify the three diagnostic categories for assessing the strength and breadth of the current replacement behavior in the repertoire of the client.

Activities: Included activities will be:

- Introduction, course overview, and handouts.
- Presentation of the utility of this diagnostic system.
- Presentation of socially mediated access category, subcategories.
- Presentation of direct access category, subcategories.
- Presentation of direct & socially mediated escape categories, subcategories.
- Presentation of replacement behavior options for major diagnostic categories.
- Presentation of a diagnostic system for replacement behavior.
- Modeling of the application of the diagnostic system.
- Participant application of the diagnostic system to case examples.
- Application to case examples from the participants.

Audience: Behavior analysts of any experience level who are working with people diagnosed with symptoms of mental illness.

Level: Introductory

Member: $110 **Nonmember:** $125

Workshop #38 **CE: BACB, PSY**

6:00 PM - 9:00 PM
4E
CSE
CE Instructor: Victoria Stout Kubal, M.S., BCBA

Behavioral Relaxation: Training and Scale

VICTORIA STOUT KUBAL (University of California, San Francisco; Fresno Department of Family & Community Medicine) and Vanessa Stout Huaman (Fitness Supervisor, ACSM Certified, Loyola Center for Health and Fitness at Loyola Medical Hospital)

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

Poppen's (1998) Behavioral Relaxation Scale (BRS) is an assessment tool for measuring the progress of an individual demonstrating the 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, they will be taught how to assess URT using the BRS.

Objectives: At the conclusion of this workshop, attendants 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).

Activities: Included activities will be:

- 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.

Audience: The target audience for this workshop is comprised of Board Certified Behavior Analysts and BCABAs who work with the following populations: clients with anxiety disorders, pain-related difficulties, or anger management problems; individuals with traumatic brain injury or developmental disabilities; 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: $110 **Nonmember:** $125

Workshop #39 **CE: BACB**

6:00 PM - 9:00 PM
Waldorf
CBM
CE Instructor: Elizabeth Swatsky, M.Ed., BCBA

Behavioral Strategies to Create Student Centered IEPs

ELIZABETH A. SWATSKY (Stanislaus County Office of Education)

Description: This workshop is to help professionals and parents help facilitate IEP teams to leave meetings with IEPs that enable service providers to implement behavioral programming with integrity. The workshop will provide opportunities to learn about strategies and practice using the strategies in a mock IEP. In addition, a table will compare typical, far-out, nonexample strategies and close-in, nonexample strategies to best practice, example strategies. This workshop does not have a focus on any particular disability. This workshop will not cover legal topics.

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

- Identify strategies to use in each section of the IEP.
- List strategies to use in each section of the IEP.
- List rationale for using each strategy.
- Demonstrate strategies for each section of the IEP during a mock IEP.

Activities: Included activities will be:

- Practice sessions for identifying and listing strategies and rationale.
- Practice sessions for implementing strategies in mock IEP(s).

Audience: Parents and professionals who have been to several IEPs and want to have more comprehensive, student centered IEPs in the future.

Level: Advanced

Member: $110 **Nonmember:** $125

Workshop #40 **CE: BACB**

6:00 PM - 9:00 PM
Williford B
EDC
CE Instructor: Jennifer Sobie

Creating and Evaluating Educational Opportunities in Applied Animal Behavior

JENNIFER L. SOBIE (The American Society for the Prevention of Cruelty to Animals) and Elizabeth Anne Mcbride (University of Southampton)

Description: The purpose of this workshop is twofold: first, to present participants with information and tools necessary for critical evaluation of existing educational opportunities in applied animal behavior according to their relevance to obtaining employment in the various professional sectors; second, to provide participants with a guide to the proficiencies necessary for designing personalized applied animal behavior programs of study under the umbrellas of existing university programs. The first half of the workshop will offer participants an overview of the following areas:

- Employment opportunities: Participants will be presented with information about the different employment sectors in applied animal behavior and the current job market relevant to each sector. Discussion and materials will highlight educational, skill level, and internship requirements, and will provide practical job descriptions for the different sectors.
- Certification: Participants will review the certifying bodies in applied animal behavior. They will discuss practical benefits of attaining certification depending on their goals for employment, and they will be given tools for effective evaluation of the advantages and disadvantages of obtaining certification.
- Nonaccredited training in applied animal behavior: With the goal of development of critical thinking skills related to evaluation of the multitude of nonaccredited or self-accredited programs in applied animal behavior, participants will be provided with tools for assessment of both the content and practical merit of the various programs.
- Accredited Programs in applied animal behavior: Participants will be provided materials and information describing the existing accredited programs in applied animal behavior and related disciplines.

The second half of the workshop will focus on development of skills relevant to pursuing an education in applied animal behavior. Participants will be provided training in the following areas:

- Choosing an applied animal behavior advisor: In recognition of the fact that established educational opportunities in applied animal behavior are few, participants will be provided materials that will assist them in evaluation of an advisor's capacity to mentor a project in applied animal behavior. Included will be information packets designed for presentation to potential advisors describing areas of study and likely avenues of involvement when advising a student in applied animal behavior. Packets will include the names of qualified individuals willing to participate as extra-departmental mentors.
- Designing a thesis in applied animal behavior: Participants will be provided basic information relevant to design of an applied animal behavior thesis or research project. Included will be material relevant to obtaining funding.

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

- Be familiar with the existing options in pursuit of an education in applied animal behavior, and will be able to differentiate certifying bodies in terms of their personal employment goals.
- Understand and be able to articulate the necessary components of a program of study in applied animal behavior.
- Evaluate existing programs with a knowledgeable eye toward choice as a program of study, assessing the program's ability to support a personalized applied animal behavior study agenda and research objective.

Activities: Included activities will be:

- Employment opportunities: Participants will discuss their individual interests and personal fit in the different employment sectors of applied animal behavior. Discussion will include relevance and/or necessity of certification and education by sector.
- Choosing an applied animal behavior advisor: Participants will engage in hypothetical evaluations of program strengths and weaknesses in regards to applied animal behavior.
- Designing a thesis in applied animal behavior: Participants will engage in critical thinking exercises designed to guide them in realistic choice and design of thesis or research projects in applied animal behavior.

Audience: Students or potential students seeking an education in applied animal behavior, faculty members interested in creating or expanding programs in applied animal behavior.

Level: Introductory

Member: $110 **Nonmember:** $125

Workshop #41 **CE: BACB, PSY**

6:00 PM - 9:00 PM
PDR 3
CSE
CE Instructor: Dan Hursh, Doctorate, BCBA

Creating Quality Social Skills Programs on a Shoestring

Colleen Davis, Christina Bracewell Lovaas (Tucci Learning Solutions, Inc.), and DAN HURSH (West Virginia University)

Description: School districts are being asked to develop individual students' social, academic, pragmatic language, and executive functioning skills across special and general education classrooms. In response to this need, Tucci Learning Solutions, Inc. collaborated with county and district program specialists on the design and implementation of programs to assess and promote the development of these needed skills.

These programs utilized multiple resources already in place within the school district; including paraeducators already serving students within classrooms and common testing instruments. Added to these extant services were some relatively inexpensive, assessments, "public domain" curricula, and a "coaching" program that provided guided support and assistance to the teachers and paraprofessionals. This recipe resulted in the successful implementation of social skills programs for elementary and middle school students with autism and related disabilities.

Objectives: Upon completion of the presentation, participants will be able to identify:

- What repertoires and component skills are to be developed in social skills groups.
- What resources are available for assessing the necessary repertoires and component skills.
- What resources 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 principles of behavior analysis are successfully applied to these small groups and skill development.

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

A literature review and references will be shared that describe the need for and challenges of assessing and teaching social skills as well as other related skills. Likewise, descriptions of some experiences in assessing students, teaching social skills in various settings, 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 elementary and middle school students.

Also, several curricula options for addressing the deficits common for students at various levels will be explored, demonstrated in videos, and roleplayed.

The presenters will give some recommendations for being successful in this process and obtaining resources and funding for these types of programs and encouraging an open forum for a discussion directed by the participants. Participants will be encouraged and coached to identify some of their own resources available to construct similar programs.

Audience: School district administrators, behavior analysts, speech therapists, parents, paraeducators/skills trainers, and teachers with some basic knowledge of applied behavior analysis

Level: Intermediate

Member: $120 **Nonmember:** $135

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

6:00 PM - 9:00 PM

4A

CSE

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

Developing Effective Class-Wide Positive Behavior Support Interventions in Public Schools

ROBERT F. PUTNAM (The May Institute, Inc.)

Description: This workshop will provide behavior analysts with an evidence-based approach to designing effective classroom interventions. It includes the use of functional assessment as a method to systematically evaluate the classroom environment in order to design, implement, and evaluate effective classroom-wide behavioral support practices. Once the environment is assessed, the model incorporates both indirect (i.e., lecture, written training materials) and direct (i.e., modeling, performance feedback) instruction. Finally, participants will learn how teachers participate in a data-based decision making process in order to establish more effective practices, procedures, and interactions with students. Data will be presented supporting the need for a comprehensive training method that includes both indirect and direct instruction for teachers to adequately implement classroom-wide behavior support practices.

Objectives: At the conclusion of this workshop, attendants will:

- Be able to apply functional assessment strategies to the selection and implementation of effective classroom-wide practices.
- Learn evidence-based methods used to train teachers in classroom-wide behavior support practices.
- Learn a data-based decision process used with teachers to modify classroom behavior support practices.
- Learn instructional and behavior support practices that establish more effective interactions between teachers and students.

Activities: Participants will have an opportunity to 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: $110 **Nonmember:** $125

Workshop #43

6:00 PM - 9:00 PM

Boulevard A

CSE

Effective Math Coaching

MARCY STEIN and Diane Kinder (University of Washington, Tacoma)

Description: Participants will be introduced to an instructional coaching model for mathematics that includes progress monitoring, the evaluation and modification of math curricula, and the design of evidence-based instructional interventions.

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

- Identify key components of an effective instructional coaching model.
- Identify options for using data-based decision making in math.
- Apply evidence-based criteria in evaluating examples of math curricula.
- Identify critical features of effective mathematics interventions.

Activities: During this session, participants will have an opportunity to examine options for collecting student performance data in math, evaluate examples of math curricula, and discuss effective math interventions

Audience: Teachers, Educators, school administrators (including curriculum directors and special education directors), and general and special education teachers

Level: Intermediate

Member: $110 **Nonmember:** $125

Workshop #44 **CE: BACB, PSY**

6:00 PM - 9:00 PM
Stevens 2
OBM
CE Instructor: James McGimsey, Ph.D., BCBA

Effective Treatment: Vital Elements, Systems Approaches and Quality Assurance

JAMES F. MCGIMSEY, Gretchen S. Thwing, Terry J. Page, and David M. Wilson, and Cheryl L. Ecott (Advoserv)

Description: Treatment for people with a variety of disabilities and behavioral challenges has steadily evolved over the last decades. Clinical strategies have advanced significantly, as have the overall approaches to service delivery. The primitive methods of teaching skills and treating behavioral problems of the past have been steadily replaced by more effective, systematic, and well-conceived strategies of active treatment provided within more humane and normal living environments. This workshop will present systems of program development and implementation, and quality assurance processes that address a number of issues affecting the effectiveness and efficiency of treatment delivery.

When examined at face value treatment environments might appear to be appropriate and effective. However, empirically, all aspects of a program's adequacy must be analyzed toward how its individual aspects and milieu actually affect the behavior of individuals within it. The question of what defines an acceptable treatment environment must be productively addressed by:

- Developing a process of systematically analyzing the functional impact of the environment's elements piece by piece.
- Where effects are found inadequate, examining and reordering the process.
- Simultaneously, external processes of quality assurance must periodically examine these vital elements, their processes of delivery, and their overall effects, and provide clinical and social validation of their effectiveness and efficiency.

Objectives: On completion of this workshop participants will be able to identify and develop means to measure vital elements and systems that collectively set the stage for effective treatment to occur. Processes for evaluating the effects of these elements, and revising and reordering them when called for, will be presented. Systems of quality assurance for then supporting the cohesive delivery of these vital elements, and validation of their effects, will be discussed and designed. Participants are encouraged to bring their own examples of "system" approaches to service delivery for presentation and discussion.

Activities: A variety of elements necessary for effective treatment to occur will be identified. Participants will learn to isolate and define these vital treatment and environmental elements, particularly as they pertain to their own treatment settings, and methods of assessing the impact of these parameters on the acceptability and effectiveness of the overall treatment environment will be designed, specific to the elements selected and defined.

Audience: Behavior analysts, administrators, and other professionals who provide direct behavior analytic and clinical treatment to individuals with challenging behavior disorders.

Level: Intermediate

Member: $110 **Nonmember:** $125

Workshop #45 **CE: BACB**

6:00 PM - 9:00 PM
4D
CBM
CE Instructor: Bryan Davey, Ph.D., BCBA

Efficient Use of Microsoft Excel for Behavior Analysis and Practitioners to Graphically Communicate Outcomes

BRYAN J. DAVEY (Arizona Center for Comprehensive Education and Life-Skills), Donald M. Stenhoff (University of Kentucky), 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. Board Certified Behavior Analysts 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 Microsoft Excel 2003 and 2007 can be difficult to use, this workshop will provide participants with hands on training promoting effective use. Workshop minilessons 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 this workshop participants will be able to:

- Setup specific spreadsheets, input, and manipulate data within an Excel 2003 and 2007 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 case example that provides opportunities for participants to solve challenges inherent in the Excel 2003 and 2007 applications. The case examples will consolidate and increase fluency of the skills taught during the instructional phase of the workshop.

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

Level: Introductory

Member: $120 **Nonmember:** $135

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

6:00 PM - 9:00 PM
Williford C
AUT
CE Instructor: Kelly Ferris, M.Ed., BCBA

Getting Children With Autism and Their Teachers Started in Fluency Based Instruction

KELLY J. FERRIS (Organization for Research and Learning), Holly Almon-Morris (Fabrizio/Moors Consulting), Kathleen S. Laino (Organization for Research & Learning (ORL)), and Krista Zambolin (Fabrizio/ Moors Consulting)

Description: Fluency based instruction is becoming more widely used as a teaching arrangement for delivering behavior analytic services to students with autism. Teachers new to fluency based instruction or teachers new to children with autism face a gambit of questions related to the logistics of getting instruction started. The questions frequently asked are, "How do you get them responding?" "How do you get them staying at the table through the timing?", and "How

do you get their rate of responding to increase?" This workshop will present procedures for getting programs started for new learners as well as for experienced learners new to fluency based instruction teaching arrangements. The presentation will include charted examples of student and teacher performance data, as well as video of our staff working to shape both teacher and student repertoires necessary in fluency based instruction.

Objectives: The objectives are for participants to leave with (1) knowledge of measurement techniques for shaping early learning, (2) teaching procedures helpful for getting students ready for timed practice, (3) staff training procedures to get teachers ready to implement fluency based instruction, and (4) simple data-based decision making rules related to potential challenges.

Activities: Practice generating relevant rapport building pinpoints, and practice designing measurement tools for evaluating teacher and student readiness.

Audience: Parents and professionals interested in beginning fluency based instruction programs for students with autism and related disabilities.

Level: Introductory

Member: $110 **Nonmember:** $125

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

6:00 PM - 9:00 PM
Astoria
AUT
CE Instructor: Daniel J. Moran, Ph.D., BCBA

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

DANIEL J. MORAN (Trinity Services), John Tanner Blackledge (University of Wollongong), and Patricia Bach (Illinois Institute of Technology)

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

This workshop will help ABA consultants be aware of signs of significant parental psychological distress, and help them make appropriate referrals. In addition, this workshop will also discuss an Acceptance and Commitment Training (ACT) approach to helping these parents with their distress and challenges. Results, for example, from using Acceptance and Commitment Training in the Support of Parents of Children Diagnosed with Autism (Blackledge & Hayes, in press) showed that general distress (as measured by the Brief Symptom Inventory's G) and depression levels (BDI-II) decreased significantly after group ACT training, and that these changes were maintained three months after the treatment was delivered, and that these changes were mediated by ACT's core processes.

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

Objectives: At the conclusion of this workshop, attendants will:

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

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

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

Level: Introductory

Member: $110 **Nonmember:** $125

Workshop #48 **CE: BACB, PSY**

6:00 PM - 9:00 PM
International North
CBM
CE Instructor: Eric J. Fox, Ph.D.

Helping Timmy Tact Toys: A Systematic Approach to Teaching Concepts for Applied Behavior Analysts

ERIC J. FOX, Jeana L. Koerber, Sarah Vanstelle, and Scott Latour (Western Michigan University)

Description: Knowing how to "correctly" name, tact, and categorize the objects, people, and events in the world is a vital component of a functional verbal repertoire. In fact, most behavior analysts working with individuals with language delays devote a considerable amount of time to establishing or expanding this repertoire with their clients.

When we teach individuals how to name objects or events in their environment, however, we are rarely teaching them to name one specific object or event. Rather, we are teaching them a name for a class of objects or events – a category. The response "toy," for example, will be reinforced by the verbal community in the presence of a wide array of objects. "Toy" is a tact, label, or name for a category of objects that share certain features. Such categories have historically been referred to as "concepts." Behavior analysts generally consider a concept to be a class of stimuli that occasion common responses in a given context. Concept learning, then, involves "generalization within classes and discrimination between classes" (Keller & Shoenfeld, 1950, p. 155).

When developing behavior plans to teach tacts or concepts, many applied behavior analysts do not follow a systematic approach to selecting the type, range, or number of stimuli to be used in training and testing. When teaching "toy," for example, a behavior analyst may simply select an arbitrary number and range of toys based on what is available in the current setting. This lack of a systematic approach to selecting and presenting stimuli can lead to treatment programs that are less efficient and effective than they could be, and may result in less generalization than is desired.

The behavioral view of concept learning has led to a robust and powerful technology for teaching concepts. This technology is based on research on stimulus generalization and discrimination, and stresses exposing learners to a carefully selected and sequenced series of examples and nonexamples to prevent classification errors such as overgeneralization, undergeneralization, and misconceptions. Many of these techniques were formalized in the development of programmed instruction and direct instruction, and are significantly influenced by the work of behavioral educators such as Susan Markle and Siegfried Engelmann. This workshop will teach these instructional methods, with an emphasis on their use in early intervention programs. Workshop participants will learn how to conduct formal concept analyses, and how to use these analyses to guide the selection of stimuli to be used in training and testing. By following these procedures, participants will learn to develop concept training that promotes optimal generalization and discrimination.

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

- Conduct a formal concept analysis (identify the critical and variable attributes) for any given concept.
- Use a concept analysis to assemble a "minimum rational set" of examples and nonexamples to be used in training and testing.

- Provide a rationale (based on the concept analysis) for the inclusion of each example and nonexample to be used in concept training and testing.
- Identify and correct the weaknesses in sample concept analyses and training/testing stimulus sets.

Activities: With the guidance and assistance of workshop presenters, participants will use worksheets to construct formal concept analyses for concepts relevant to their applied work and generate minimum rational sets of examples and non-examples to be used in training and testing. Participants will also review given concept analyses and stimulus sets for weaknesses, identify the types of errors the weaknesses may lead to (e.g., undergeneralization, overgeneralization, misconception), and then correct the analyses and stimulus sets.

Audience: Any applied behavior analyst who develops training or treatment programs to establish naming, tacting, or categorization repertoires. Individuals interested in instructional design in general will also find the workshop of interest.

Level: Intermediate

Member: $110 **Nonmember:** $125

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

6:00 PM - 9:00 PM
Joliet
CSE
CE Instructor: Abigail Calkin, Ph.D.

Inner Behavior: Changing Thoughts, Feelings & Urges

ABIGAIL B. CALKIN (Calkin Consulting Center) and Emma F. Douglas (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, the 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: $125 **Nonmember:** $140

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

6:00 PM - 9:00 PM
Stevens 4
AUT
CE Instructor: Robet K. Ross, M..S., BCBA

Interventions for Adolescents With Aspergers Syndrome

ROBERT K. ROSS (BEACON Services)

Description: Adolescents 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 identify effective instructional procedures as well as commonly used but often highly ineffective practices. We will then focus on how to modify instructional practices to enable acquisition and importantly, the reliable demonstration of a broad range of skills including social skills, conceptual knowledge, and adaptive behavior. Frequently encountered issues such as near constant arguing, limited flexibility, the seeming need to be "right" all of the time, 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 this workshop, attendants 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 person with Asperger's Syndrome.
- Develop instructional programs to teach social skills or social behavior to a person with Asperger's Syndrome.

Activities: Included activities will be:

- Overview of Asperger's Syndrome:
  - History.
  - Core symptoms.
  - Differential Diagnosis.
- Understanding the Learning Profile:
  - 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.
- Misconceptions regarding reasons for some of the learning and behavioral challenges:
  - 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. We teach them this skill very badly and in ways that do not result in learning the skills.
- Specific teaching methods and supportive strategies for addressing:
  - Improving social interactional skills with peers and 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: The intended audience includes clinicians and teachers working with children with AS, and parents of children with AS.

Level: Intermediate

Member: $110 **Nonmember:** $125

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

6:00 PM - 9:00 PM
PDR 2
CSE
CE Instructor: R.M. Schell, Ph.D., BCBA

More Case Studies in Ethics for Behavior Analysts

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

Description: Behavior analysts may believe that they are distanced from ethical issues because behavior analysis is a science-based approach. This workshop will use didactic instruction and small group interactions to review case studies of ethical dilemmas and their possible resolution in order to reinforce the everyday ethical behaviors of professionals that enhance habilitation and life quality of those served.

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

- Describe concepts of ethics as viewed by behavior analysts working in mental retardation and related disabilities.
- Determine everyday situations in the case studies and behaviors of clinicians that can be viewed as ethical or unethical and also those behaviors that are less readily placed at either end of the continuum.

Review and analyze their behavior and the culture of their clinical settings to recognize where ethical issues
may arise.

- Use colleagues, written ethics materials, and other sources to resolve ethical issues.

Activities: Parts of the workshop will involve the presentation of information about ethics issues in behavior analysis. Most of the workshop will involve the review of actual or composite ethical dilemmas faced by behavior analysts in daily practice. Participants will be asked to work individually and in small groups to discuss actions that can be taken to resolve ethical issues.

Audience: Professional and para-professional clinicians, graduate students in psychology/behavior analysis/special education and others interested in discussing ethics issues in applied settings.

Level: Intermediate

Member: $115 **Nonmember:** $130

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

6:00 PM - 9:00 PM
4B
OBM
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 Carolyn W. Green (J. Iverson Riddle Developmental 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 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 this workshop, attendants 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: (1) listening to instructor lecture/presentations, (2) viewing Power Point summaries of key points, (3) completing pencil and paper activities relating to scenarios depicting applications of key points, (4) viewing roleplay demonstrations of target procedures by instructors, (5) practicing target procedures in roleplay situations with performance feedback by instructors (provided until individual participants demonstrate competency in accordance with performance checklists employed by instructors) , and (6) opportunities to ask questions of instructors and receive instructor answers.

Audience: The target audience includes anyone who 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 and related residential settings, adult day treatment sites for people with developmental disabilities, consultants, and supervisors in school settings serving people with special needs.

Level: Intermediate

Member: $110 **Nonmember:** $125

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

6:00 PM - 9:00 PM
Continental C
VRB
CE Instructor: Robert Schramm, Master's in Special Education, BCBA

Motivating Learner Participation Without the Use of Escape Extinction

ROBERT SCHRAMM (Institute Knospe-ABA (Germany))

Description: Through the principles and considerations of the verbal behavior approach to ABA, learn an invaluable seven step procedure for earning motivated learning from even the most unwilling participants without the use of forced physical prompts or escape extinction. Although this seven step format was originally developed for use by parents and therapists involved with "in-home" interventions for nonverbal children with autism, the "Seven Steps to Earning Instructional Control" can be remarkably functional in all forms of school, clinic, and public settings for intermediate and advanced learners as well.

Objectives: Participants will learn:

- To value the importance of learner assent in home, clinic, and education settings.
- Creative and practical methods for controlling the access to reinforcement in the environment as a tool for earning instructional control.
- The value and process of pairing oneself with reinforcement in the eyes of the learner as a tool for instructional control.
- The value and process of being meticulously contingent with words and actions as a tool for earning instructional control.
- The differences between positive and negative reinforcement and why one is valued over the other in earning instructional control with an unmotivated or unwilling learner.
- To effectively use a variable ratio of reinforcement and how to increase that ratio over time as a tool for earning instructional control.
- To prioritize learning objectives "on the fly" and use differential reinforcment effectively as a tool for earning instructional control.
- How to best use extinction and negative punishment procedures as a tool for earning instructional control while preparing for and protecting against the extinction burst.
- The concept of a teaching arc and how you can prolong the value of your teaching over several different reinforcing teaching settings for the length of your teaching interactions.

Activities: Included activities are:

- Following a detailed explanation of the "Seven Steps to Instructional Control".
- Watching nine separate videos demonstrating these steps in action (both individually and in combination).
- Participate in open discussion and questions about the "Seven Steps to Instructional Control."
- Role play participation in a teaching arc (if time permits).

Audience: Parents, teachers, therapists, and behavior analysts working to encourage motivated learning from children with autism spectrum disorder or other unmotivated or unwilling learners.

Level: Intermediate

Member: $110 **Nonmember:** $125

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

6:00 PM - 9:00 PM
Stevens 3
TPC
CE Instructor: Cynthia M. Anderson, Ph.D.

Promoting Behavior Analysis Research in Evidence-Based Practice: What Can the Researcher Do?

MARK D. SHRIVER (Munroe-Meyer Institute), Cynthia M. Anderson (University of Oregon), and Timothy A. Slocum (Utah State University)

Description: The purpose of this workshop is to enable researchers in behavior analysis to do research that will directly inform evidence-based practice. Evidence-based practice is a paradigm that has encompassed much of the medical, educational, and social sciences professions. Unfortunately, behavior analysts have not been visibly involved in the

development of evidence-based practice frameworks and definitions. In addition, behavior analysis research is not often perceived as valuable in the evidence-based practice frameworks that have been developed. This workshop will review the history, definitions, models, and current standards across disciplines for evidence-based practice. This workshop will present a roadmap for evidence-based practice that will be useful for researchers in behavior analysis. Questions of most relevance for evidence-based practice will be presented and the role of behavior analysis research for addressing these questions will be discussed. The match between particular research designs and research questions will be discussed. Guidelines will be presented for conducting evaluations of research literature for evidence-based practice. Finally, this workshop will discuss important dissemination issues in promoting the application of research from behavior analysis in practice. The researcher attending this workshop will acquire knowledge and skills to improve the dissemination and application of behavior analysis research in practice.

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

- Describe a framework of evidence-based practice that outlines the path from research to practice.
- Identify types of research questions important for evidence-based practice.
- Have knowledge and skills to match research design with research questions important to evidence-based practice.
- More effectively assist with the dissemination (translation) of research for evidence-based practice.

Activities: The primary method of instruction for this 3 hour workshop will be presentation and discussion. Handouts of all presentation materials will be provided for reference. In addition, participants will complete brief activities at key points in the workshop specific to their respective research lines. These activities will be small group and individual. The activities will consist of completing worksheets that address primary topics addressed in the workshop. Each participant will:

- Identify his or her respective current research projects and locate projects on an evidence-based practice "road map."
- Identify the next step on the road map from his or her current research to practice. Related, the participant will identify research questions that will facilitate the next step toward successful implementation of research findings in practice.
- Consider research design issues and match with research questions identified above.
- Identify barriers and solutions for taking next step in his or her respective research leading to practice.
- Identify dissemination options for his or her current research and next step research for practitioners.

Audience: This workshop is designed for researchers or research teams interested in improving dissemination and implementation of behavior analysis research in practice. Both applied and basic researchers would benefit from participation in this workshop. In addition, this workshop would also be useful for graduate students and future researchers interested in strengthening the link between research in behavior analysis and practice.

Level: Introductory

Member: $110 **Nonmember:** $125

Workshop #55 **CE: BACB, PSY**

6:00 PM - 9:00 PM
Marquette
EAB
CE Instructor: Jeff Kupfer, Ph.D., BCBA

Schedule-Induced Behaviors: Origins of Problem Behaviors & Procedures to Minimize Their Influence

JEFF KUPFER (Jeff Kupfer, PA)

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

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

Objectives: Upon completion of the course, participants will be able to:

- Identify four defining features of schedule-induced behavior.
- Assess and measure schedule-induced behavior.
- Describe three possible pitfalls in using some schedules of reinforcement.
- Describe three alternatives to minimize the influence of schedule-induced behaviors.

Activities: Literature review of the history of schedule-induced behavior research, influential variables, and theoretical considerations for their adaptive significance in the evolution of behavior. Applied research will be reviewed. An Adjunctive Behavior Survey will be provided to participants to be used along with other functional assessment tools.

Audience: This is an intermediate workshop for behavior analysts and practitioners interested in expanding functional analysis into new areas, and examining environmental determinants that might account for excessive problem behavior that cannot be adequately isolated using traditional functional analysis procedures.

Level: Intermediate

Member: $125 **Nonmember:** $140

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

6:00 PM - 9:00 PM
Boulevard C
CBM
CE Instructor: Rita Honan, Ph.D., BCBA

Supervision: Theories and Practices for Behavior Analysts

RITA HONAN (Trinity College Dublin)

Description: Few behaviour analysts have received formal instruction in how to conduct effective supervision of associate behavior analysts, students, and behavioral staff. This session will present various theories of supervision from the published literature and how they can contribute to best practice procedures by BCBAs providing supervision. Participants will analyse their own practices and articulate their (emerging) personal theory of supervision, specifying key characteristics of supervisory practices in applied behavior analysis. Each attendee will complete a draft supervisor-supervisee contract. Relevant data and forms will be distributed to participants in both paper and word.doc format for their adaptation and use in their work.

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

- Name three theories of supervision and their core components.
- State their own (emerging) personal theory of supervision.
- Specify key characteristics of supervisory practices in applied behavior analysis.
- Complete a supervisor-supervisee contract.

Activities: Following didactic presentation of the foremost theories of supervision in clinical practice, attendants will re-assess their own supervisory practices as applied behavior analysts, generate a personal theory of supervision to guide their work in light of behavioral theories and practices, and finally translate this into a clear, written supervision contract to be entered between them and each of their supervisees. Issues relating to supervision within organisations will also be addressed.

Audience: This workshop is recommended for BCBAs and BACB Approved faculty members.

Level: Advanced

Member: $118 **Nonmember:** $133

Workshop #57 **CE: BACB**

6:00 PM - 9:00 PM
PDR 4
EDC
CE Instructor: Donna LeFevre, M.A., BCBA

Using an Integrated Curriculum to Achieve Effective Programming With Challenging Learners

DONNA LEFEVRE (Pennsylvania Training and Technical Assistance Network), and Jawantey K. Morris and Rachel Tololi (Tucci Learning Solutions, Inc.)

Description: Participants will be coached through the formulation and delivery of essential introductory lessons of the CLM Curriculum, the core repertoires of which are based on a careful analysis of Skinner's verbal operants. Participants will also be informed as to how the design of the curriculum, which embeds and integrates applied behavior analytic contingencies within it's lessons, produces a powerfully versatile yet responsible programming solution.

The Competent Learner Model Curriculum (CLM): Lessons 1-16 has been painstakingly designed to be an overwhelmingly non-aversive, non-coercive curriculum that assists instructors to 'understand' and deliver the required instructional and behavioral contingencies required to prepare challenging learners across a variety of instructional conditions without the use of commonly encountered practices that often rely on coercive or otherwise punishing contingencies.

Some of the methods [contingencies] used in these early lessons may not be 'typical' of what many instructors, including those behaviorally oriented, often expect to see happen when instructing learners. 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 embedded 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 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: $135 **Nonmember:** $150

Workshop #58 **CE: BACB, PSY**

6:00 PM - 9:00 PM
Continental B
AUT
CE Instructor: Kelly McKinnon, M.A., BCBA

Using Neurotypical Children to Determine Appropriate Social Skill Objectives for Children With Autism

KELLY MCKINNON (Kelly McKinnon & Associates)

Description: "Social Skills," a term commonly used among practitioners treating children with autism, denotes different meanings for different people. Without specific breakdown and understanding of what social skills "look like" for neurotypical children of various ages, social skill objectives and programming written for children with an autism spectrum disorder are often unrealistic, not data-based, and not in line with what a neurotypically developing peer might display. This workshop will present video clips and data collections of neurotypically developing children across

various ages and social skill areas following the Module System of Social Skills development, addressing specific social skills of joint attention and social referencing, social play skills, social behavior skills and social language skills. Participants of this workshop will observe video clips and receive social skill data of neurotypically developing students obtained from this study and learn how to breakdown social skills into measurable goals with appropriate social aims to teach children on the autism spectrum.

Objectives: Participants of this workshop will learn how to:

- Consider developmentally appropriate social skills for children with autism that match diagnostic criteria.
- Break social skills into measurable objectives.
- Observe typically developing children's social skill behavior.
- Determine appropriate social skill aims and objectives based on the skills of neurotypically developing children.
- Teach social skills using ABA techniques.

Activities: Included activities will be:

- Lecture.
- Video observation.
- Breakout sessions.

Audience: Practitioners of children working with school-aged children diagnosed on the Autism Spectrum.

Level: Intermediate

Member: $110 **Nonmember:** $125

Workshop #59 **CE: BACB**

6:00 PM - 9:00 PM
4G
EDC
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 distant consultants. When staff or learners plot data in teaching settings, the 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 or several pinpoints from one learner, and see bigger patterns. www.AimChart.com answers these needs and many more.

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

- Set-up AimChart accounts for students, clients, teachers, and schools.
- Define behaviors to count and set goals for acceleration, deceleration, both (for comfort pairs), or neither.
- Access the site as a student or other user and enter data.
- View data on daily or weekly charts.
- Set and remove phase lines & 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: Attendants will be guided in setting up AimChart accounts, with learners, actions, and data, and will access learner security features. Attendants will exercise data analysis and display routines. After instruction, learners will practice entering and sharing data and controlling access to view and edit data.

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: $110 **Nonmember:** $125

#1 Special Event

5/23/2008
7:00 AM - 9:00 PM
Stevens 5

Society for the Quantitative Analyses of Behavior
Chair: Alliston Reid (Wofford College)

ABAI thanks the Society for Quantitative Analysis of Behavior (SQAB) for sponsoring tutorials focusing on quantitative analysis. ABAI encourages its members to take advantage of the SQAB program that occurs immediately before the ABAI 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.

#2 Special Event

5/23/2008
9:00 PM - 10:30 PM
Continental A

Reception for SABA Donors
Chair: Thomas Critchfield (Illinois State University)

This reception honors ABAI members who made a donation to the Society for the Advancement of Behavior Analysis (SABA) in 2007 and 2008. We are very grateful to the generosity of those that support the activities of ABAI and SABA through their donations. These contributions support student fellowships, the international development grant, and grants for students who are presenting authors during ABAI events.

Don't Forget . . .

Visit the ABAI Exhibit Hall

Exhibitiors include behavior analysis organizations, schools, service care providers, parental associations, and manufacturers of software and educational products.

Open Daily!

See pages 16-24 for more information about exhibits and to view descriptions of a few organizations. More information can be found also on our Web site at:
http://www.abainternational.org/convention/exhibitors/exhibitorlist.asp

∫QAB

∫ociety for the Quantitative Analyses of Behavior

31st Annual Meeting, May 22 – 24, 2008

Hilton Chicago, Chicago, IL, USA

Thursday Evening, May 22

1st Poster Session, Cash Bar & Registration

(5:00-9:00+ pm)

Friday, May 23

Registration, Coffee & Pastries *(7:00-8:15 am)*

Randolph C. Grace, *University of Canterbury*– President's Introduction (8:15 am)

Michael Davison & William Baum, *Univ. of Auckland & Univ. of California-Davis*. Modeling the dynamics of choice. (8:30)

Donald S. Blough, *Brown University*. Reaction time reflects response bias differently than do choice percentages. (9:05)

Susan Schneider, *Florida International University*. Molar and molecular matching in rats, pigeons, and quail chicks. (9:30)

Break – Refreshments (10:05-10:25)

Randolph Grace, D. R. Christensen, & E. G. E. Kyonka, *University of Canterbury*.

Choice as cumulative discrimination: A model for response allocation in transition and steady-state. (10:25)

Paulo Guihardi. *Brown University*. Applications of a modular theory of learning and performance. (11:00)

José Larrauri & Néstor Schmajuk, *Duke University*. Attentional, associative, and configural mechanisms in extinction. (11:35)

Lunch (12:10-1:40)

Ron Weisman, *Queen's University*. Quantitative analysis of absolute pitch in birds. (1:40)

David Stephens, *University of Minnesota*. The evolution of impulsive choice: discounting or ecological rationality. (2:15)

Derek Hamilton, *University of New Mexico*. The relative influence of direction and place in rodent and human spatial navigation. (2:50)

Break – Refreshments (3:25-3:40)

Fabián Soto & Edward Wasserman, *University of Iowa*. Application of an elemental model of associative learning to perceptual categorization in pigeons (3:40)

Herbert Terrace, *Columbia University*. Knowledge of ordinal position in non-verbal animals. (4:15)

Terje Sagvolden, *University of Oslo*. ADHD as a reinforcement disorder. (4:50)

Business meeting (5:30 – 6:15)

2nd Poster Session & Cash Bar *(6:30 – 9:00)*

Saturday Morning, May 24

Registration, Coffee & Pastries (7:00-8:15)

∫QAB Preeminent Panel with Commentators:

Reinforcement Principles Today: Theory Wars or the Cafeteria Line?

A moderated discussion identifying historical areas of consensus, convergence, and competition

Panelists:	Commentators:
J. E. R. Staddon	**Randolph Grace**
John A. Nevin	**Armando Machado**
William Timberlake	**Peter Killeen**
Geoffrey Hall	**C. R. Gallistel**

Panelists with diverse views will compare what people were thinking in the 60s and 70s to the way they view their work today. What do we know now after the last 40 years of research? Have we reached consensus on some issues? How should textbooks today differ from those of prior years? We especially invite discussion of the following topics: Strengthening, attraction, associative structure, behavior regulation, molar vs. molecular, economic approaches, comparative cognition, and

Break – Refreshments (9:25-9:40)

Saturday afternoon, May 24:

∫QAB Invited Preeminent Tutorials:

From Basics to Contemporary Paradigms

Time	Author	Affiliation	Title	Chair
1:00	**C. R. Gallistel**	*Rutgers University*	The hierarchical organization of behavior	Alex Kacelnik, *Oxford University*
2:00	**John Staddon**	*Duke University*	Behavior analysis since 1960	C. R. Gallistel, *Rutgers University*
3:00	**Alex Kacelnik**	*Oxford University*	Facts and theories in decision making: *Sturnus vulgaris* vs. Benjamin Franklin	J. E. R. Staddon, *Duke University*
4:00	**Jack McDowell**	*Emory University*	Mining Wolfram's "A New Kind of Science"	Jack Marr, *Georgia Institute of Technology*

For further information, visit the ∫QAB website at: http://sqab.psychology.org or contact Alliston Reid, ∫QAB Program Chair, at Alliston.Reid@wofford.edu.



SATURDAY, MAY 24

Day Schedule

Workshops

Opening Event/SABA Awards

Sessions

Business Meetings

Reunions/Receptions

Behavioral Bash

Saturday, May 24

	ROOM	7:00 - 8:00	8 AM :00	8 AM :30	9 AM :00	9 AM :30	10 AM :00	10 AM :30	11 AM :00	11 AM :30	12 PM :00	12 PM :30	1 PM :00	1 PM :30	2:00 - 2:30
Lower Level	South Exhibit Hall	Registration, Continuing Education, START, and Exhibitors													
	Northeast Exhibit Hall				Bookstore										
	Stevens 1		#W78 Barbera BACB/PSY										#20 DDA Ch: Dunkel		
	Stevens 2		#W71 Cernich BACB/PSY										#25 DDA Ch: Berg		
	Stevens 3		#W62 Skinner BACB/PSY										#16 DDA Ch: Kelley		
	Stevens 4		#W73 Miltenberger BACB										#36 VRB Ch: Feeney BACB		
	Stevens 5		#3 SQAB Annual Meeting										#12 SQAB * STADDON	#22 SQAB * GALLISTEL BACB	
1st Floor	Continental A				#6 Autism Newcomers								#34 AUT Ch: Leaf		
	Continental B		#W63 Hauser BACB/PSY										#22 AUT Ch: Schillingsburg BACB		
	Continental C		#W66 Ferris BACB/PSY										#32 AUT Ch: Morgan BACB		
2nd Floor	International North						#7 International Development Brunch						#11 DEV FIELD	#41 AUT MCPARTLAND BACB	
	International South												#15 AUT Ch: Gardner BACB		
	Boulevard A		#W80 Braud BACB/PSY										#27 CBM Ch: Newring BACB		
	Boulevard B		#W64 Moran BACB/PSY										#35 CBM Ch: Gordon		
	Boulevard C		#W70 Ruiz BACB/PSY										#28 CBM Ch: Nassar		
	Grand Ballroom										#8 SABA Awards BACB		#13 EDC * TILLY	#24 EAB * MADDEN BACB	
3rd Floor	Williford A		#4 SIG Meeting		#5 Chapters Meeting								#23 EDC Ch: Test		
	Williford B		#W60 Grama BACB/PSY										#18 EDC Ch: Ellis BACB		
	Williford C		#W75 Huang BACB/PSY										#14 EDC Ch: Kanevsky		
	Waldorf		W#61 Vedora BACB/PSY										#30 EDC Ch: Wood		
	Astoria		W#65 Rios BACB/PSY										#21 TBA Ch: Andrade		
	PDR 1		#W77 Villone BACB/PSY										#9 CSE Ch: Yen	#44 CSE Cambridge	
	PDR 2		#W68 McCabe-Odri BACB/PSY										#31 CSE BACB Ch: St. Peter Pipkin		
	PDR 3		#W74 Grimes BACB/PSY										#19 TPC Ch: Todd		
	PDR 4		#W72 Dziewolska BACB/PSY												
	PDR 5	Speaker Ready Room													
	PDR 6	Speaker Ready Room													
	Joliet		#W67 Cicero BACB/PSY											#40 OBM Ch: Herbst	
	Marquette		#W76 McGrale Maher BACB										#26 OBM Ch: Rodriguez BACB		
4th Floor	4A		#W69 Lovaas										#33 OTH Ch: Pennington		
	4B														
	4C														
	4D		#W79 Schwartz BACB										#10 DEV Ch: Poulson	#45 DEV Ch: Gewirtz BACB	
	4E	START Job Interview Rooms													
	4F	(Interviews should be scheduled at the START Jobs desk in the South Exhibit Hall)													
	4G														
	4H														
	4I														
	4J														
Blackstone Hotel	EI												#37 EAB Ch: Cullin		
	Chicago & Alton												#24 EAB Ch: Smyth		
	Metra												#17 EAB Ch: Bourret BACB		
	Barbershop												#29 EAB Ch: Dworkin		
	Inspiration Studio												#38 BPH Ch: YI		

LEGEND

#W = Workshop

= B. F. Skinner Lectures

= Special and Invited Events

* = Science Series

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

PSY = Workshop available for CE for psychologists

Ch: = Chairperson

Saturday, May 24

ROOM	2:30 - 3:00	3 PM :00	3 PM :30	4 PM :00	4 PM :30	5 PM :00	5 PM :30	6 PM - 7:30 PM	7:30 PM - 8:30 PM	8:30 PM - 10:30 PM	
South Exhibit Hall	Registration, Continuing Education, START, and Exhibitors							POSTER SESSIONS			Lower Level
Northeast Exhibit Hall	Bookstore										
Stevens 1	#59 DDA Ch: Rapp BACB			#84 DDA BACB Ch: Johnston						#117 University of Florida	
Stevens 2	#62 DDA Ch: Spooner			#86 EAB Ch: Saunders						#120 University of North Texas	
Stevens 3	#57 DDA Baretto									#118 University of Kansas	
Stevens 4	#48 VRB Potter			#70 VRB Ch: Beavers BACB						#119 University of Nevada, Reno	
Stevens 5	#42 SS Cont'd	#65 SQAB KACELNIK BACB		#88 SQAB MCDOWELL BACB						#122 Western Michigan University	
Continental A	#47 AUT Gallagher			#71 AUT Ch: Richman						#116 The Ohio State University	1st Floor
Continental B				#72 AUT Ch: Larsson BACB						#115 St. Cloud University Friends	
Continental C				#69 AUT Ch: Miguel BACB						#113 Simmons College	
International North	#41 Cont'd	#64 OBM REDMON BACB		#78 TBA BUSKIST BACB							
International South				#75 AUT Ch: Schreck BACB						#122a Welcome to Chicago	
Boulevard A	#55 CBM Ch: Dziewolska BACB			#89 CBM Moore						#112 Florida Tech Friends and Alumni	2nd Floor
Boulevard B	#50 CBM Ch: Almason			#87 CBM Waltz						#121 University of Wisconsin-Eau Claire	
Boulevard C	#51 CBM Ch: Hernandez			#76 CBM Clarke						#111 Columbia University and CABAS	
Grand Ballroom	#43 SS Cont'd	#63 BPH BRANCH BACB		#90 TPC NEURINGER BACB		#91 Presidential Scholars BACB				Behavioral Bash 10:30 PM - 12:30 AM	
Williford A	#56 EDC Ch: Anderson BACB										
Williford B	#49 EDC Ch: Weber BACB			#79 EDC Ch: Moors					#105 JEAB Authors		
Williford C	#52 EDC Ch: Critchfield			#82 EDC Ch: Bursuck							
Waldorf	#53 EDC Ch: Leon										
Astoria	#54 TBA Ch: Axelrod			#86 TBA Pritchard					#110 PDS Ch: Rost		3rd Floor
PDR 1	#44 Cont'd		#68 CSE Ch: Shockley						#106 SIG Espanol		
PDR 2	#60 CSE Ch: Geller								#107 Standard Celeration		
PDR 3	#61 TPC Ch: Leigland								#101 Behavioral Medicine		
PDR 4									#100 Behavior Analysis in Practice		
PDR 5	Speaker Ready Room										
PDR 6	Speaker Ready Room										
Joliet	#40 Cont'd			#81 OBM Ch: Flosason					#104 EAHB SIG		
Marquette	#67a OTH Ch: Harshbarger			#77 OBM BACB Ch: Gerenser					#109 Autism SIG		
4A	#46 OTH Ch: Rickard			#83 OTH Ch: Metzker					#103 DEV SIG		
4B											
4C											
4D	#45 Cont'd			#74 DEV Ch: Greer BACB					#102 Social Responsibility		4th Floor
4E	START Job Interview Rooms (Interviews should be scheduled at the START Jobs desk in the South Exhibit Hall)										
4F											
4G											
4H											
4I											
4J											
EI	#58 EAB Ch: O'Toole										Blackstone Hotel
Chicago & Alton		#67 EAB Ch: DeLeon BACB									
Metra			#73 EAB Ch: Lovelace								
Barbershop		#66 EAB Ch: Podlesnik									
Inspiration Studio				#80 BPH Ch: Hand					#114 SKED Users Group		

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

8:00 AM - 11:00 AM
Williford B
CBM
CE Instructor: Daniel E. Hursh, Ph.D., BCBA

"Why Should I?" Implementing Individualized Motivational Systems With Challenging Learners

KARRIE GRAMA, Aaron Wood (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 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 and 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: Upon completing 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, points system, etc.
- 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.
- Determine when and how to alter the motivational system to ensure for continued learner success.

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 and parents 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. Participants will work in small groups to actively practice utilizing a variety of motivational systems presented by the instructors.

Audience: The intended audience includes classroom teachers, instructors, direct service providers, parents, paraprofessionals, trainers, BCABAs, and BCBAs.

Level: Introductory

Member: $110 **Nonmember:** $125

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

8:00 AM - 11:00 AM
Waldorf
AUT
CE Instructor: Robert Ross, Master's, BCBA

Activity Schedules: Beyond Independent Activities

JOSEPH M. VEDORA, David M. Corcoran, and Robert K. Ross (BEACON Services)

Description: The purpose of this intermediate workshop is to train participants in the use of various forms of visual activity schedules. Activity schedules will be described and explained, and instruction on how to effectively establish stimulus control using activity schedules will be provided. Activity schedules have been employed with individuals with autism to promote independence and increase on-task behavior. In addition to addressing their use with individuals with autism, this workshop will

describe their expanded use to a variety of conditions at home and school. Specifically, this workshop 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; incorporate choice; facilitate transitions, and address community behavior. Lastly, instruction on the use of computer schedules will be provided. This will include hands on training on how to create computerized activity schedules that incorporate sounds and video clips.

Objectives: Participants will be able to:

- Describe and set up basic activity schedules.
- Identify settings and occasions to use them and learners to use them with.
- Describe various forms and modalities of activity schedules and match them to individuals' learning styles.
- Implement basic activity schedules.
- Troubleshoot and describe modifications enhancing usefulness of activity schedules.
- Create a computerized activity schedule.

Activities: Included activities will be:

- Review of activity schedule instructional methodology.
- Review video-taped exemplars of activity schedules.
- Small group practice in implementation of activity schedules to establish play skills, social skills, acceptance of non-preferred food, and independent toileting.
- Demonstration of computerized activity schedule.
- Participants will create a computerized activity schedule.

Audience: The intended audience includes behavior analysts, teachers, and parents.

Level: Intermediate

Member: $110 **Nonmember:** $125

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

8:00 AM - 11:00 AM
Stevens 3
EDC
CE Instructor: Christopher H. Skinner, Ph.D.

Applying Group Contingencies in Classrooms to Prevent and Remedy Academic and Behavior Problems

CHRISTOPHER SKINNER (University of Tennessee)

Description: This workshop focuses on the application of group-oriented contingencies designed to alter academic and social target behaviors in general and special education classrooms. Individual and independent, dependent, and interdependent group-oriented contingencies will be described, analyzed, compared, and contrasted across pragmatic characteristics and positive and negative side effects associated with the application of such contingencies in a group (e.g., classroom) contexts. Many practitioners are familiar with and apply individual and independent group-oriented contingencies with clearly established target behaviors, criteria, and/or rewards. This workshop will focus on the application of interdependent group-oriented contingencies. Research will be presented supporting the application of group-oriented contingencies for decreasing incidental antisocial and inappropriate behaviors, increasing incidental prosocial behaviors, and enhancing desired academic behaviors and academic achievement. Research supporting (a) randomly-selected, resource-efficient, activity rewards; (b) cumulative and/or randomly selected criterion; and (c) randomly selected target behaviors will be analyzed. Basic research on maintaining behaviors will be applied as recommendations are made for enhancing maintenance by adding, adjusting and/or randomly selecting target behaviors, criteria, and/or rewards. By focusing on contingencies components, as opposed to programs, this workshop will allow attendants to develop their own contingencies to address their own concerns.

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

- Differentiate between and identify strengths and weakness associated with the application of group-oriented contingencies.

- Develop and adapt contingency components to enhance their effectiveness in altering and maintaining desired behaviors.
- Alter contingency components to reduce the negative side effects associated with contingencies.
- Develop a large pool of rewards that are resource-efficient and effective reinforcers for groups.

Activities: Attendants will participate by helping generate a list of individual and group rewards, target behaviors, and criteria for various populations.

Attendants will be asked to provide their own incites of possible pragmatic and social side effects associated with specific applied scenarios.

Audience: Those who work with, or consult with those who work with groups of students or clients.

Level: Intermediate

Member: $110 **Nonmember:** $125

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

8:00 AM - 11:00 AM
Continental B
CBM
CE Instructor: Lisa Britton, Ph.D., BCBA

Assessing and Teaching Functional Skills for Continued Progress

BRUCE G. HAUSER, Lisa N. Britton, Nicole Bryant, and Brad Assenzio (Spectrum Center Schools and Programs)

Description: Upon completion of this workshop, attendants will be able to assess the functional skill levels of students (e.g., hand washing, street crossing, purchasing, etc.) through use of either: standardized and normed assessments, adaptations of such measures, curricula measures or skill specific checklists. In addition, attendants will be able to write challenging yet attainable IEP/IPP goals for continued progress for those skills assessed. Finally, the attendants will be able to develop and implement teaching plans for the skills identified.

Objectives: The workshop will focus on the following skills:

- Developing a knowledge base of the strengths and limitations of standardized assessments and how to adapt those measures for individual students and learning environments.
- Incorporating individual student characteristics into assessments.
- Developing measurable baselines for current skills.
- Developing challenging yet attainable IEP/IPP goals that are observable, measurable, and specific.
- Developing teaching plans for skill acquisition appropriate for the skills identified, the individual student, and the available learning environment.

Activities: Included activities will be:

- Conduct brief assessment of skill level based on scenario.
- Develop task analysis to complete assessment and establish baseline.
- Write measurable goal and realistic criterion based on assessment.
- Select/adapt appropriate teaching method.
- Develop teaching/lesson plans for: skill acquisition, skill generalization, and skill maintenance.

Audience: Teachers and others responsible for the assessment and teaching of functional skills to children and adults with special needs.

Level: Intermediate

Member: $110 **Nonmember:** $125

Workshop #64 **CE: BACB, PSY**

8:00 AM - 11:00 AM
Boulevard B
CBM
CE Instructor: Daniel J. Moran, Ph.D., BCBA

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 attendants 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 attendants 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, 2008, New Harbinger).

Objectives: Workshop participants will:

- Become familiar with the six core ACT principles of defusion, self-as-context, acceptance, values, committed action, and contacting the present moment, which will be described from a strict behavior analytic perspective.
- Be able to conceptualize clinically relevant behaviors as functional response classes, and discriminate when they are amenable to an ACT approach.
- Be able to select ACT interventions appropriate for addressing specific core principles.
- Learn how to apply 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: $110 **Nonmember:** $125

Workshop #65 **CE: BACB, PSY**

8:00 AM - 11:00 AM
Astoria
CSE
CE Instructor: Jose Rios, M.S., BCBA

Designing Effective Behavior Intervention Plans for Residential, Educational, and Community Settings

JOSE D. RIOS (Private Practice) and Holly Park (Pacific Child and Family Associates, APC.)

Description: This workshop is aimed at professions who review, design, evaluate or implement functional assessment and behavior intervention plans in residential, school, agency, or home settings.

A primary characteristic of treatment protocols, based on applied behavior analysis, is a clear, specific, step-by-step description of all interventions being recommended. Treatment protocols based on applied behavior analysis require an absolutely clear and precise description of each step of the plan. All procedures must be clearly delineated for staff to follow them. Otherwise, recommendations are only loosely followed or their implementation is left up to staff.

Clinical accuracy begins at the assessment phase of an intervention plan. Assessment of the function of behavior forms the basis of behavior analysis, and therefore, is the foundation of a clinically-accurate behavior plan.

In this workshop, we will examine the basic foundations of a behavior intervention plan, including common problems that affect the effectiveness and accuracy of such plans. We also will review the various components that should be included in intervention plans and we will discuss and stress the indisputable direct link between assessment findings and treatment strategies that are recommended in such plans. We will discuss the layout and design of a written plan so that it follows a logical progression.

A portion of this workshop also will cover ethical considerations and ethical guidelines that must be adhered to when designing and implementing behavior interventions across various settings.

This presentation is an intermediate level workshop so participants should have a basic knowledge of behavior intervention strategies as well as functional assessment methodology.

Objectives: The primary objectives of this workshop are for participants to learn to write and design more comprehensive,

systematic and accurate behavior intervention plans and to teach participants to better evaluate intervention plans that they (or others) design with the intent of improving service provision.

Participants will review and learn to:

- Identify common inaccuracies and errors often encountered in the assessment, intervention, and evaluation sections of written plans (with the aim of avoiding such errors).
- Ensure that their assessment produces the most accurate results possible in their setting (and how to report the assessment findings in the plan).
- Ensure that the recommended treatment strategies are linked to the findings of a well-done functional assessment.
- Design a plan with a procedural description follows standardized protocols.
- Have an understanding of ethical issues related to the development and implementation of behavior intervention plans.

Activities: Participants will be provided with a lecture and presentation of the subject matter. Handouts also will be provided in addition to several exercises in which participants will review and evaluate actual plans that we have determined to be "clinically-challenged." Other handouts on related material also will be made available.

Audience: BCBAs, BCABAs, behavior specialists and consultants, educators, school psychologists and other professionals who review, design, evaluate and/or implement functional assessment and behavior intervention plans in residential, school, agency, or home settings.

Level: Intermediate

Member: $110 **Nonmember:** $125

Workshop #66 **CE: BACB, PSY**

8:00 AM - 11:00 AM
Continental C
EDC
CE Instructor: Kelly Ferris, M.Ed., BCBA

Designing Effective Instructional Materials for Students With Autism and Related Developmenal Disabilities

KELLY J. FERRIS (Organization for Research and Learning), Rebecca Phillips (Families for Early Autism Treatment of Washington), and Krista Zambolin and Heidi Calverley (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 teaching a concept and determine how to create the smallest set of materials to ensure students do not learn under inappropriate stimulus control.

Activities: Identify the definition of inappropriate stimulus control, identify the definition of appropriate stimulus control, and design and create materials under appropriate stimulus control guidelines

Audience: Teachers, parents, educational assistants, consultants providing instruction to students with autism or other developmental disabilities, utilizing a wide variety of instructional arrangements

Level: Introductory

Member: $110 **Nonmember:** $125

Workshop #67 **CE: BACB, PSY**

8:00 AM - 11:00 AM
Joliet
AUT
CE Instructor: Joanne Gerenser, Ph.D., BCBA

Developing Successful Programs to Meet the Needs of Adults With ASD

Joanne Gerenser (Eden II Programs), Peter F. Gerhardt (Organization for Autism Research), Erin Sparacio (Eden II Programs/The Genesis School), Randy I. Horowitz, and FRANK R. CICERO (Eden II Programs)

Description: There has been considerable research done in the past twenty years in the area of autism and related disorders. Clinical research in speech and language, social skills, education, and behavior problems have resulted in a much better understanding of the complex nature of autism. The research clearly supports the use of applied behavior analysis in the treatment and education of learners with autism. One problem, however, is that very little of this research has included adults with autism spectrum disorders (ASD). While many of the findings with children with autism can be relevant in our work with adults, there remain significant gaps in the literature that unfortunately leave many more questions than answers.

The lack of available literature to guide service providers in their work with adults with autism is particularly problematic today. The dramatic increase in the incidence of autism began almost 15 years ago and we are just now beginning to see this impact in the field of adult services. Many of the schools that opened, in the past decade, to meet the demands of parents who wanted good behavioral education programs are now facing the real challenge of how to address the needs of these learners as they become adolescents and adults. Still other programs that have been providing adult services for years to other populations are now being asked to expand their programs and accept learners with ASD.

This workshop will address key aspects of developing an effective program for adolescents and adults with autism. Specifically the workshop will review the available literature in the areas of employment, recreation and leisure skills, sexuality, speech and language, promoting independence, community integration, and quality of life. In addition, assessment and programming to address each of these areas will be presented. Video tapes of program implementation as well as other relevant visual supports will be incorporated within the workshop.

The workshop's primary focus will be on adolescents and adults with autism who continue to demonstrate significant challenges and limitations. The essential components needed to specifically address individuals with ASD will be highlighted. In addition, the important modifications and adaptations that are necessary to meet the needs of individuals with ASD as they grow older (and typically bigger) will be presented.

Objectives: Participants will:

- Become familiar with the relevant literature relating to services and treatment of adults with ASD.
- Identify key components of an effective program to meet the needs of adults with ASD.
- Become familiar with programming to address employment, sexuality, recreation, and leisure, as well as other key areas in adults with autism.
- Describe strategies for promoting independence in adults with ASD.

Activities: Participants will participate in lecture as well as group discussion. In addition, participants will watch videos of different aspects of service delivery for adults with ASD. Finally, participants will review different data sheets, program forms, and assessment materials used within a behavioral program for adults with ASD.

Audience: Service providers, program administrators, behavior analysts, parents of adolescents and adults with ASD.

Level: Intermediate

Member: $110 **Nonmember:** $125

Workshop #68 **CE: BACB, PSY**

8:00 AM - 11:00 AM
PDR 2
CBM
CE Instructor: Laura Kenneally, Ed.D., BCBA

Don't Shoot the Trainee: Functional Assessment of Nonadherence in Applied Environments

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

Description: Using Iwata's model defining the four functions of behavior, this workshop utilizes the technology to analyze adherence challenges faced by behaviorists in applied settings of homes and schools. Detailed environmental analysis strategies based upon Allen & Warzak (2000) are presented to assess the possible contingencies that may improve or prevent adherence. Data collection and individual skills profiles are explained and demonstrated via lecture, video examples, and hands-on activities for participants. Materials include sample questionnaires to assess readiness of trainees, as well as formats to measure environmental aspects that may strengthen or weaken consistent implementation of protocols. Also included are sample individual development plans (IDPs) for staff and parents.

Objectives: At the conclusion of this workshop, attendants will:

- Be able to use a functional assessment approach to address treatment nonadherence with teachers in classroom settings.
- Learn to use a functional assessment approach with parents in home/community environments
- Learn intervention strategies to improve adherence per function
- Participants will learn to measure effectiveness of adherence interventions

Activities: Included activities will be:

- Lecture.
- Demonstrations/data samples.
- Video examples.
- Group break-outs .

Audience: Behavior consultants in school and home settings.

Level: Intermediate

Member: $110 **Nonmember:** $125

Workshop #69

8:00 AM - 11:00 AM
4A
CSE

Engineering Highly Effective Learning Environments

CHRISTINA BRACEWELL LOVAAS (Tucci Learning Solutions, Inc.), Rae-Ann Lepitzki (Tucci Learning Solutions, Inc), Rebecca L. Franklin (Tucci Learning Solutions, Inc.), and Barbara Pemberton (Tucci Learning Solutions, Inc.)

Description: When developing a learning program consideration of multiple components should be examined. This workshop will address engineering highly effective learning environments in the home and school settings. Instructional schedules will be the focal point. The incorporation of instructional conditions (IC) help provide productive and cohesive child centered learning environments. Creating IC's include teacher behavior, learner expectations, and the repertoires/skills to be taught.

Objectives: Participants will be able to:

- Transpose activity schedule to an instructional schedule.
- Illustrate the learning repertoires/skills.
- Identify instructional conditions in the home and school settings.
- Imbed instructional conditions into instructional schedules.

Activities: Attendants will:

- Create an instructional schedule.
- Identify and define the learning repertoire(s)/skill(s) being taught.
- Illustrate instructional conditions.
- Incorporate IC into instructional schedule and validate the cohesive schedule by role playing the newly developed schedule.

Audience: Behavior analysts, speech therapists, parents, paraeducators/skills trainers, and teachers with some basic knowledge of applied behavior analysis

Level: Introductory

Member: $120 **Nonmember:** $135

Workshop #70 **CE: BACB, PSY**

8:00 AM - 11:00 AM
Boulevard C
CBM
CE Instructor: Maria R. Ruiz, Ph.D., BCBA

Enhancing Behavior Analytic Practices With Feminist Principles

MARIA R. RUIZ (Rollins College)

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 this workshop, attendants will:

- 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 (eg. 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: Included activities will be lecture material with Power Point, 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: $110 **Nonmember:** $125

Workshop #71 **CE: BACB, PSY**

8:00 AM - 11:00 AM
Stevens 2
AUT
CE Instructor: Christina Whalen, Ph.D., BCBA

Generalization in Treatment for Autism Spectrum Disorders

Christina Whalen Dallaire (TeachTown, Inc.), Manya C. R. Vaupel (Spectrum Circles), and SHANNON CERNICH (TeachTown, Inc.)

Description: Generalization is one of the most important measures of treatment outcome, if a child can learn a variety of skills and use them in a variety of settings, it is the best measure of whether or not an intervention was effective. However, not all treatment programs for autism adequately incorporate or measure for generalization. In this workshop, the basics of generalization will be reviewed, along with a discussion of why generalization is particularly important for children with autism. Research on

generalization in autism treatment will be reviewed and various treatment approaches will be discussed in terms of how they tend to address generalization (or not). Suggestions for how to make sure generalization is accounted for and measured will be provided along with a group discussion of how the audience members include and measure generalization in their treatment approaches.

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

- Describe and give examples of all the different types of generalization and identify the strengths and limitations of each of type.
- Discuss several research studies on generalization as it relates to the treatment of autism, as well as discuss what we know and need to know from the existing literature.
- Identify how generalization is incorporated into at least five different common treatment approaches for autism spectrum disorders and what the strengths and limitations of those approaches are in terms of generalization.
- Share with the group the specific efforts they have made to enhance generalization in their treatment approaches and discuss what has worked well and what hasn't.
- Discuss how future researchers and clinicians can advance the field of autism intervention through more focused efforts on generalization outcome.

Activities: Included activities will be lecture, group discussion, and video clips.

Audience: The intended audience includes BCABA & BCBA interventionists, speech-language pathologists, teachers, paraprofessionals, parents, and anyone interested in a focus on generalization as a major outcome measure for autism intervention.

Level: Intermediate

Member: $110 **Nonmember:** $125

Workshop #72 **CE: BACB, PSY**

8:00 AM - 11:00 AM
PDR 4
DDA
CE Instructor: Joseph Cautilli, Ph.D., BCBA

How to Use Curriculum Based Measurement (CBM) with Children With Learning Disabilities

HALINA DZIEWOLSKA (Private Practice/ Behavior Analyst Online), Joseph D. Cautilli (Children Crisis Treatment Center/St. Joseph's University), and Michael Weinberg (Orlando Behavior Health Services, LLC)

Description: Response to intervention is critical to the new IDEAl for the diagnosis of children with learning disabilities. Given the background and training of most BCBAs in scientifically based reading instruction, graphical representation of data, and evaluation of performance, BCBA's have a critical role in helping school psychologists to diagnose learning disabilities. This workshop aims to refresh BCBAs in the basics of curriculum based measurement, 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 BCBAs to measure reading performance, implement a scientifically based instructional program for reading, evaluate the child's performance and state if a 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: At the conclusion of this workshop, attendants will:

- Select three suitable paragraph's at the child's possible grade levels when given a child to assess reading performance.
- Conduct the reading probes when given a child to assess reading performance.
- Take the probe data and compare it to norms when given a child to assess reading performance.
- Select the appropriate grades that the child is reading independent, instructional, and frustrated when given a child to assess reading performance.
- Graph data and project future performance when given a child's current reading performance.

- Plot a minimum progress line and determine if the child is making progress to instructional sessions when given a child's current reading performance.
- Select proper story starters when given a child to assess for writing.
- Generate a 3-minute reading probe when given a child to assess for writing performance.
- Use probe data to determine the child's writing levels for writing instruction when given a child to assess for writing performance.
- Graph data and create a minimum progress line when given a child to assess for writing performance.
- Evaluate if the student is making progress to scientifically based writing instruction when given a child to assess for writing performance.

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: $110 **Nonmember:** $125

Workshop #73 **BACB**

8:00 AM - 11:00 AM
Stevens 4
OBM

Improving Your Interpersonal Effectiveness as a Behavior Analyst

RAYMOND G. MILTENBERGER and Stacie Neff (University of South Florida)

Description: Because behavior analysis procedures are carried out by people in every day life, behavior analysts must develop not just technical ABA skills, but the skills needed to work effectively with people. This workshop will teach important interpersonal skills behavior analysts need to interact effectively with their clients, other professionals, and the public. Through the use of behavioral skills training (BST) procedures, participants will learn to use differential reinforcement and noncontingent reinforcement judiciously in their interactions to increase the effectiveness of their communication, conduct more effective behavioral assessment interviews, and build rapport with (set themselves up as positive reinforcers for) their clients. This workshop will also use BST to teach participants the skills needed to make effective presentations and gain acceptance for behavioral services. The goals of this workshop are to teach participants the interpersonal skills needed for promoting successful interactions with others and presenting themselves and the field of behavior analysis in a positive manner so that they can achieve the most positive outcomes.

Objectives: At the conclusion of this workshop, attendants will learn:

- Skills to make good initial impressions on others.
- Skills to engage in mutually reinforcing interactions (rapport) with clients
- To present yourself and behavior analysis in a good light to individuals outside of the field.
- Skills for making effective presentations.
- Skills needed to promote cooperation from clients.

Activities: Attendants will:

- Listen to instructors' presentation.
- View key points on PowerPoint slides.
- Observe role plays of interpersonal skills presented by the workshop leaders.
- Participate in role plays to practice the skills taught in the workshop.

Audience: This workshop is intended for behavior analysts in practice who work with clients, consumers, and/or the public.

Level: Introductory

Member: $110 **Nonmember:** $125

Workshop #74 **CE: BACB, PSY**

8:00 AM - 11:00 AM
PDR 3
VRB
CE Instructor: Teresa Grimes, Master's, BCBA

Overcoming Severe Deficits in Vocal Behavior With The Association Method

Judy Pollard-Licklidder (Pollard Licklidder Clinic) and TERESA A. GRIMES (Whole Child Consulting)

Description: The Association Method has proven to be an effective paradigm for establishing vocal repertoires after other approaches have failed. Brief case studies of five such learners will be presented in this workshop. This workshop will also describe the etiology of disorders affecting vocal behavior. Lecture, video, and data will be utilized to familiarize attendants with the techniques of The Association Method. The instructors will describe how The Association Method can be integrated with the rest of a learner's programming.

Objectives: At the conclusion of this workshop, attendants will:

- Be able to define The Association Method and describe how it is different from other approaches.
- Be able to list multidimensional aspects.
- Create fundamental materials.
- Apply the method at basic/entry level.

Activities: Attendants will:

- Break out groups to practice new terminology with flash cards.
- Use of guided notes to facilitate acquisition.
- Break out into groups to create introductory materials.
- Break out into groups to practice entry level applications.

Audience: Parents and advanced professionals who work with learners demonstrating little or no vocal behavior.

Level: Advanced

Member: $110 **Nonmember:** $125

Workshop #75 **CE: BACB, PSY**

8:00 AM - 11:00 AM
Williford C
CSE
CE Instructor: Weihe Huang, Ph.D., Rh.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 Guidelines for Responsible Conduct, 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 presenters 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 completion 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 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 presenters 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 principles, (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 cases that involve ethical dilemmas.

Audience: Behavior analysts and Psychologists.

Level: Advanced

Member: $110 **Nonmember:** $125

Workshop #76 **CE: BACB**

8:00 AM - 11:00 AM
Marquette
EDC
CE Instructor: Jill McGrale Maher, Master's, BCBA

Teaching the Whole Class to Behave: Classroom Wide Behavior Management Strategies

JILL E. MCGRALE MAHER (McGrale and Associates), Cheryl J. Davis (Mansfield Public Schools), Josh Plavnick (McGrale & Associates and Michigan State University), and Linda J. Lockhart (McGrale & Associates and Eastern Michigan University)

Description: The increasing trend for inclusion of students with a variety of diagnoses in public school classrooms has resulted in teachers often serving a diverse group of students. Often times these teachers have little if any formal training or support in behavior management strategies. The bulk of available resources focus on reinforcement systems and token economies for individual students, response cost, and self-monitoring and management strategies, all of which may not be practical for application in a classroom of 25-30 students. Additionally, while these interventions can be very successful, the scope and comprehensiveness of the systems have been minimal and often targeted to isolated populations. Furthermore, the dissemination has frequently been in a format lacking in appropriateness for classroom teachers.

This workshop is designed to teach participants to use classroom wide behavior management systems that are based on the principals of applied behavior analysis to increase appropriate classroom behavior. Strategies will focus on practical, well validated, data-based approaches to solve common classroom behavior problems.

Objectives: Participants will be able to:

- Identify and define classroom behaviors that they would like to increase and decrease within their settings.
- Create a behavior management system to increase success of learners to demonstrate appropriate classroom behaviors.
- Create a user friendly data collection system that will enable teachers to monitor the progress of their behavior plan.
- Determine when and how to individualize classroom plans to meet individual learners needs.
- Promote the use of best practices and ethical standards into classroom management strategies.

Activities: Included activities will be:

- Didactic instruction.
- Development of behavior plan including definitions of behaviors, criteria to increase expectations and criteria to fade plan over time.
- Development of data collection system.
- Peer review of additional behavior plans.

Audience: General education teachers, special education teachers, support staff and specialists.

Level: Introductory

Member: $110 **Nonmember:** $125

Workshop #77 **CE: BACB, PSY**

8:00 AM - 11:00 AM
PDR 1
OBM
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 veteran consultants (with 19 and 11 years of clinical experience) who made the transition from clinical settings to school districts will offer unique perspectives on strategies and approaches they have found invaluable.

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

- Describe common types of services most often requested by school districts.
- Identify/address the primary "client" and/or presenting problem(s).
- Understand the importance of body language, staff perceptions, documentation, and communication during classroom observations.
- Have a better sense of a consultant's role (and how to establish boundaries).
- Learn common mistakes made by consultants and how to avoid them.
- Obtain a "blueprint" of how to set up/conduct classroom observations.
- Obtain a "blueprint" of the veteran consultant's basic ABA training seminar.
- Learn strategies that build teamwork and motivate staff when you're a "visitor" in their "home."
- Have a better understanding of the interpersonal dynamics and contingencies in school districts.
- Develop a better understanding of how to address ethical issues which may arise during consultations.

Activities: Participants will receive handouts to aid reviewing the workshop's learning objectives during the first part of the workshop. The second part of the workshop will consist of a problem-solving discussion of different types of obstacles, scenarios and case examples the presenters have experienced. As time permits, audience members will be encouraged to present their own obstacles/issues for problem-solving.

Audience: Anyone interested in consulting in school districts, especially relatively new consultants who have ABA experience teaching children with developmental disabilities and training staff in clinical settings.

Level: Introductory

Member: $110 **Nonmember:** $125

Workshop #78 **CE: BACB, PSY**

8:00 AM - 11:00 AM
Stevens 1
AUT
CE Instructor: Mary Barbera, MSN, BCBA

Using the Verbal Behavior Approach to Teach Children With Autism

MARY L. BARBERA (Pennsylvania Verbal Behavior Project)

Description: Children with autism, regardless of age or severity of symptoms, need effective, individualized programming. This workshop will provide an overview of the verbal behavior approach and will give participants specific ways to improve language skills for a variety of learners. In addition, this workshop will review basic principles of applied behavior analysis used to reduce problem behaviors. Through lecture, video examples and small group activities, participants will leave with a good understanding of implementing the verbal behavior approach when teaching children with autism.

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

- Describe two similiarities and two differences between traditional discrete trial teaching and the verbal behavior approach.
- Describe the importance of pairing with reinforcement and mand training when working with children with autism.
- Give one example of a mand, tact, intraverbal and listener responding skill.
- Name two antecedent and two reactive strategies that may decrease problem behavior.

Activities: This workshop will include video examples, small group activities, and lecture to meet listed objectives.

Audience: Professionals working with children with autism including behavior analysts, speech pathologists, educators, psychologists, and therapists. Parents of children with autism are also encouraged to attend.

Level: Introductory

Member: $110 **Nonmember:** $125

Workshop #79 **CE: BACB**

8:00 AM - 11:00 AM
4D
VRB
CE Instructor: Lindajeanne Schwartz, Master's, BCBA

Verbal Behavior for Speech Pathologists - Enhancing Outcomes With ABA

LINDAJEANNE SCHWARTZ (Director of ABA CDCH Schools)

Description: This workshop is designed to introduce concepts and terminology to someone who is not trained in ABA principles. A brief history and overview of ABA, functions of behavior, principles of reinforcement, and Skinner's classifications of language. An emphasis will be on the operant of the mand. This will be defined, discussed, and specific procedures on how to teach the mand will be taught. Mand training will be taught at the beginner, intermediate and advanced forms.

Objectives: At the conclusion of this workshop, attendants will:

- Be more familiar with ABA terminology and principles.
- Demonstrate the principle of "pairing" with other participants.
- Demonstrate "mand training" at either the beginner or advanced level with other participants.

Activities:

Each participant will have opportunities to demonstrate some of the principles taught in the presentation. Additionally, the participants will participate in hands on "mand training" with each other while being guided and receiving individualized feedback from the author presenter.

Audience: Speech pathologists, therapists, teachers and parents

Level: Introductory

Member: $115 **Nonmember:** $130

Workshop #80 **CE: BACB, PSY**

8:00 AM - 11:00 AM
Boulevard A
AUT
CE Instructor: Jonathan Tarbox, Ph.D., BCBA

Visual Stimulus and Response Modifications in Programming for Children With Autism

SCOTT BRAUD and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Description: Clinically, some children with autism have demonstrated slow progress when traditional vocal teaching strategies are used. Visually based teaching strategies are one possible program modification that can be used to accelerate a child's rate of acquisition and teach new skills. The current workshop will review visually based stimulus and response modifications that can be used to teach skills that are traditionally targeted in intensive behavioral treatment programs for children with autism. Examples from clinical cases will be provided.

Objectives: At the conclusion of this workshop, attendants will:

- Become familiar with research on teaching children with autism with visually modified materials.
- Learn how to identify when a lack of progress in teaching in vocal modalities may indicate that a shift to visually-based program modifications may be useful.
- Learn how to modify commonly used teaching procedures by switching stimulus presentation modalities from vocal to visual.
- Learn how to modify commonly used teaching procedures by switching required response modalities from vocal to manual or stimulus selection based.

Activities: Attendants will listen to lecture, participate in group discussion, provide practical examples from their clinical experience, write visually-modified teaching programs, and discuss the strengths and limitations of visual modifications for teaching programs for individuals with autism.

Audience: Service providers who work with children with autism.

Level: Intermediate

Member: $110 **Nonmember:** $125

#3 Special Event

5/24/2008
7:00 AM - 11:20 AM
Stevens 5

Society for the Quantitative Analyses of Behavior
Chair: Alliston Reid (Wofford College)

ABAI thanks the Society for Quantitative Analysis of Behavior (SQAB) for sponsoring tutorials focusing on quantitative analysis. ABAI encourages its members to take advantage of the SQAB program that occurs immediately before the ABAI 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.

#4 Business Meeting

5/24/2008
8:00 AM - 08:50 AM
Williford A

Special Interest Group (SIG) Business Meeting with the ABAI Presidents
Chair: Janet Twyman (Headsprout)

Purpose: To discuss issues related to ABAI's 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.

#5 Business Meeting

5/24/2008
9:00 AM - 09:50 AM
Williford A

Affiliated Chapters Meeting
Chair: R. Douglas Greer (Columbia University Graduate School and Teachers College)

Purpose: Representatives of ABAI affiliated chapters meet to review the activities of the Affiliated Chapters Board, the status of chapters, and to network.

#6 Special Event

5/24/2008
9:30 AM - 10:20 AM
Continental A
AUT/DDA; Applied Behavior Analysis

Autism Newcomer's Event: A Guide to the Autism Track at ABAI 2008
Chair: Jeffrey H. Tiger (Louisiana State University)

#7 International Special Event

5/24/2008
10:00 AM - 11:20 AM
International North

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 ABAI. All members are welcome. We expect conference attendants from 30 countries to join us for food and conversation.

5/24/2008
11:30 AM - 12:50 PM
Grand Ballroom
BACB CE Offered. CE Instructor: Thomas Critchfield, Ph.D.

Opening Event: Society for the Advancement of Behavior Analysis Awards
Chair: Thomas Critchfield (Illinois State University)

2008 SABA Awards

Award for Distinguished Service to Behavior Analysis: Edmund J. Fantino, Ph.D. (University of California, San Diego)



Dr. Edmund J. Fantino received his B.A. in mathematics at Cornell in 1961 and his doctorate in Experimental Psychology at Harvard in 1964. He is Distinguished Professor of Psychology and of the Neurosciences Group at the University of California, San Diego. He is former Editor of the *Journal of the Experimental Analysis of Behavior* and former President of the Society for the Experimental Analysis of Behavior. His research interests lay in the field of learning and motivation, especially choice, conditioned reinforcement, self-control, temporal discounting, and sources of multiple stimulus control in humans and in pigeons. Currently he is interested in human reasoning, especially illogical thinking, problem solving, and in human observing, including the conditions under which information reinforces human behavior. He has recently developed an economic distribution game that he hopes will permit an experimental analysis of altruism. Another major interest concerns problem solving and the ease with which problem-solving behavior transfers to new situations as a function of the nature of the original learning (rule-governed or contingency-shaped). He continues his interest in operant analogues to foraging behavior, including assessment of behavioral ecology theories with operant choice technology and optimal choice in humans and pigeons.

Abstract: In *Anna Karenina*, Tolstoy denied the possibility of altruistic behavior. His argument might be echoed by some behavior analysts today: behavior has its causes and if we understand what is motivating the altruist we can see that the altruist's behavior is maintained by reinforcement and is therefore not altruistic. As a first step to understanding the contingencies maintaining altruism it would be desirable to develop a behavioral model of altruism. In our laboratory we have developed the Sharing Game in which a participant decides between two outcomes, for example $7 for himself and $9 for another unknown participant OR $5 for himself and $3 for the other participant. Depending on various contingencies participants choose equitably, or competitively, or optimally (in terms of maximizing their own earnings). The following choice gives participants the possibility of demonstrating altruism: $10 for the chooser and $10 for the anonymous other OR $0 for the chooser and $100 for the anonymous other. About 20% of our subjects select the altruistic option. We are currently investigating the conditions (including gender of the chooser) that foster altruism.

Award for Impact of Science on Application: Murray Sidman, Ph.D. (Retired)



Dr. Murray Sidman lived a happy but otherwise unremarkable boyhood in Boston from 1923 until 1940, when he started at Columbia University. After World War II military service, he returned in 1946 to complete his AB, and went on to a Ph.D. in 1952. His principal advisors, Fred S. Keller and W. N. Schoenfeld, had strong assists from Ralph Hefferline, Clarence Graham, and a small group of fellow graduate students. After that, he spent nine years in the exciting and productive interdisciplinary environment of the Neuropsychiatry Division at Walter Reed. He then joined the Neurology Service of the Massachusetts General Hospital for another nine years. His human and nonhuman behavioral research laboratories moved eventually to the E. K. Shriver Center and Northeastern University, where he remained as Professor of Psychology until he retired from academe, continuing his research

at the New England Center for Children. Although retired from there in 2001, he continues research and writing. One outcome of his lifetime of research is his conviction that extending experimental results out of the laboratory not only adds an intrinsically valuable dimension to basic research, but is essential to its survival in a world of increasing competition for ever more limited resources.

Abstract: The relation between basic research and application is not a one-way street. As in every science, basic behavioral research is concerned with phenomena that are available to everyday observation. Everybody knows that people learn, that they remember, that symbols play important roles in our lives, that rewards and punishments influence what we do, that we interact socially, that we communicate through spoken and written words, and so on. These phenomena are as obvious to everybody as the rising and setting of the sun, the relation between clouds and rain, the dependence of life upon food, the fall of unsupported objects, and so on. Science does not accept the everyday descriptive language or the everyday techniques of observation that such phenomena have generated, but no science that ignores the phenomena and language of everyday life will keep on receiving public support. A science of behavior analysis must continue to derive its inspiration for basic research from phenomena that we observe outside the laboratory.

Award for Effective Presentation of Behavior Analysis in the Mass Media: Amy Sutherland



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: As I describe a problem I'm having with a student in my class who consistently turns in papers late, Scott responds, "Is there a way you can Shamu it?"Shamu the noun has become a verb in our house. It's become shorthand for using the principles of progressive animal training, a.k.a. behavior analysis, to solve a behavioral riddle. We Shamu friends, family, and neighbors. We Shamu each other. "Did you just Shamu me?" my husband or I will ask the other. Even a couple of our friends have begun to Shamu, as they say. In fact, it was a friend, a high school teacher, who first conjugated the word. She Shamued us into using it. "But why Shamu?" I'm asked over and over. Isn't it demeaning, manipulative, to use the principles of animal training on humans, especially the noblest of beasts, husbands? Why not just tell someone—spouse, friend, co-worker or sibling—what you want? Not at all and I will explain why.

Award for International Dissemination of Behavior Analysis: Linda J. Hayes, Ph.D.



Dr. Linda J. 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 ABAI 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 Presidency. She is actively involved in efforts to promote the development of behavior analysis around the world. Linda is best known for her work in behavior theory and philosophy.

Abstract: Adopting a wholly naturalistic interpretation of human behavior has profound implications for individual and societal well-being, as well as facilitates more productive relations among scholarly enterprises than is possible in its absence. This approach to the understanding of human behavior has yet to flourish in many parts the world; however, whereby its benefits have yet to be realized. External support for the spread of this approach is thereby needed. A number of strategies aimed at enhancing the growth and development of behavior science in areas where this approach is lacking have been implemented by well-meaning individuals and organizations over the years, some more effective than others. This address will identify those strategies with the greatest potential of achieving these aims, and is intended to promote further efforts along these lines.

Award for Public Service to Behavior Analysis: Michael Keenan, Ph.D.



Dr. Michael Keenan is a Fellow of the British Psychological Society, a Senior Lecturer and Distinguished Community Fellow at the School of Psychology at the University of Ulster in Coleraine, Northen Ireland. He is the Founder of the charity PEAT (Parents Education as Autism Therapists; www.peatni.org) and he received the Award for Promoting Equality of Opportunity from the British Psychological Society and the Personal Achievement Award from the New York State Association for Behaviour Analysis for his work of bringing ABA to children with ASD in Ireland. He is the father of four young children.

Abstract: In this presentation, I outline some of the challenges in bringing a science of behaviour to a community. Of particular interest are the difficulties in dealing with the legacy of misrepresentation that plagues our discipline and which, in the case of autism, leads to the impression that our science is for sale. This perception is not helped by the commercialisation of ABA. Despite the obstacles, progress has been made in Ireland over the last 10 years. I argue that things might have been easier if appropriate multimedia resources had existed to bridge the gap between theory and practice.

Award for Programmatic Contributions to Behavior Analysis: Kennedy Krieger Institute
Dr. Michael F. Cataldo will accept the award on behalf of Kennedy Krieger Institute.

The principles and basic research findings of operant learning offer considerable potential benefits to society, which can be hindered by a variety of factors, such as organizational structures and professional biases. Over a thirty-year period, a behavior analytic approach was applied to various structural, clinical, and academic variables at two institutions, one specializing in pediatric disorders of the central nervous system (Kennedy Krieger Institute) and the other involved in the entire spectrum of medicine (Johns Hopkins Hospital and School of Medicine). Systemic "reinforcers" and "aversive conditions" affecting these variables were identified and systematically influenced. The outcomes included high rates of scientific productivity, professional development, programmatic growth, and financial success. A systemic approach to the use and promotion of behavior analysis should have generality to other institutions, organizational structures, and approaches to solving societal problems.

2007 International Grant Awards

The Board of the Society for the Advancement of Behavior Analysis is very pleased to announce the winner of the 2007 International Development Grant for the development of a project in South Africa by **Dr. Joanne K. Robbins (Morningside Academy).**

2008 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 2008 are **Sara Kupzyk (University of Nebraska, Lincoln)** and **Jessica Frieder (Idaho State University).**

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 2008 recipients are **Carla Lagorio (University of Florida)** and **Amanda Calvert (Washington University in St. Louis).**

#9 Panel Discussion

5/24/2008
1:00 PM - 1:50 PM
PDR 1
CSE; Applied Behavior Analysis

Behavior Interventions with Minority and Ethnic Health Issues
Chair: Sherman Yen (Asian American Anti-Smoking Foundation)

LEILANI FELICIANO (University of Colorado, Colorado Springs)
ALLISON Y. LORD (Tobacco Outreach Technology, Inc.)
ANDY CHEN (Asian American Anti-Smoking Foundation)

#10 Paper Session

5/24/2008
1:00 PM - 1:50 PM
4D
DEV

Behavioral Motor Skill Training
Chair: Claire Poulson (Queens College & Graduate Center of City University of New York)

A Behavioral Motor-Skill-Training Model. (Theory) PARSLA VINTERE (Queens College & Graduate Center of City University of New York)

The Effects of a Behavioral Motor-Skill-Training Package on Dance Performance. (Applied Behavior Analysis) PARSLA VINTERE, Liliane DeAguiar-Rocha, and Claire L. Poulson (Queens College & Graduate Center of City University of New York)

Come to the

Behavioral Bash

Saturday, May 24th
10:30 pm – 12:30 am
Grand Ballroom, Hilton Chicago

#11 B. F. Skinner Lecture Series

5/24/2008
1:00 PM - 1:50 PM
International North
DEV; Experimental Analysis

Massage Therapy Research
Chair: Martha Pelaez (Florida International University)

B. F. Skinner Lecturer: Dr. Tiffany Field (Touch Research Institute, University of Miami Medical School)



Dr. Tiffany Field is director of the Touch Research Institutes at the University of Miami School of Medicine. She is recipient of the American Psychological Association Boyd McAndless Distinguished Young Scientist Award and has had a Research Scientist Award from the National Institue for Mental Health for her research career. She is the author of *Infancy, The Amazing Infant, Touch, Advances in Touch, Touch Therapy* and *Massage Therapy Research,* and the editor of a series of volumes on High-Risk Infants, and on Stress & Coping, and the author of over 450 journal papers.

Abstract: Massage Therapy is increasingly being used as a complementary/alternative therapy not only because many people with psychological, behavioral, and physical problems are touch-deprived but also because of its therapeutic effects. Recent research suggests that massage therapy: (1) facilitates growth and development, (2) reduces depressive behavior and anxiety patterns and related stress hormones, (3) enhances sleep, (4) reduces pain, (5) reduces autoimmune disorders, and (6) enhances immune function. These effects have been noted in samples, for example, of preterm neonates, depressed children and adults, chronic pain conditions such as fibromyalgia and migraine headaches, autoimmune problems including asthma and diabetes and immune disorders including HIV and cancer. A potential underlying mechanism is enhanced parasympathetic activity (increased vagal tone) following massage therapy, decreased stress hormones (cortisol) and increased serotonin (the body's natural pain killer and antidepressant), in turn, leading to increased natural killer cell activity (front line of the immune system) warding off viral and cancer cells. In addition, cognitive performance is enhanced by massage therapy which may relate to changes noted in EEG patterns that are indicative of heightened alert behavior patterns. These data highlight the therapeutic effects and potential underlying mechanisms for this complementary/alternative therapy.

#12 Scientific Foundation and Special Event

5/24/2008
1:00 PM - 1:50 PM
Stevens 5
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: John R. Staddon, Ph.D.

SQAB Tutorial: Behavior Analysis Since 1960
Chair: C. R. Gallistel (Rutgers University)

JOHN E. R. STADDON (Duke University)



Prof. John E. R. Staddon is James B. Duke Professor of Psychology, and Professor of Biology and Neurobiology, Emeritus. He obtained his Ph.D. in Experimental Psychology at Harvard University, did research at the MIT Systems Lab and taught at the University of Toronto. He has also done research at Oxford University (UK), the University of São Paulo at Riberão Preto, the University of Mexico, the Ruhr Universität, Universität Konstanz, the University of Western Australia and is an honorary professor at the University of York (UK). He is a fellow of several scientific organizations including the AAAS and the Society of Experimental Psychologists, and has a doctorate, Honoris Causa, from

the Université Charles de Gaulle, Lille 3, France. He is a past editor of the journals *Behavioural Processes* and *Behavior & Philosophy*. His research is on the evolution and mechanisms of learning in humans and animals and the history and philosophy of psychology and biology. Recent theoretical work includes papers on operant conditioning, memory, timing, and psychobiological aspects of ethical philosophy. He has written and lectured on public policy issues such as education and the effects of social and biological processes on the political process. He is the author of approximately 200 research papers and five books.

Abstract: How did quantitative behavior analysis begin? What is its relation to the rest of psychobiology? What has it accomplished and where has it failed? I describe the scientific movements that influenced the development of the quantitative analysis of behavior, and a few that did not, but should have.

#13 Tutorial

5/24/2008
1:00 PM - 1:50 PM
Grand Ballroom
EDC; Service Delivery

Response to Intervention (RTI): Diagnosing the Learning Enabled
Chair: Cathy L. Watkins (California State University, Stanislaus)

W. DAVID TILLY III (Heartland AEA 11)



Dr. W. David Tilly III currently serves as Director of Innovation and Accountability for Heartland AEA 11. Heartland serves 55 public school districts and 36 accredited nonpublic schools in central Iowa. Prior to joining Heartland AEA, Dr. Tilly was a consultant for assessment, research and innovation at the Iowa Department of Education. In that role, he worked statewide to implement changes in the educational system throughout Iowa. Of particular note has been his work with Iowa's Renewed Service Delivery System (RSDS). RSDS foundationally changed the way that special education is conceptualized and delivered in Iowa. RSDS practices and procedures are the same ones being advocated nationally as components of a Response to Intervention (RTI) approach to services. David is a school psychologist by training. He has worked as a practicing psychologist, a University trainer at Iowa State University, a state department of education consultant and an administrator. He works regularly with states, school districts, federal offices and national organizations on improving educational results for all children. He is also the author or coauthor of 31 published journal articles, book chapters or books. Dr. Tilly is the 2005 Recipient of the Martha Fields Award of Excellence from the National Association of State Directors of Special Education.

Abstract: We live in a time of unprecedented change in education. General education has been overtaken by the No Child Left Behind Act, accountability seems to be everywhere, and we now have IDEIA '04 with a series of new provisions. What does it all mean? The answer is: It depends on what we make of it. Most of the opportunities we now find ourselves with are the culmination of a 30-year history of evolution in education. Being proactive in our response to this evolution is critical to schools and students meeting the increasing demands. For us to be successful, our past cannot be our future. This presentation will examine the foundations undergirding the movement toward Response to Intervention systems in our schools. A rationale for evolving structures in our schools will be set forth and a picture of possible futures will be painted with logic, case studies, systems data, and a little self-deprecating humour. Specific topics addressed will include a different and smarter system structure for service provision to all students (3-Tiered Model), Response to Intervention (RTI) provisions in IDEIA '04 and the newly released Federal Regulations, Response to Intervention on the Ground (what does it look like in schools?)

#14 Paper Session
5/24/2008
1:00 PM - 2:20 PM
Williford C
EDC

Analysis of Academic and Academically Relevant Behaviors
Chair: Inna Glaz Kanevsky (San Diego Mesa College)

In Search of the Optimal Cueing Schedule in Self-Monitoring of Attention with Typically Developing Children. (Applied Behavior Analysis) AMANDA M. DAHIR, George H. Noell, and Joslyn N. Cynkus (Louisiana State University)

Role of Rules in Transfer of Mathematical Word Problems. (Experimental Analysis) INNA GLAZ KANEVSKY (San Diego Mesa College), Stephanie S. Stolarz-Fantino and Edmund J. Fantino (University of California, San Diego)

Peer Influence on Response Rates and Responding with Self-Control or Impulsivity. (Applied Behavior Analysis) JESSICA L. CHERNE, Jennifer J. McComas, Ellie C. Hartman, Gizem Tatarer, Aolin Xie, Josh Goldberg, and Bryan Cichy (University of Minnesota)

#15 Symposium

5/24/2008
1:00 PM - 2:20 PM
International South
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Rita Gardner, M.P.H., BCBA

Application of Behavioral Principles to Improve Performance of Staff in a Human Services Agency
Chair: Rita M. Gardner (Melmark New England)
Discussant: Dennis H. Reid (Carolina Behavior Analysis & Support Center, Ltd.)

Using Video to Train Teaching Procedures: Examination of an Effective Training Practice. CYNTHIA CATANIA (Melmark New England), Daniel Almeida (Newton Public Schools), and Brian C. Liu-Constant and Florence D. DiGennaro Reed (Melmark New England)

Using Video Clips and a Training Package to Increase the Accuracy of A-B-C Completion With Staff. KIMBERLY MAYER (Melmark New England)

Increasing Supervisor Feedback and Performance During Crisis Management. HELENA L. MAGUIRE (Melmark New England)

#16 Symposium

5/24/2008
1:00 PM - 2:20 PM
Stevens 3
DDA; Applied Behavior Analysis

Basic and Applied Research on the Application of Differential Reinforcement Procedures to Treat Destructive Behavior
Chair: Michael E. Kelley (University of Southern Maine)
Discussant: Wayne Fisher (Munroe-Meyer Institute)

Preliminary Evaluation of an Animal Model for Studying FCT Without Extinction. JENNIFER LANIER, Dorothea C. Lerman, John Pugh, and Lynda Dodgen (University of Houston, Clear Lake)

Teaching Individuals With Autism to Attend to "Yes" and "No" Responses as Discriminative Stimuli. DAVID P. JARMOLOWICZ (West Virginia University) and David E. Kuhn (Kennedy Krieger Institute)

Delay Fading and Generalization of Differential Reinforcement Treatments for Destructive Behavior. KASEY STEPHENSON and Henry S. Roane (Munroe-Meyer Institute) and Robert R. Pabico (The Marcus Institute)

#17 Symposium

5/24/2008
1:00 PM - 2:20 PM
Metra; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Jason Bourret, Ph.D., BCBA

Basic and Applied Research on Token Schedules
Chair: Jason C. Bourret (The New England Center for Children)

Saving and Spending in a Token-Accumulation Procedure with Pigeons. RACHELLE L. YANKELEVITZ and Timothy D. Hackenberg (University of Florida)

Comparison of Responding Under Token and Tandem Schedules in a Clinical Setting. JONATHAN SEAVER and Jason C. Bourret (The New England Center for Children)

Conditioned Reinforcement: Schedule Thinning Pilot Study. CHERYL LYNN CAMASSA and D. Daniel Gould (The New England Center for Children)

Punishment in Token-Based Procedures for Treating Addiction. JOHN M. ROLL (Washington State University)

#18 Symposium

5/24/2008
1:00 PM - 2:20 PM
Williford B
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Janet Ellis, Ph.D., BCBA

BATSS to the Rescue Part II: Super Science Saves Students
Chair: Janet Ellis (University of North Texas)

Function Following Form: Forestalling Student Failure. KRISTIN R. OSLEY and Anna Whaley Carr (University of North Texas)

When It Works, Improve It: Teaching Three-to-Five-Year-Olds with PPCD to Read. RACHEL LEE KOELKER (University of North Texas)

1,000 words? No, 1,000,000! LARISA MAXWELL (University of North Texas)

Prereading Skills: Component Skills That Provide a Foundation for Competent Reading Repertoires. JASON C. COHEN (University of North Texas)

#19 International Paper Session

5/24/2008
1:00 PM - 2:20 PM
PDR 3
TPC

Behavior Analysis: Historical Perspectives
Chair: James Todd (Eastern Michigan University)

A Brief History of Psychology: A Behaviorist Perspective. (Theory) JOSEPH J. PEAR (University of Manitoba)

B.F. Skinner and the Lone Scouts: An Early Article Rediscovered, and Some Corrections to the Historical Record. (Theory) JAMES T. TODD (Eastern Michigan University)

The B. F. Skinner Foundation Archival Committee: Recent Activity. (Theory) CRISS WILHITE, Chelsea Wilhite, and Jeanne Lee (California State University, Fresno)

#20 Paper Session

5/24/2008
1:00 PM - 2:20 PM
Stevens 1
DDA

Developmental Disabilities Paper Session I
Chair: Sarah M. Dunkel (Southern Illinois University)

Teaching Group Cooperation to Adolescents with Brain Injuries Using Self-Control Training. (Applied Behavior Analysis) SARAH M. DUNKEL, Mark R. Dixon, Amanda J. Bever, Michael Bordieri, and Krystal Qualls (Southern Illinois University)

The Effects of Video Modeling on Staff Implementation of a Problem Solving Intervention in Residential Settings. (Applied Behavior Analysis) SHAWNEE D. COLLINS, Thomas S. Higbee, and Charles L. Salzberg (Utah State University)

Use of Latency to Problem Behavior to Evaluate Demands for Inclusion in Functional Analyses. (Applied Behavior Analysis) ROBERT R. PABICO, Nathan Call, and Joanna Lomas (The Marcus Institute)

#21 Symposium

5/24/2008
1:00 PM - 2:20 PM
Astoria
TBA; Applied Behavior Analysis

Educating the Behavior Analyst: New Directions, New Behaviors
Chair: Maria (Meca) Andrade (The New England Center for Children)
Discussant: Karen A. Gould (May Institute/Northeastern University)

Increasing Interactions Between Basic and Applied Research: Developing Researchers for New Research Areas. BRENT MAXWELL JONES (University of Massachusetts Medical School, E.K. Shriver Center) and Maria (Meca) Andrade (The New England Center for Children)

Structuring Field Experiences to Teach State-of-the-Art Practices. MYRNA E. LIBBY (The New England Center for Children)

Teaching Graduate Students Conversational Proficiency with Behavioral Concepts. MAEVE G. MEANY-DABOUL (The New England Center for Children) and Karen A. Gould (May Institute/Northeastern University)

#22 Symposium

5/24/2008
1:00 PM - 2:20 PM
Continental B
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: M. Alice Shillingsburg, Ph.D., BCBA

Evaluation of Teaching Parameters During Discrete Trial Instruction
Chair: M. Alice Shillingsburg (The Marcus Institute)
Discussant: Mary Jane Weiss (Rutgers University)

Effects of Varying the Quality of Therapist-Provided Social Interaction during Instruction. APRIL KISAMORE (Western Michigan University), M. Alice Shillingsburg and Andrew A Fulton (The Marcus Institute), and Michael E. Kelley (Marcus Institute/ Emory University)

An Evaluation of the Effects of Instructor Behavior on Skill Acquisition and Inappropriate Behavior in Learners with Autism. TINA ZORRILLA RIVERA and May Chriseline Beaubrun (Douglass Developmental Disabilities Center), Ryan Madigan (Rutgers University), David Kieval (Rutgers University, Douglass Developmental Disabilities Center), Mary Jane Weiss (Rutgers University), and Robert LaRue (Douglass Developmental Disabilities Center)

Some Effects of Pace of Instruction on Problem Behavior. AMBER L. VALENTINO, Crystal N. Bowen, M. Alice Shillingsburg, and Nathan Call (The Marcus Institute), and Michael E. Kelley (Marcus Institute/Emory University)

#23 Paper Session

5/24/2008
1:00 PM - 2:20 PM
Williford A
EDC

Evidence-Based and Emerging Practices in Education
Chair: David Test (University of North Carolina, Charlotte)

Evidence Based Practices Review: Repeated Readings. (Theory) BREDA O'KEEFFE (Utah State University)

Expanding Duck, Duck Tootle as a Pre-Referral Intervention Package to Increase On-Task Behavior. (Applied Behavior Analysis) ANITRA SHELTON-QUINN (Goose Creek Consolidated Independent School District), Victoria Bowers and Christie Jones (Mississippi State University), Adrian Carpenter (Goose Creek Consolidated Independent School District), Carlen Henington (Mississippi State University), and Ron Wyatt (Goose Creek Consolidated Independent School District)

Tertiary Interventions in Schools: Mentoring Students in the Red Zone. (Service Delivery) CHERYL A. YOUNG (University of Nebraska, Kearney) and Lauren Lovell (School District of Lee County)

Evidence-Based Practices in Secondary Transition: What Single Subject Research Tells Us (Applied Behavior Analysis) DAVID W. TEST, Sharon M. Richter, and Valerie Mazzotti (University of North Carolina, Charlotte)

#24 International Symposium

5/24/2008
1:00 PM - 2:20 PM
Chicago & Alton; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Exploring Anxiety: Avoidance and Expectancy Bias
Chair: Sinead Smyth (University of Ulster, Coleraine)

Using Self-Reported Expectancy Functions to Test for Derived Relational Responding: Modeling Expectancy Bias in Irrational Fear. SINEAD SMYTH (University of Ulster, Coleraine) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

The Approach-Avoidance Conflict: Examining an Empirical Model of Human Anxiety and Phobia. STEVEN ROBERT GANNON and Bryan T. Roche (National University of Ireland, Maynooth), John P. Forsyth (University at Albany, State University of New York), Jonathan W. Kanter (University of Wisconsin, Milwaukee), and Conor Linehan (National University of Ireland, Maynooth)

The Effect of Several Strategies in Altering Avoidance to Direct and Derived Avoidance Stimuli. CARMEN M. LUCIANO SORIANO, Sonsoles Valdivia-Salas, and Francisco J. Ruiz-Jimenez (University Almeria, Spain), Francisco Cabello Luque (Universidad de la Rioja), Dermot Barnes-Holmes (National University of Ireland, Maynooth), Michael J. Dougher (University of New Mexico), Miguel Rodriguez-Valverde (Universidad de Jaén (Spain)), and Olga Gutierrez Martinez (Universidad de Granada)

Transformation of Aversive Respondent Functions in a Startle Reflex Paradigm: Implications for the Study of Anxiety. MIGUEL RODRIGUEZ-VALVERDE (Universidad de Jaén (Spain)), Monica Hernandez-Lopez (Universidad de Valladolid), Carmen M. Luciano Soriano (University Almeria, Spain), and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

#25 Symposium

5/24/2008
1:00 PM - 2:20 PM
Stevens 2
DDA; Applied Behavior Analysis

Extensions of Research on Automatic Reinforcement
Chair: Wendy K. Berg (University of Iowa)
Discussant: Dorothea C. Lerman (University of Houston, Clear Lake)

Using Functional Analysis NCR Sessions to Predict the Effects of NCR Based Treatments on Problem Behavior. ANURADHA SALIL KUMAR DUTT, Wendy K. Berg, Jason M. Stricker, Kelly M. Vinquist, David P. Wacker, Joel E. Ringdahl, and Jeffrey R. Luke (University of Iowa)

An Evaluation of Treatment Procedures for Reducing Vocal Stereotypy and Increasing Functional Verbal Behavior. TIFFANY KODAK and Wayne Fisher (Munroe-Meyer Institute) and Amanda Karsten (University of Nebraska Medical Center)

Using Stimulus Control to Decrease Stereotypy Exhibited by a Child With Autism. Elizabeth Brusa and DAVID M. RICHMAN (University of Illinois)

#26 Panel Discussion

5/24/2008
1:00 PM - 2:20 PM
Marquette
OBM; Service Delivery
BACB CE Offered. CE Instructor: Manuel A. Rodriguez, M.S., BCBA

Have a Burning Question You Feel Like You Can Never Ask? Ask!
Chair: Manuel A. Rodriguez (Continuous Learning Group)

TRACY A. THURKOW (Continuous Learning Group)
ALLAN QUIAT (Chevron Corporation)
BILL L. HOPKINS (Auburn Emeritus)
JUDY L. AGNEW (Aubrey Daniels International)

#27 Symposium

5/24/2008
1:00 PM - 2:20 PM
Boulevard A
CBM; Service Delivery
BACB CE Offered. CE Instructor: Michael Weinberg, Ph.D., BCBA

History and Current Developments in Behavior Analytic Forensic Psychology
Chair: Kirk Newring (Lincoln Correctional Center)

The History of Behavior Analysis and Behavioral Intervention With Criminals: Where We Went Wrong. JOSEPH D. CAUTILLI (Children Crisis Treatment Center/St. Joseph's University)

A Behavior Analytic Methodology for the Assessment and Treatment of Adolescents in the Criminal Justice System: Alternatives to Juvenile Detention. MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

Mode Deactivation Therapy (MDT) as an Evidence-Based Enhanced Cognitive Behavior Therapy (CBT) for Treating Adolescent Males. JACK A. APSCHE (Apsche Center)

Using What Works on What Matters: 3rd Wave Behavior Therapies and Dynamic Risk Assessment With Sexual Offenders. KIRK A.B. NEWRING (Lincoln Correctional Center)

#28 Symposium

5/24/2008
1:00 PM - 2:20 PM
Boulevard C
CBM; Service Delivery

How Words Measure Up: An Investigation of the Reliability, Validity, and Procedural Integrity of the Implicit Relational Assessment Procedure
Chair: Stephanie N. Nassar (University of Mississippi)
Discussant: Chad Drake (Veterans Affairs Hospital, Togus, Maine)

Variation of Instructions and Feedback on the IRAP. ALYSSA N WILSON, Crystal N. Armstrong, Clark Ortkiese, George A. Ball, and Regan Slater (University of Mississippi), Chad Drake (Veterans Affairs Hospital, Togus, Maine), and Kelly G. Wilson (University of Mississippi)

When Red is a Shape: Challenging the Stability of Equivalence Classes With Laboratory-Based Procedures. KATHERINE H. MOYER and Scott Bethay (University of Mississippi), Chad Drake (Veterans Affairs Hospital, Togus, Maine), and Regan Slater, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

One More Time: An Examination of the Stability of IRAP Performance Over Repeated Administrations. STEPHANIE N. NASSAR and Jessica C. Barnes (University of Mississippi), Chad Drake (Veterans Affairs Hospital, Togus, Maine), and Scott Bethay and Kelly G. Wilson (University of Mississippi)

#29 Panel Discussion

5/24/2008
1:00 PM - 2:20 PM
Barbershop; Blackstone Hotel, Concourse Level
EAB/CSE; Experimental Analysis

IACUCs and IRBs: HELP!
Chair: Steven I. Dworkin (Jacksonville State University)

KATHRYN SAUNDERS (University of Kansas)
MICHAEL PERONE (West Virginia University)
STEVEN I. DWORKIN (Jacksonville State University)
SANGETTA PANICKER (APA's Science Directorate)

#30 Symposium

5/24/2008
1:00 PM - 2:20 PM
Waldorf
EDC; Applied Behavior Analysis

Innovations in Parent and Peer Tutoring
Chair: Charles L. Wood (University of North Carolina at Charlotte)

Effects of Parent Tutoring on the Oral Vocabulary Acquisition of Students and Parents with Limited English Proficiency. Allison G. Kretlow, Sara Moore Mackiewicz, Nancy L. Cooke, and Charles L. Wood (University of North Carolina at Charlotte)

Effects of Peer Tutoring With Audio Prompting on Vocabulary Acquisition for Struggling Readers. SARA MOORE MACKIEWICZ, Valerie L. Mazzotti, Charles L. Wood, and Nancy L. Cooke (University of North Carolina at Charlotte)

Effects of Morphograph Instruction on Students' Acquisition and Generalization of Vocabulary. APRIL L. MUSTIAN, Charles L. Wood, and Nancy L. Cooke (University of North Carolina at Charlotte)

#31 Symposium

5/24/2008
1:00 PM - 2:20 PM
PDR 2
CSE; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Claire St. Peter Pipkin, Ph.D., BCBA

Measuring Social Validity During Behavioral Research and Consultation
Chair: Claire St. Peter Pipkin (West Virginia University)

Social Validity Assessments of Behavior-Change Procedures Used With Young Children: A Review. NICOLE HEAL (May Center for Education & Neurorehabilitation) and Gregory P. Hanley (Western New England College)

An Evaluation of the Efficacy of and Preference for Strategies for Reducing Problem Behavior in Play Groups. STACY A. LAYER (University of Kansas) and Gregory P. Hanley (Western New England College)

Considerations of Treatment Acceptability in Examining Intervention Effectiveness. FLORENCE D. DIGENNARO REED (Melmark New England) and Brian K. Martens (Syracuse University)

Acceptability of Preference Assessments for Classroom Use. ALLISON TETREAULT and Claire St. Peter Pipkin (West Virginia University) and Elizabeth S. Athens (University of Florida)

#32 Symposium

5/24/2008
1:00 PM - 2:20 PM
Continental C
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Rebecca Morgan, M.S., BCBA

No Need to Reinvent the Wheel: A Closer Look at Replicating Successful Autism Intervention Programs
Chair: Rebecca J. Morgan (DFW Center for Autism)
Discussant: Gail G. McGee (Emory University School of Medicine)

The Anatomy of a Replication: Implementing and Evaluating the Components. Rebecca J. Morgan, CARRIE GREER, and Rebecka Kandice Honardar (DFW Center for Autism)

A Between Groups Analysis of Engagement, Language, and Social Skills for Young Children with Autism. MICHAEL J. MORRIER and Sharon T. Hynes (Emory University), Carrie Greer and Rebecca J. Morgan (DFW Center for Autism), and Daniel Adam Openden (Southwest Autism Research & Resource Center)

Large Scale Dissemination and Community Implementation of Pivotal Response Treatment (PRT). DANIEL ADAM OPENDEN (Southwest Autism Research & Resource Center), Susan E Bryson and Isabel Smith (Dalhousie University), and Robert L. Koegel and Lynn Kern Koegel (University of California, Santa Barbara)

#33 Panel Discussion

5/24/2008
1:00 PM - 2:20 PM
4A
OTH; Applied Behavior Analysis

Professional Development Series: Advice from the Recently Hired
Chair: Robert C. Pennington (University of Kentucky)

BRYAN J. DAVEY (Arizona Center for Comprehensive Education and Life-Skills)
DONALD M. STENHOFF (University of Kentucky)
PETER ALTER (University of Louisville)
LAURA FERGUSON (Home of the Innocents)

#34 Symposium

5/24/2008
1:00 PM - 2:20 PM
Continental A
AUT; Service Delivery

Social Skills Training for Children and Adolescents with Autism: Two Models of Group Instruction
Chair: Ronald B. Leaf (Autism Partnership)

Autism Partnership's Model of Social Skills and Friendship Development. RONALD B. LEAF, Mitchell T. Taubman, and John James McEachin (Autism Partnership)

Integrating Models of Social Skills Instruction for Children and Adolescents With Autism at the University of Kansas. JUSTIN B. LEAF, Wesley H. Dotson, Nicole R. Laudont, James A. Sherman, and Jan B. Sheldon (University of Kansas)

Winning, Losing, and Compromising: Teaching Social Skills to Adolescents with Autism in a Group Setting. WESLEY H. DOTSON, Justin B. Leaf, Jenna M. Allegre, Abigail M. Schwind, James A. Sherman, and Jan B. Sheldon (University of Kansas)

Effectiveness of Group Instruction Using Teaching Interactions for Teaching Social Skills to Children With Autism. JUSTIN B. LEAF, Wesley H. Dotson, Valerie A. Johnson, Jan B. Sheldon, and James A. Sherman (University of Kansas)

#35 Symposium

5/24/2008
1:00 PM - 2:20 PM
Boulevard B
CBM; Service Delivery

Social Skills Training in Diverse Settings: School, Private Practice and a Summer Treatment Program
Chair: Steven Gordon (Behavior Therapy Associates)
Discussant: Sandra L. Harris (Rutgers University)

Social Skills Training in a Public School Setting. LINDSAY HILSEN (Hopewell Valley Regional School District)

Recruitment, Retention and Results: Social Skills Training Groups in a Private Psychology Practice. STEVEN GORDON (Behavior Therapy Associates)

Intense Social Skills Training Within A Five-Week Summer Treatment Program. MICHAEL C. SELBST (Behavior Therapy Associates, P.A.)

#36 Symposium

5/24/2008
1:00 PM - 2:20 PM
Stevens 4
VRB; Experimental Analysis
BACB CE Offered. CE Instructor: Linda A LeBlanc, Ph.D.,

Stimulus Equivalence and Naming
Chair: Brian Feeney (Western Michigan University)

The Effects of Common Names and FR Responses on the Emergence of Stimulus Equivalence Classes. YORS A. GARCIA, Anna Neises, Adam Hahs, and Ruth Anne Rehfeldt (Southern Illinois University)

Formation of Equivalence Classes by Older Adults. BRIAN FEENEY, Linda A. LeBlanc, and Tracy L. Lepper (Western Michigan University)

Multiple Exemplar Training to Facilitate Bidirectional Symmetry in Second Language Speaking Children. ROCIO ROSALES and Ruth Anne Rehfeldt (Southern Illinois University)

Categorization of Stimuli by Motor Responses in Preschool Children. AMANDA MAHONEY (The New England Center for Children), Caio F. Miguel (California State University, Sacramento), and William H. Ahearn (The New England Center for Children)

#37 International Symposium

5/24/2008
1:00 PM - 2:20 PM
El; Blackstone Hotel Concourse Level
EAB; Experimental Analysis

The Implicit Relational Assessment Procedure (IRAP): Contextual and Known-Groups Effects
Chair: Claire Cullen (Department of Psychology)

The Implicit Relational Assessment Procedure (IRAP): Assessing the Malleability of Implicit Ageism. CLAIRE CULLEN (Department of Psychology), Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), and Ian T. Stewart (National University of Ireland, Galway)

Implicit Relational Assessment Procedure (IRAP): Examining the Context-Dependent Nature of Smoking-Related Implicit Attitudes. NIGEL AUGUSTINE VAHEY (National University of Ireland), Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), and Ian T. Stewart (National University of Ireland, Galway)

Measuring Implicit Nationality-Related Implicit Attitudes, Using the Implicit Relational Assessment Procedure (IRAP). PATRICIA M POWER, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

Comparing the IRAP With the IAT in the Assessment of Negative Attitudes Towards Overweight Individuals. SARAH RODDY and Ian T. Stewart (National University of Ireland, Galway)

#38 Paper Session

5/24/2008
1:00 PM - 2:20 PM
Inspiration Studio; Blackstone Hotel, 5th level
BPH

Understanding Abstinence from Cigarette Smoking
Chair: Richard Yi (University of Arkansas for Medical Sciences)

A Brief Abstinence Test for College Student Smokers. (Experimental Analysis) JESSICA G. IRONS (James Madison University) and Christopher J. Correia (Auburn University)

The Value of Abstinence From Smoking Test: A Novel Choice Procedure for Assessment of Incentive Adequacy. (Experimental Analysis) JESSICA G. IRONS (James Madison University) and Christopher J. Correia (Auburn University)

Increasing Temporal Resolution in Laboratory Studies of Cigarette Relapse: Effect of Reinforcement Schedule. (Experimental Analysis) RICHARD YI, Benjamin P. Kowal, Reid Landes, and Warren K. Bickel (University of Arkansas for Medical Sciences) and Maxine Stitzer (Behavioral Pharmacology Research Unit)

#40 Symposium

5/24/2008
1:30 PM - 2:50 PM
Joliet
OBM; Experimental Analysis

Utility of Analog Studies in Education and Organizational Behavior Management
Chair: Scott A. Herbst (University of Nevada, Reno)

Human Analog Studies in Behavior Analysis: Prevalence, Perspectives, and Potentials in Organizational, Educational, Cultural, and Community Settings. TODD A. WARD and Ramona Houmanfar (University of Nevada, Reno)

The Impact of Practice Effects and the Variations of Complexity on the Adduction of Composite Skills. ERICK M. DUBUQUE and Ramona Houmanfar (University of Nevada, Reno)

The Effects of Job Demands and Job Control on Experienced Strain in an Analog Work Environment. SCOTT A. HERBST and Ramona Houmanfar (University of Nevada, Reno)

Impact of Rules on Productivity and Communication in an Organizational Analog. GREGORY SCOTT SMITH and Ramona Houmanfar (University of Nevada, Reno)

#41 B. F. Skinner Lecture Series

5/24/2008
2:00 PM - 2:50 PM
International North
AUT; Theory
BACB CE Offered. CE Instructor: James Charles McPartland, Ph.D.

Quantifying the Qualitative: Empirical Measures of Social Information Processing in Autism
Chair: William H. Ahearn (The New England Center for Children)

B. F. Skinner Lecturer: Dr. James Charles McPartland (Yale Child Study Center)



Dr. James Charles McPartland is a Psychologist and Associate Research Scientist at the Yale Child Study Center. He obtained his doctoral degree in Child Clinical Psychology from the University of Washington, where he studied autism spectrum disorders under the guidance of Dr. Geraldine Dawson. After completing autism-focused pre- and post-doctoral fellowships at the Child Study Center under the mentorship of Drs. Ami Klin, Robert Schultz, Fred Volkmar, and Kasia Chawarska, Dr. McPartland joined the faculty in 2006. He currently supervises trainees and evaluates children through the Yale Autism Resource Program. He also directs a research program using electrophysiological methods to investigate brain function in individuals with autism, with particular focus on visual perception of social information. Dr. McPartland is co-author of the book, *A Parent's Guide to Asperger Syndrome and High-Functioning Autism: How to Meet the Challenges and Help Your Child Thrive*, published by Guilford Press.

Abstract: Autism spectrum disorders are characterized by core impairments in social and communicative behavior. Though behavior in these domains can be subjective and difficult to measure, diagnostic assessments and outcome measures rely on accurate estimation of these skills. This lecture will review current research utilizing eye-tracking technology and recordings of brain electrophysiology to discretely measure aspects of visual attention and brain function related to social perception. The objective of this research is to develop indices of brain function and behavior that will enable assessment of social perception in infancy and will offer sensitive and discrete measures of progress during intervention.

#42 Scientific Foundation and Special Event

5/24/2008
2:00 PM - 2:50 PM
Stevens 5
EAB; Experimental Analysis

SQAB Tutorial: The Hierarchical Organization of Behavior
Chair: Alex Kacelnik (Oxford University)

C. R. GALLISTEL (Rutgers University)



Dr. C. R. Gallistel obtained his Ph.D. in physiological psychology at Yale in 1966 and went straight to an assistant professorship in the Department of Psychology at the University of Pennsylvania, where he rose through the ranks, and eventually served a term as chair. In 1989, he moved to UCLA. In 2000, he moved to Rutgers, where he is Co-Director of the Rutgers Center for Cognitive Science. His two best known books, *The Organization of Action* and *The Organization of Learning* are classics. He has authored or co-authored more than 100 experimental papers in the areas of learning, memory, motivation, and animal cognition. His work emphasizes the role of innate structure in shaping intelligent behavior.

Abstract: Elementary units of behavior are assemblages of neural, endocrine, and muscular components sufficient to explain naturally occurring actions. All such assemblages require an initiator component, where the neural signals that ultimately drive the action originate, conductor components that relay the signals from the initiators to the effectors, and effector components that translate the signals into movements and secretions. Some elementary units also contain computational elements, which perform basic computational operations like coordinate transformations, and some units contain memory elements, which hold the values of control variables, such as the angular velocity of a target. Neural circuits carrying timing signals and specifying the values of operating parameters, such as pacemaker periods, coordinate the operation of elementary units to form complex units, which are themselves coordinated to form still more complex units, yielding a hierarchical control structure. The behavioral expression of the units active high in the hierarchy exhibits many different forms, because different values for control parameters lead to different patterns from the same unit, and because much of the coordination is achieved by the selective potentiation and depotentiation of lower unit, so that the spectrum of potentiated lower units actived on a given occasion depends on occasion-specific trigger stimuli.

#43 Scientific Foundation and Tutorial

5/24/2008
2:00 PM - 2:50 PM
Grand Ballroom
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Gregory J. Madden, Ph.D.

Behavioral Economics
Chair: Chad M. Galuska (College of Charleston)

GREGORY J. MADDEN (University of Kansas)



Prof. Gregory J. Madden received his M.S. degree from the University of North Texas in 1992 and his Ph.D. degree from West Virginia University in 1995. He began his study of behavioral economics during his postdoctoral years at the University of Vermont. Dr. Madden is currently an Associate Professor in the Department of Applied Behavioral Science at the University of Kansas where his research is largely focused on the behavioral economics of addiction. Much of Dr. Madden's research in this line has examined economic methods of quantifying reinforcer efficacy; the utility of which lies in the potential for measuring the abuse liability of therapeutic and illicit drugs. A

second major focus of his research is the study of impulsive decision making. His early research conducted with Warren Bickel, Nancy Petry, and Amy Odum documented extreme impulsivity in individuals addicted to drugs. More recently his research conducted with colleagues at the University of Minnesota has revealed that impulsive decision making is predictive of cocaine self-administration in rats. His current work on the relation between impulsivity and nonhuman gambling-like behaviors is supported by the National Institute on Drug Abuse. Dr. Madden is an associate editor of the *Journal of the Experimental Analysis of Behavior*, has served on the editorial board of JEAB, TBA, and *Experimental and Clinical Psychopharmacology*, and is co-editor (with Warren Bickel and Thomas Critchfield) of the forthcoming *Impulsivity: Theory, Science, and Neuroscience of Discounting* (APA Books).

Abstract: Economists and behavioral scientists share an interest in behavior maintained by goods/reinforcers. What have economists discovered that behavioral scientists have yet to study (and vice-versa)? A broad overview will be provided with emphasis placed on the applied utility of behavioral-economic findings.

#44 Symposium

5/24/2008
2:00 PM - 3:20 PM
PDR 1
CSE; Applied Behavior Analysis

Behavior Analysis in Transportation Safety
Chair: Nicole Cambridge (Western Michigan University)
Discussant: Ron Van Houten (Western Michigan University)

Improving Pedestrians Safety at Crosswalks Across America. JIM SHURBUTT and Ron Van Houten (Western Michigan University)

The Effect of Eliminating Permissive Left Turns on Pedestrian Crossing Behavior and Driver Compliance. MICHELLE LYNN ARNOLD and Ron Van Houten (Western Michigan University)

The Effects of Feedback on the Accuracy of Completing Flight Checklists. WILLIAM GENE RANTZ, Alyce M. Dickinson, Gilbert Sinclair, and Ron Van Houten (Western Michigan University)

#45 Panel Discussion

5/24/2008
2:00 PM - 3:20 PM
4D
DEV/CBM; Service Delivery
BACB CE Offered. CE Instructor: Martha Pelaez, Ph.D.

Touch Therapy: Why Does it Work?
Chair: Jacob L. Gewirtz (Florida International University)

JACOB L. GEWIRTZ (Florida International University)
PATRICE MARIE MILLER (Salem State College)
GARY D. NOVAK (California State University, Stanislaus)
TIFFANY FIELD (Touch Research Institute, University of Miami, Medical School)

#46 Panel Discussion

5/24/2008
2:30 PM - 3:50 PM
4A
OTH; Applied Behavior Analysis

Professional Development Series: Conversation Hour with Prominent Women in Behavior Analysis
Chair: Kendra L. Rickard (University of Nevada, Reno)

DOROTHEA C. LERMAN (University of Houston, Clear Lake)
JULIE S. VARGAS (B. F. Skinner Foundation)
CAROL PILGRIM (University of North Carolina, Wilmington)
LINDA A. LEBLANC (Western Michigan University)

#47 International Paper Session

5/24/2008
2:30 PM - 3:20 PM
Continental A
AUT

Parent and Staff Training
Chair: Stephen Gallagher (University of Ulster)

Training Parents in Applied Behavior Analysis Through Multimedia Presentations. (Applied Behavior Analysis) STEPHEN GALLAGHER (University of Ulster)

Behavior Management Winners: A Training Program for Clinical Staff. (Applied Behavior Analysis) JILL F HARRIS, Ann Pate, and Regina Freeman (Children's Specialized Hospital)

#48 Paper Session

5/24/2008
2:30 PM - 3:20 PM
Stevens 4
VRB

Verbal Behavior and Conditional Discriminations
Chair: Bill Potter (California State University, Stanislaus)

Responding to Complex Stimuli. (Theory) WILLIAM F. POTTER (California State University, Stanislaus)

Verbal Conditional Discriminations in the Intraverbal Relation: A Review and Recommendations. (Theory) JUDAH AXE (The Ohio State University)

#49 Symposium

5/24/2008
2:30 PM - 3:50 PM
Williford B
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Kim Killu, Ph.D., BCBA

An Historical Analysis of Generalization, Its Impact on Skill Development Approaches and Implications for Intervention
Chair: Kimberly P. Weber (Gonzaga University)

Reviewing Generalization Practices in JABA: Have we Listened to Baer, Wolf & Risley? KIMBERLY P. WEBER (Gonzaga University) and Kim Killu (University of Michigan, Dearborn)

Programming for Generalized Skill Development for Individuals with Disabilities: An Examination of the Literature. KIM KILLU (University of Michigan, Dearborn) and Kimberly P. Weber (Gonzaga University)

Generalization of Purchasing Skills to Teenagers With Developmental Disabilities. SHANNON HAYTER, Kimberly P. Weber, Carol M. Antcliff, and Thomas Ford McLaughlin (Gonzaga University)

The Implications of our Failure to Address Generalization From Standard Practice. KIM KILLU (University of Michigan, Dearborn) and Kimberly P. Weber (Gonzaga University)

#50 International Paper Session

5/24/2008
2:30 PM - 3:50 PM
Boulevard B
CBM

Clinical Applications of Core Behavior Analysis Principles
Chair: Season Almason (Western Michigan University)

An Application of Motivational Augmentals in Fitness. (Applied Behavior Analysis) MARIANNE L. JACKSON, Larry Williams, and Steven C. Hayes (University of Nevada, Reno)

The Impact of the Sd and EO on Problematic Side-Effects of Extinction. (Applied Behavior Analysis) SANDY MAGEE (University of North Texas)

Differential Reinforcement of Low Rates: Interval Versus Full-Session DRL. (Applied Behavior Analysis) SEASON ALMASON and R. Wayne Fuqua (Western Michigan University)

The Effects of Intermittent Reinforcement for the Consumption of Mastered Foods on the Consumption of Acquisition Foods. (Applied Behavior Analysis) BRITTNEY CHAMBERS (St. Joseph's Children's Hospital) and Merrill J. Berkowitz (St. Joseph's Regional Medical Center)

#51 Symposium

5/24/2008
2:30 PM - 3:50 PM
Boulevard C
CBM; Experimental Analysis

Derived Relational Responding in Experiential Avoidance and Parenting Stress
Chair: Nikki Christine Hernandez (University of North Texas)
Discussant: J. T. Blackledge (Morehead State University)

Parenting Stress and Relational Frame Theory: Patterns of Learning. ANDREW SCHERBARTH, Jeffrey Geddes, Vaishnavi Kapadia, and Amy Murrell (University of North Texas)

Control Freak!: Experiential Avoidance Controls the Distressed Human's Verbal Abilities. AMANDA C. ADCOCK (University of North Texas), Kristin Juskiewicz (University of Milwaukee, Wisconsin), and Nikki C. Hernandez and P. Ryan Mitchell (University of North Texas)

Transformers!: Modeling Experiential Avoidance, Verbal Processes, and Psychopathology. JONATHAN SCHMALZ, Tiffani Allison, Amanda C. Adcock, Karen Michelle O'Brien, and Amy Murrell (University of North Texas)

#52 Symposium

5/24/2008
2:30 PM - 3:50 PM
Williford C
EDC; Applied Behavior Analysis

Evidence-Based Practice Reviews: Behavioral Education Interventions
Chair: Thomas S. Critchfield (Illinois State University)

Classwide Peer Tutoring. LAWRENCE J. MAHEADY (State University of New York, Fredonia)

Precision Teaching. CHARLES MERBITZ (The Chicago School of Professional Psychology), Nancy Merbitz

Equivalence-Based Instruction. THOMAS S. CRITCHFIELD and Daniel Fienup (Illinois State University)

If You're Not at the Table You're on the Menu: Lessons From Direct Instruction's Long and Difficult Dance With Evidence. CATHY L. WATKINS (California State University, Stanislaus)

#53 Symposium

5/24/2008
2:30 PM - 3:50 PM
Waldorf
EDC; Applied Behavior Analysis

Factors Contributing to High-Fidelity Implementation of an Instructional Technology Program: A Preliminary Analysis
Chair: Marta Leon (Headsprout)

Definition and Identification of High-Fidelity Implementations of an Instructional Technology Program. APRIL HEIMLICH STRETZ and Hirofumi Shimizu (Headsprout), Melinda Sota (Florida State University), and Janet S. Twyman and T. V. Joe Layng (Headsprout)

Customer/System Characteristics Related to Fidelity of Implementation of an Instructional Technology Program. JANET A. WEBB, Hirofumi Shimizu, and Brian Walton (Headsprout), Melinda Sota (Florida State University), and Janet S. Twyman and T. V. Joe Layng (Headsprout)

Socially-Mediated Contingencies Related to Fidelity of Implementation of an Instructional Technology Program. DEBORAH ANNE HAAS, Jennifer D. Clayton, Hirofumi Shimizu, April Heimlich Stretz, Janet S. Twyman, T. V. Joe Layng, and Janet A. Webb (Headsprout)

Time- and Phase-Based Considerations Related to Fidelity of Implementation of an Instructional Technology Program. JENNIFER D. CLAYTON and Hirofumi Shimizu (Headsprout), Melinda Sota (Florida State University), and Deborah Anne Haas, T. V. Joe Layng, and Janet S. Twyman (Headsprout)

#54 Symposium

5/24/2008
2:30 PM - 3:50 PM
Astoria
TBA; Applied Behavior Analysis

Functional Assessment in the Public School Setting: A Review of Current Training and Implementation Strategies
Chair: Saul Axelrod (Temple University)

Functional Assessment Training for Special Education Teachers: Best Practice Recommendations. MARIA L. AGNEW (Holy Family University, Temple University)

Functional Assessment in School Settings: A Tool for Classroom Teachers. KELLY KATES-MCELRATH (Bucks County Intermediate Unit 22 & Temple University)

A Functional Behavioral Assessment of Teacher's Knowledge of Functional Behavioral Assessment. KIMBERLY L. KIRCHER (Council Rock School District) and Katrina L. Mellott (International Institute for Behavioral Development)

Functional Assessment Training in the Classroom. NINA C. WILDE (Bucks County Intermediate Unit #22)

#55 Symposium

5/24/2008
2:30 PM - 3:50 PM
Boulevard A
CBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Halina Dziewolska, M.S.Ed., BCBA

Functional Behavior Analysis in the Clinic and School Setting
Chair: Halina Dziewolska (Private Practice/ Behavior Analyst Online)
Discussant: Peter Sturmey (Queens College & Graduate Center of City University of New York)

Functional Analysis in Clinical Treatment: Progress, Problems, and Prospects for Solutions in Psychopathology. PETER STURMEY (Queens College & Graduate Center of City University of New York)

Functional Analysis of Depression in a Clinical Outpatient Setting. CRISTAL E. WEEKS and Jonathan W. Kanter (University of Wisconsin, Milwaukee)

A Function Based Behavior Diagnostic System. KEVEN M. SCHOCK (R Plus/Pennhurst)

#56 Symposium

5/24/2008
2:30 PM - 3:50 PM
Williford A
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Cynthia M. Anderson, Ph.D.

Functional Behavior Assessment in Schools: Research to Practice
Chair: Lisa Kemmerer (University of Louisville)

A Comparison of Two Methods for Collecting Descriptive Analysis Data on Problem Behavior. MARGARET J. STROBEL (Texana), Dorothea C. Lerman and Alyson N. Hovanetz (University of Houston, Clear Lake), and Allison Tetreault (West Virginia University)

Using a Routines Analysis to Guide Descriptive Analyses. AARON BARNES, Cynthia M. Anderson, Cristy Coughlin, and Shelley Kay Mullen (University of Oregon)

A Comparison of Functional Behavior Assessment Methodologies With Young Children: Descriptive Methods and Functional Analysis. PETER ALTER (University of Louisville), Maureen A. Conroy and Rich Mancil (Virginia Commonwealth University), and Todd F. Haydon (University of Florida)

A School-Wide Intervention to Decrease Bullying. SCOTT ROSS and Robert H. Horner (University of Oregon) and Bruce Stiller

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#57 Symposium

5/24/2008
2:30 PM - 3:50 PM
Stevens 3
DDA; Applied Behavior Analysis

Further Developments in the Assessment and Treatment of Pediatric Feeding
Chair: Anjali Barretto (Gonzaga University)
Discussant: Cathleen C. Piazza (Munroe-Meyer Institute)

Home-Based Functional Assessment and Intervention for Food Refusal. Raymond G. Miltenberger, BETSY M. ZAMORA, and Jessica Thompson (University of South Florida)

A Systematic Evaluation of the Interactions Between Escape Extinction, Noncontingent Reinforcement, and Deprivation in the Treatment of Food Refusal. MELANIE H. BACHMEYER, David P. Wacker, Linda J. Cooper-Brown, and Brenda J. Engebretson (University of Iowa)

The Relative Effects of Matched Treatment Packages on Multiply Controlled Feeding Behaviors. KRISTI D. MURPHY, Cathleen C. Piazza, and Heather Kadey (Munroe-Meyer Institute)

5/24/2008
2:30 PM - 3:50 PM
Marquette
OTH; Applied Behavior Analysis

Honoring Beth Sulzer-Azaroff: Students, Colleagues, and Friends Bask in Her Glory
Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

Achieving Educational Excellence: Contributions to Behavioral Instruction. PHILIP N. CHASE (West Virginia University)

From Mild Special Needs to Developmental Disabilities and Autism: The Procreation of Behavior Analysis With Children and Youth. JULIE SCHWEITZER (University of California, Davis School of Medicine) and Kent Johnson (Morningside Academy)

Behavior-Based Safety Takes Flight. MARK P. ALAVOSIUS (University of Nevada, Reno)

Beth Sulzer-Azaroff: Leadership and Mentoring for Lasting Change. Richard K. Fleming (Shriver Center/University of Massachusetts Medical School) and LAURA J. HALL (San Diego State University)

#58 International Symposium

5/24/2008
2:30 PM - 3:50 PM
El; Blackstone Hotel Concourse Level
EAB; Experimental Analysis

Intelligence, Educational, and Socially Relevant Research Using the IRAP as a Methodology
Chair: Catriona O'Toole (National University of Ireland, Maynooth)

Human Relational Processes and Intelligence. CATRIONA O'TOOLE and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

The Assessment of Teacher's Implicit Attitudes Regarding Children With Emotional and Behavioural Difficulties EBD in Mainstream Education. GER SCANLON, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

The Assessment of Self-Esteem Profiles in Children With Special Needs in Mainstream Education. GER SCANLON, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Using the Implicit Relational Assessment Procedure to Measure the Attitudes of Adults Regarding Nationality. FODHLA COOGAN, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

#59 Symposium

5/24/2008
2:30 PM - 3:50 PM
Stevens 1
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: John T. Rapp, Ph.D., BCBA

Interval Methods for Detecting Changes in Frequency and Duration Events: What You Should Know From the Standpoint of Functional Control
Chair: John T. Rapp (St. Cloud State University)

An Extensive Evaluation of Functional Control With Interval Methods I: Duration Events. AMANDA M. COLBY, John T. Rapp, and Ally Lindenberg (St. Cloud State University)

An Extensive Evaluation of Functional Control With Interval Methods II: Frequency Events. DARA N. MICHALSKI (Redwood Learning Center) and John T. Rapp and Amanda M. Colby (St. Cloud State University)

An Extensive Evaluation of Functional Control With Interval Methods III: False Positives for Duration Events. REGINA CARROLL, John T. Rapp, Amanda M. Colby, and Ally Lindenberg (St. Cloud State University)

Evaluating the Accuracy of Interval Recording Methods in Estimating Duration Events: Assessing the Effect of Session Length. SHERISE L. DEVINE (St. Cloud State University/St. Amant) and John T. Rapp (St. Cloud State University)

#60 Symposium

5/24/2008
2:30 PM - 3:50 PM
PDR 2
CSE; Applied Behavior Analysis

Leading Environmental Sustainability: From Behavioral Research to Community Intervention
Chair: E. Scott Geller (Virginia Tech)

Does Prebehavior Reward Enhance Commitment? A Test of a Reciprocity-Based Strategy for Encouraging Environmental Activism. DAVID MICHAEL HARRIS, Philip K. Lehman, Elise Drake, E. Scott Geller, and Madison R. Earnest, III (Virginia Tech)

A Voluntary Reusable Bag Community: Using a Public Pledge Event to Increase Environmentally Sustainable Behavior. MADISON R. EARNEST, III (Virginia Tech), Rachael E. Budowle (Center for Applied Behavior Systems, Virginia Tech), and Elise Drake and E. Scott Geller (Virginia Tech)

A Systematic Approach to Design Litter Control Prompts: Do Person Factors Make a Difference? ELISE DRAKE, Xin Zhao, and E. Scott Geller (Virginia Tech)

A Field Evaluation of Positive vs. Negative Litter Prompts: Recycling Behavioral Research From the 1970's. XIN ZHAO, Elise Drake, and E. Scott Geller (Virginia Tech)

#61 Paper Session

5/24/2008
2:30 PM - 3:50 PM
PDR 3
TPC

Radical Behaviorism, Theory, and Philosophy
Chair: Sam Leigland (Gonzaga University)

Dimensions of Behavior-Analytic Research in the Area of Radical Behaviorism. (Theory). SAM LEIGLAND (Gonzaga University)

The Metaphysics of Relational Frame Theory. (Theory). TED G. SCHONEBERGER (Stanislaus County Office of Education)

Dennett Defenestrated: Defusing the Intentionalist Criticism of Radical Behaviorism. (Theory) SAM LEIGLAND (Gonzaga University)

#62 Symposium

5/24/2008
2:30 PM - 3:50 PM
Stevens 2
DDA; Applied Behavior Analysis

Research on Using Systematic Instruction to Teach Academic Content to Students With Severe Disabilities
Chair: Fred Spooner (University of North Carolina, Charlotte)
Discussant: Diane Browder (University of North Carolina, Charlotte)

Identifying Evidence-Based Practice for Students With Severe Developmental Disabilities in Teaching Picture and Word Recognition Using Time Delay Procedures. FRED SPOONER, Diane Browder, Lynn Ahlgrim-Delzell, Pam Mims, and Joshua Baker (University of North Carolina, Charlotte)

Increasing Participation of Elementary Students With Profound Disabilities During Shared Stories. Diane Browder, PAM MIMS, Fred Spooner, and Lynn Ahlgrim-Delzell (University of North Carolina, Charlotte) and Angel Lee (Life Span, Inc.)

Teaching Science Vocabulary to Students With Significant Cognitive Disabilities Using Peer Supports and Constant Time Delay. Fred Spooner, VICKI KNIGHT, and Diane Browder (University of North Carolina, Charlotte)

#63 Scientific Foundation and Tutorial

5/24/2008
3:00 PM - 3:50 PM
Grand Ballroom
BPH; Experimental Analysis
BACB CE Offered. CE Instructor: Marc Branch, Ph.D.

Drugs as Behavior-Analysis Tools
Chair: Jesse Dallery (University of Florida)

MARC N. BRANCH (University of Florida)



Prof. Marc N. Branch after growing up in a small Western town, obtained an undergraduate degree in Psychology from Stanford University, where interactions with Walter Mischel, Albert Bandura, and Gordon Bower influenced him to pursue graduate study. He began at Arizona State University, then known as "Fort Skinner in the Desert," and his interests quickly veered toward the Experimental Analysis of Behavior, with important mentors like Fred Hegge, Peter Killeen, John Falk, and then-senior-graduate-student, Richard Shull. With that fortunate background, he next moved to the University of Maryland, where he studied with Lewis Gollub, Skinner's last official Ph.D. student. There, under Gollub's guidance, he expanded his interests to Behavioral Pharmacology. After receiving his Ph.D. degree, Branch spent a useful postdoctoral year at the Worcester Foundation for Experimental Biology, where he was mentored by James McKearney. After that year, he joined the faculty at the University of Florida, where he has remained since, rising to the rank of Professor, and having served a term as Chairman of the Department. At Florida his being mentored has continued to this day, with colleagues like Ed Malagodi, Brian Iwata, Hank Pennypacker, Jim Johnston, Tim Hackenberg, Tim Vollmer, Jesse Dallery, and Clive Wynne enriching his academic and research life. Branch's academic life history shows he is a lucky guy.

Abstract: It is sometimes not appreciated that research in behavioral pharmacology can have, and has had, implications for the experimental analysis of behavior, especially its conceptualizations and theory. In this presentation, I outline three general strategies in behavioral pharmacology research that have been employed to increase understanding of behavioral processes. Examples are provided of the general characteristics of the strategies and of implications of previous research for behavior theory. Behavior analysis will advance as its theories are challenged, and behavioral pharmacology is one source of such challenges.

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5/24/2008
3:00 PM - 3:50 PM
International North
OBM; Theory
BACB CE Offered. CE Instructor: William Redmon, Ph.D.,

Meaningful Change at the Cultural Level: Behavioral Systems Revisited
Chair: Timothy D. Ludwig (Appalachian State University)

WILLIAM K. REDMON (Bechtel Group, Inc.)



Dr. William K. Redmon joined Bechtel in 2001 as Manager of Leadership and Development. In this role, he creates and manages processes and programs for finding, developing and managing talent. He also manages executive coaching and development programs and oversees the corporate learning and training department, including Bechtel's internal university. Bill also manages Bechtel's performance management programs which center on goal-based performance plans linked to short-term and long-term compensation plans.

Prior to joining Bechtel, Bill consulted with numerous organizations in the private and public sectors to help refine their strategy and business plans and to develop supporting performance systems. He has consulted with manufacturing, retail, and service businesses to design and implement innovative methods in change leadership, quality control, performance management, and talent management.

Early in his career, Bill was a professor of industrial/organizational psychology and designed and taught graduate courses in behavioral systems analysis, organizational change, metrics, and strategic planning. He is the author of numerous published papers on performance management and organizational change and co-editor of a recent graduate training text entitled *Handbook of Organizational Performance: Behavior Analysis and Management.*

He has served as a regular presenter in the Harvard University John F. Kennedy School series on Innovation and Creativity. He is a member of the editorial board of the *Journal of Organizational Behavior Management*, a licensed psychologist, and a Fellow of the American Psychological Association (Division 25). Bill graduated from Western Michigan University with a Ph.D. in Applied Behavior Analysis (Behavioral Psychology) in 1981.

Abstract: During the past 40 years, behavioral systems analysts (e.g., Tom Gilbert, Dale Brethower, Geary Rummler) developed models of organizations that help us understand behavior in context and suggested that behavioral interventions are far more powerful when the total system is considered as a backdrop for individual performance. Unfortunately, most applications at the systems level are described in terms of metaphors or principles, rather than practical, replicable approaches. Few lasting, large-scale applications of behavioral technology in working organizations have been implemented under realistic circumstances. Most published accounts of behavior change in organizations focus on a limited environment (e.g., one department or unit) and are driven by researchers or consultants who implement "contrived" circumstances to incubate and sustain the changes. This is no sin: many of these approaches have led to powerful changes and improved bottomline results. However, they often fall short of documenting reliable ways of changing the behaviors of hundreds or thousands of people–behavior analysis and change on a scope and scale that has the potential to move entire organizational cultures. This presentation will provide an example of large-scale, long-term behavioral intervention in a Fortune 100 business at the cultural level and describe how behavior analytic methods were used to functionally embed new practices that have been sustained over a period of 8 years with the promise of continuing indefinitely (i.e., becoming a way of life for leaders throughout the company). The approach and results will be discussed in terms of a "whole-system application" with reference to early work of behavioral systems analysts.

The intervention involved teaching leaders (including the CEO and 20 top level executives) applied behavior analysis and supporting their use of the skills with extensive coaching and feedback. The model was subsequently extended to the 200 most senior leaders (Phase II) and then to another 700 general managers (Phase III). Plans call for training and coaching more than 2,000 managers and supervisors over the coming year to complete skill development (Phase IV). To embed these practices in the ongoing culture, each leader receives a leadership scorecard (ratings and comments) from his/her direct reports every 6 months and completes an upward feedback dialogue session where the direct reports describe what they see as more effective practices (to be continued in the future) and less effective practices (to be changed or stopped in the future). Direct reports are taught to describe behavior objectively and given instruction in pinpointing. Each manager identifies 1-2 pinpoints from this feedback and commits to specific behavior change in a follow-up session with their team; they also ask direct reports for ongoing feedback during the change period to help shape the new behavior. At the end of six months, they repeat the process (scorecard and upward feedback dialogue) as a means of assessing how well they have done (direct reports are asked for their views on whether or not changes have occurred) and reset the pinpointed behaviors for change (keep the same or shift to new pinpoints if the original targets have been achieved). All managers are required to continue this process every 6 months indefinitely once it is started. Employee feedback, companywide satisfaction surveys, and bottom-line company performance show positive effects that are correlated with these changes.

#65 Scientific Foundation and International Special Event

5/24/2008
3:00 PM - 3:50 PM
Stevens 5
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Alex Kacelnik, Ph.D.

SQAB Tutorial: Facts and Theories in Decision Making: *Sturnus vulgaris* vs. Benjamin Franklin
Chair: John E. R. Staddon (Duke University)

ALEX KACELNIK (Oxford University)



Dr. Alex Kacelnik was born and grew up in Buenos Aires, Argentina. After graduating in Biological Sciences he moved to Oxford where he completed his doctorate studying optimality models of decision-making in birds. As is often the case, topics addressed during his doctorate continued to interest him to this day. In particular, his early research dealt with the trade-off between maximising immediate gains and acquiring information that could lead to greater longer-term benefits (the conflict between exploration and exploitation). In later work he addressed other decision systems, such as the conflict faced by parent birds between feeding their offspring or themselves, the preference for certainty versus risk, or preference between larger, more delayed rewards against smaller, more immediate ones. Alex also works on animal cognition, including research on interval timing, on the notion of rationality, on state-dependent learning, and on tool use by New Caledonian crows. He has published over 130 scientific papers, was co-editor of Volume VI (Foraging) of the Quantitative Analyses of Behavior series, and has supervised over 30 Ph. D. dissertations and 15 postdoctoral researchers. Alex's work typically treats biologically inspired problems combining behavioural analysis with evolutionary and economic theory, and blending theoretical with experimental research.

Abstract: Understanding decision-making involves many disciplines, including Evolutionary biology, economics, psychology and quantitative behavioural analysis. In this tutorial, I review recent experiments on choice between different combinations of amount and delay to food that used starlings as experimental animals. The results are contrasted with predictions from theoretical models originating in these disciplines (including those advocated by B. Franklin). I show that while some models are better at data fitting they can be weaker in other respects.

My overall message is that the worth of theoretical models is not identical to their predictive performance (how well they fit the data). Theories and models are validated by the accuracy of their predictions but should be judged by many additional criteria, including their value to guide research, and to place observations within broader fields of knowledge.

#66 Symposium

5/24/2008
3:00 PM - 4:20 PM
Barbershop; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Topics on the Persistence of Behavior
Chair: Christopher A Podlesnik (Utah State University)

Persistence of Cocaine Self-Administration in Rhesus Monkeys: Assessing the Effects of Response-Independent Infusions Using Behavioral Economic Analyses. CHAD M. GALUSKA (College of Charleston) and Gail Winger and James H. Woods (University of Michigan)

Persistent Preference for a Multiple-Schedule Component Associated With a Richer History of Reinforcement is Not Accompanied by Greater Resistance to Disruption. ANDREW FOX and Mark P. Reilly (Central Michigan University)

Examining the Relation Between Preference and Resistance to Change in Multiple Concurrent Schedules. CORINA JIMENEZ-GOMEZ and Timothy A. Shahan (Utah State University)

The Effects of Reinforcer Rate and Type on Preference and Resistance to Change. CHRISTOPHER A PODLESNIK and Timothy A. Shahan (Utah State University)

#67 Symposium

5/24/2008
3:00 PM - 4:20 PM
Chicago & Alton; Blackstone Hotel, Concourse Level
EAB; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Iser Guillermo DeLeon, Ph.D., BCBA

Translational Research on Economic, Choice, and Cost Variables Across Multiple Applied Contexts
Chair: Iser Guillermo DeLeon (Kennedy Krieger Institute)

Assessing Sensitivity to Changes in Unit Price. FRANCES A. PERRIN (Bancroft NeuroHealth), Patrick R. Progar (Caldwell College), and Ralph Spiga (Temple University)

Demand Curves for Common Reinforcers Vary With the Functional Similarity of Concurrently Available Alternatives. MELISSA J. ALLMAN (Johns Hopkins University School of Medicine), Iser Guillermo DeLeon and Michelle A. Frank (Kennedy Krieger Institute), Meagan Gregory (University of Florida), and Mandy M. Triggs and Abbey Carreau (Kennedy Krieger Institute)

Evaluating Pharmacological and Behavioral Interventions: A Behavioral Economic Approach. RALPH SPIGA and Amy Wells (Temple University) and Deborah Anne Haas (Headsprout, Inc.)

Schedule vs. Stimulus Control Over Biased Responding to Difficult Academic Tasks. BRIAN K. MARTENS and Derek D. Reed (Syracuse University)

#68 Paper Session

5/24/2008
3:30 PM - 4:20 PM
PDR 1
CSE

Consumption and Self-Monitoring in College Students
Chair: Holly Shockley (Washington State University)

Overeating and Food Processing: A Behavioral Analysis of What Makes Food "Fattening". (Applied Behavior Analysis) ROBERT M. STEIN (Lancaster, PA) and Mary Auker (Lebanon Valley College)

The Effects of Self-Monitoring on the Drinking Behavior of College Students. (Applied Behavior Analysis) HOLLY DENICE SHOCKLEY, Raymond O. Sacchi, Kristin Onorati, Jon Walter, Samantha Swindell, and Thomas A. Brigham (Washington State University)

#69 Symposium

5/24/2008
3:30 PM - 4:50 PM
Continental C
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Caio Miguel, Ph.D., BCBA

Analyses of Verbal Operants: From Assessing Behavior to Producing Novel Repetoires
Chair: Caio F. Miguel (California State University, Sacramento)

A Comparison of Echoic and Textual Prompts for Teaching Intraverbal Behavior. LYNN KEENAN and William H. Ahearn (The New England Center for Children) and Caio F. Miguel (California State University, Sacramento)

The Role of Problem-Solving in Complex Intraverbal Repertoires. RACHAEL A. SAUTTER, Linda A. LeBlanc, Allison A. Jay, Tina R. Goldsmith, and James E. Carr (Western Michigan University)

Assessing the Functions of Vocalizations in Children With Limited Vocal-Verbal Repertoires. DANIELLE LISE LAFRANCE, James L. Squires, and David A. Wilder (Florida Institute of Technology) and Matthew P. Normand (University of the Pacific)

Effects of Chain Schedules of Reinforcement and Fluency Training on Frequency of Pure Mands. FERNANDO GUERRERO and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

#70 Symposium

5/24/2008
3:30 PM - 4:50 PM
Stevens 4
VRB; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Matthew Normand, Ph.D., BCBA

Assessing and Teaching Verbal Behavior in Children with Developmental Disabilities
Chair: Gracie Beavers (Florida Institute of Technology)
Discussant: Ernest Vargas (B. F. Skinner Foundation)

A Functional Analysis of Non-Vocal Verbal Behavior of a Young Child with Autism. Matthew P. Normand (University of the Pacific) and Erica Severtson and GRACIE BEAVERS (Florida Institute of Technology)

A Functional Analysis of Verbal Behavior in Children With Developmental Disabilities. ERICA SEVERTSON (Florida Institute of Technology), Matthew P. Normand (University of the Pacific), and Gracie Beavers (Florida Institute of Technology)

A Comparison of Tact and Echoic Prompts on the Acquisition of Intraverbal Behavior in Children Diagnosed With Autism. CRYSTAL N. BOWEN (The Marcus Institute) and Alice Shillingsburg (The Marcus Institute/Emory University School of Medicine)

#71 Symposium

5/24/2008
3:30 PM - 4:50 PM
Continental A
AUT; Applied Behavior Analysis

Increasing Peer Social Interactions and Verbal Behavior Exhibited by Young Children With Autism
Chair: David M. Richman (University of Illinois)

Teaching Peers to Discriminate and Reinforce Picture Exchange Communication System Responses. Mary K. Linnenburger (University of Illinois/Champaign County, IL Public School District #4) and DAVID M. RICHMAN (University of Illinois)

Increasing ProSocial Behaviors for Students With Autism in Inclusive Classrooms Using Peer-Mediated Interventions. JENNIFER M. ASMUS, Laura Mulford, and Sara Christianson (University of Wisconsin, Madison)

A Comparison of Peer Video Modeling Versus Self Video Modeling to Teach Textual Responses in Children With Autism. ALONNA BETH MARCUS, David A. Wilder, and Matthew Russell Osborne (Florida Institute of Technology)

The Emergence of Untrained Mands and Tacts. HEATHER E. FINN and William H. Ahearn (The New England Center for Children) and Caio F. Miguel (California State University, Sacramento)

#72 International Symposium

5/24/2008
3:30 PM - 4:50 PM
Continental B
AUT; Service Delivery
BACB CE Offered. CE Instructor: Eric Larsson, Ph.D., BCBA

Intensive Early Intervention: Organizational Design, Evaluation, and Management of Comprehensive Systems in Diverse International Locations
Chair: Eric Larsson (Lovaas Institute Midwest)

St. Amant Applied Behavior Analysis Program: Publicly-Funded Centralized Early Intensive Behavioral Intervention. DANIELA FAZZIO (University of Manitoba/St. Amant) and Angela Cornick (St. Amant, Canada)

Meeting the Challenge of Organizational Development in Diverse Language and Cultural Contexts in Spain. VICTOR RODRIGUEZ GARCIA (Fundacion Planeta Imaginario) and Melissa J. Gard (Lovaas Institute Midwest)

From Zero to 300: Development of a Comprehensive Preschool Intervention Program From "Scratch" in the Province of New Brunswick. PAUL M. MCDONNELL, Barbara D'Entremont, and Amanda Morgan (University of New Brunswick)

Organization and Evaluation of a Responsive, Quality-Focused System for the Delivery of Intensive Early Intervention. ERIC V. LARSSON and Kara L. Riedesel (Lovaas Institute Midwest)

#73 International Paper Session

5/24/2008
3:30 PM - 4:50 PM
Metra; Blackstone Hotel, Concourse Level
EAB

Observing and Conditioned Reinforcement
Chair: Bryan Lovelace (University of North Texas)

Observing and Attending in a Delayed Matching-to-Sample Preparation in Pigeons. (Experimental Analysis) BRYAN LOVELACE and Manish Vaidya (University of North Texas)

Temporal Location of Food and Stimulus Removal in Observing Procedures With an Added Clock. (Experimental Analysis) ROGELIO ESCOBAR and Carlos A. Bruner (National Autonomous University of Mexico)

Few Reinforcements of the Food-Producing Response Establishes Observing Behavior. (Experimental Analysis) TAOKUENESHI VILLEGAS and Carlos A. Bruner (Universidad Nacional Autonoma de Mexico)

Contingent Stimulus Presentations Determine the Effect of Infrequently Delivered Food Reinforcers. (Experimental Analysis) NATHALIE JEANNE BOUTROS, Michael C. Davison, and Douglas Elliffe (University of Auckland)

#74 Symposium

5/24/2008
3:30 PM - 4:50 PM
4D
DEV; Applied Behavior Analysis
BACB CE Offered. CE Instructor: R. Douglas Greer, Ph.D.

The Educational Gap: One Bridge Built
Chair: R. Douglas Greer (Teachers College, Columbia University)

Post Second Grade Outcomes of the CABAS® Accelerated Independent Learner Model. R. DOUGLAS GREER and Denise O'Sullivan (Teachers College, Columbia University)

Tactics, Developmental Protocols, and Curricula Used in the First and Second Grade Class. KARLA WEIGAND, Darcy M. Walsh, Joan Broto, Mika Fas, and Elizabeth Kracher (Teachers College, Columbia University)

Continuing to Accelerate Independent Learning in the Third Grade. KIMBERLY LAKE, Marisa Savard, and Anusha Subramanyam (Teachers College, Columbia University)

The Identification of Components of Successful Inclusion for Children With Autism. JANET SOLORZANO and Karla Wiegand Mondello (Teachers College, Columbia University)

#75 Panel Discussion

5/24/2008
3:30 PM - 4:50 PM
International South
AUT/DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Kimberly Schreck, Ph.D.

Vulnerability and Bias in BCBA's and Parents' Choices of Autism Treatments
Chair: Kimberly A. Schreck (Pennsylvania State University, Harrisburg)

RICHARD M. FOXX (Pennsylvania State University)
JAMES A. MULICK (The Ohio State University)
ERIC BUTTER (Columbus Children's Hospital & The Ohio State University)
KIMBERLY A. SCHRECK (Pennsylvania State University, Harrisburg)

#76 International Paper Session

5/24/2008
4:00 PM - 4:50 PM
Boulevard C
CBM

Acceptance and Committment Therapy and Difficult Cases
Chair: Susan Clarke (Dorset HealthCare NHS Foundation Trust, Bournemouth University)

Adolescent Self-Mutilating Behaviors: The Role of Experiential Avoidance. (Service Delivery) LAURA HOWE-MARTIN, Amanda C. Adcock, Amy Murrell, and Charles Guarnaccia (University of North Texas)

An RCT Comparison of Acceptance and Commitment Therapy and Treatment as Usual for Treatment Resistant Clients. (Service Delivery) SUSAN ELIZABETH CLARKE (Dorset HealthCare NHS Foundation Trust, Bournemouth University), and Jessica Kingston and Bob Remington (University of Southampton)

#77 Panel Discussion

5/24/2008
4:00 PM - 4:50 PM
Marquette
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)

EILEEN HOPKINS (Eden II Programs)
RANDY I. HOROWITZ (Eden II Programs)
DAPHNA EL-ROY (Eden II Programs)

#78a Invited Presenter

5/24/2008
4:00 PM - 4:50 PM
International North
TBA; Service Delivery
BACB CE Offered. CE Instructor: William F. Buskist, Ph.D.

"Good-bye, Teacher. . . ." Forty Years Later
Chair: Pamela G. Osnes (Behavior Analysts, Inc.)

WILLIAM F. BUSKIST (Auburn University)



Dr. William F. Buskist is the Distinguished Professor in the Teaching of Psychology at Auburn University and a Faculty Fellow at Auburn's Biggio Center for the Enhancement of Teaching and Learning. In his 25 years at Auburn, he has taught over 32,000 undergraduates, mostly in large sections of introductory psychology. He serves as the Section Editor for *The Generalist's Corner* section of *Teaching of Psychology* and as a member of the National Institute on the Teaching of Psychology (NITOP) planning committee. Together with Steve Davis, he has edited two volumes on the teaching of psychology: *The Teaching of Psychology: Essays in Honor of Wilbert J. McKeachie and Charles L. Brewer* (Erlbaum, 2003) and *The Handbook of the Teaching of Psychology* (Blackwell, 2005) and together with Barry Perlman and Lee McCann, he has edited *Voices of Experience: Memorable Talks from the National Institute on the Teaching of Psychology* (American Psychological Society, 2005). He has also co-edited several electronic books for the Society of the Teaching of Psychology (http://teachpsych.org/resources/e-books/e-books.php). He has published over 30 books and articles on the teaching of psychology. In 2005, he was a co-recipient (with Leanne Lamke) of Auburn University's highest teaching honor, The Gerald and Emily Leischuck Presidential Award for Excellence in Teaching. In addition, he was the American Psychological Association's (APA) 2005 Harry Kirke Wolfe lecturer. He also is a recipient of the 2000 Robert S. Daniel Teaching Excellence Award from the Society of the Teaching of Psychology (STP). He is a Fellow of APA Divisions 1 (General Psychology) and 2 (Society for the Teaching of Psychology). He is currently serving as President of the Society. His proudest career achievement is having five of his graduate students honored with national teaching awards.

Abstract: Forty years ago Fred Keller published his now classic paper that introduced the Personalized System of Instruction (PSI) to the teaching world. PSI, or the Keller Plan, as it is sometimes called, gained immediate widespread popularity. Indeed, college and university professors from many disciplines adopted the technique for use in their classes. Researchers published numerous articles showing PSI to be superior over traditional teaching methods in terms of student learning outcomes (i.e., final grades). Interestingly, now, in 2008, few college and university professors have ever heard of PSI, or for that matter, other forms of behavioral instruction. In this presentation, I will discuss the current state of college and university teaching against the backdrop of Keller's and others' work with behavioral approaches to college and

university teaching. I will provide an overview and theoretical analysis of prevailing teaching techniques and the key elements of "master teaching" in an attempt to suggest effective practices for improving one's teaching.

#79 Paper Session

5/24/2008
4:00 PM - 4:50 PM
Williford B
EDC

Applying Precision Teaching in Public and Private School Settings
Chair: Alison Moors (Academy for Precision Learning)

Becoming a Precision Teaching Program in a Public Agency. (Applied Behavior Analysis) ELIZABETH A. SWATSKY (Stanislaus County Office of Education)

The Academy for Precision Learning: Helping Kids Reach Their Full Potential with Applied Behavior Analysis. (Service Delivery) ALISON L. MOORS (Academy for Precision Learning) and Susan K. Malmquist (Private Practice)

#80 Paper Session

5/24/2008
4:00 PM - 4:50 PM
Inspiration Studio; Blackstone Hotel, 5th level
BPH

Drug Effects on Behavior: Animal Models
Chair: Dennis Hand (Central Michigan University)

Behavioral Effects of Cannabinoid Drugs on the Reinforcing Properties of Food in Rats. (Experimental Analysis) ALEXA A. WAKLEY, Erin B. Rasmussen, and Becky Hansis-O'Neill (Idaho State University)

Strain Differences in the Effects of d-Amphetamine on Impulsive Choice. (Experimental Analysis) DENNIS J. HAND, Aaron R. Arbogast, Andrew Fox, and Mark P. Reilly (Central Michigan University)

#81 International Panel Discussion

5/24/2008
4:00 PM - 4:50 PM
Joliet
OBM; Service Delivery

From Academia to Corporate Mania
Chair: Thorhallur O. Flosason (Western Michigan University)

JOSEPH R. SASSON (MedAxiom)
LEE ROBINSON (Oldham County Council)
AMY CHRISTENSEN (Convergys Corporation)

#82 Panel Discussion

5/24/2008
4:00 PM - 4:50 PM
Williford C
EDC; Service Delivery

Implementing an Effective Multi-Tiered Reading Program as Part of Response to Intervention
Chair: William Bursuck (University of North Carolina, Greensboro)

WILLIAM BURSUCK (University of North Carolina, Greensboro)
MARY DAMER (The Ohio State University)
GRETCHEN SMALLWOOD (University of North Carolina, Greensboro)

#83 Symposium

5/24/2008
4:00 PM - 4:50 PM
4A
OTH; Theory

Lessons Learned on the Tenure Track
Chair: Barbara A. Metzger (Sam Houston State University)
Discussant: Cynthia G. Simpson (Sam Houston State University)

Tenure in Texas: Survival Strategies. BARBARA A. METZGER and Vicky Spencer (Sam Houston State University)

The Tenure Track at University of North Carolina, Wilmington: Life in the Fast Lanes (Teaching, Research, and Service). RUTH M. HURST, Christine Hughes, and Wendy Donlin (University of North Carolina, Wilmington)

Building Research for Tenure at a Research-Oriented University. YA-YU LO and Charles L. Wood (University of North Carolina, Charlotte)

#84 Panel Discussion

5/24/2008
4:00 PM - 4:50 PM
Stevens 1
DDA/AUT; Service Delivery
BACB CE Offered. CE Instructor: J. M. Johnston, Ph.D., BCBA

Living with the BACB Guidelines for Responsible Professional Conduct: How to Handle Everyday Ethical Challenges
Chair: James M. Johnston (Auburn University)

JON S. BAILEY (Florida State University, Behavior Management Consultants, Inc., Florida Association for Behavior Analysis)
GINA GREEN (San Diego State University)
JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology & ABA Tech)
BRIDGET A. TAYLOR (Alpine Learning Group)

#85 Special Event

5/24/2008
4:00 PM - 4:50 PM
Stevens 2
EAB; Theory

The Behavioral Research Program at the National Cancer Institute: A Resource for the Scientific Study of Behavior
Chair: Kathryn Saunders (University of Kansas)

PAIGE MCDONALD (National Institute of Health/National Cancer Institute)



Dr. Paige McDonald is chief of the Basic and Biobehavioral Research Branch of the Behavioral Research Program in the Division of Cancer Control and Population Sciences at the National Cancer Institute (NCI). A program director since joining NCI in 2001, Dr. McDonald has cultivated the growth of the branch's research portfolio, focused on elucidating biological mechanisms of psychosocial effects on health and disease. Prior to joining the NCI, Dr. McDonald was a research psychologist at Howard University Cancer Center (HUCC) and a faculty member in the Department of Medicine at Howard University College of Medicine. Her research interests included stress and immunity within a cancer risk context, the influence of behavioral factors on breast cancer risk and survival, and the perceptions and knowledge of breast cancer and early detection behaviors among women residing in public housing. Dr. McDonald received her undergraduate degree in Psychology

and her doctorate in Clinical Psychology from the University of Miami in Coral Gables, Florida. Her doctoral training included an emphasis on behavioral medicine and psychophysiology within the context of cardiovascular disease. Dr. McDonald completed her clinical psychology internship, with specialization in health psychology, at the Brown University Clinical Psychology Internship Consortium and postdoctoral fellowships at the Memorial Sloan-Kettering Cancer Center and the HUCC. In 2005, she received a Master of Public Health degree form Bloomberg School of Public Health at Johns Hopkins University.

Abstract: The Behavioral Research Program (BRP) initiates, supports, and evaluates a comprehensive program of behavioral research ranging from basic behavioral research to research on the development, testing, and dissemination of disease prevention and health promotion interventions in areas such as tobacco use, screening, dietary behavior, and sun protection. Our goal is to increase the breadth, depth, and quality of cancer prevention and control behavioral science. Dr. Paige McDonald will present the scientific mission of the program, highlight research priorities, and discuss funding opportunities for the scientific study of behavior in a cancer control and population science context.

#86 Paper Session

5/24/2008
4:00 PM - 4:50 PM
Astoria
TBA

Practicum and Supervision Methods
Chair: Josh Pritchard (University of Nevada, Reno)

Intensive Practicum in the Real World: A Collaborative Approach to Pre-BCBA Supervision. (Applied Behavior Analysis) THOMAS KITCHEN (Achievement Center/Mercyhurst College), Phillip J. Belfiore (Mercyhurst College),and Robert Gulick (Achievement Center)

Competency Based BACB Supervision. (Service Delivery) JOSH PRITCHARD (University of Nevada, Reno)

#87 Panel Discussion

5/24/2008
4:00 PM - 4:50 PM
Boulevard B
CBM/EAB; Applied Behavior Analysis

Roadmap to Convention Events of Interest to Clinical Behavior Analysis
Chair: Thomas J. Waltz (University of Nevada, Reno)

THOMAS J. WALTZ (University of Nevada, Reno)
AMY MURRELL (University of North Texas)
CLAUDIA DROSSEL (University of Nevada, Reno)

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5/24/2008
4:00 PM - 4:50 PM
Stevens 5
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Jack. J. McDowell, Ph.D.

SQAB Tutorial: Mining Wolfram's "A New Kind of Science"
Chair: M. Jackson Marr (Georgia Tech)

JACK J. MCDOWELL (Emory University)



Dr. Jack J. McDowell earned an A.B. in Psychology from Yale University in 1972 and a Ph.D. from the State University of New York at Stony Brook in 1979 under the mentorship of Dr. Howard Rachlin. He joined the faculty of Emory University in 1979 where he is currently Professor of Psychology. Dr. McDowell's research has focused on mathematical and computational theories of behavior, including formal mathematical work, experimental work with rats, pigeons and humans, and computer experiments with virtual organisms. Much of Dr. McDowell's experimental work has involved tests of matching theory, the results of which recently led him to argue that the traditional version of matching theory is false, and should be replaced by a revamped, modern, version. Most recently Dr. McDowell proposed a computational model of selection by consequences that instantiates the idea that behavior evolves in response to selection pressure from the environment in the form of reinforcement. Computer experiments show that this evolutionary dynamic produces steady-state behavior consistent with the modern version of matching theory. Dr. McDowell's experience with and expertise in mathematical and computational techniques makes him uniquely qualified to evaluate Wolfram's work.

Abstract: Stephen Wolfram's massive self-published tome, "A new kind of science", has been criticized by various reviewers as overwrought, repetitive, egocentric, insufficiently documented, megalomaniacal, too Mathematica-focused, nothing new, self-indulgent, the raving of a crackpot, and false. Whether or not one wishes to believe Wolfram's occasional extravagant claims, such as that continuity and motion in the physical world are illusions, or that the universe is a simple computer program, his manic but endlessly fascinating 6 lb behemoth of a book is a treasure trove of mathematical and computational ideas and techniques that is well worth mining for its possible relevance to problems in quantitative behavior analysis. Wolfram's point of departure is that complex behavior can be produced by the repeated application of simple rules (nothing new); the rest of the book is a rococo elaboration of this theme. From cellular automata and Turing machines to iterated function systems and prime number sequences, there is enough raw material in this volume to keep a scientific miner digging and happy for a long time. In this tutorial I will discuss some of the raw material I have mined from Wolfram's book that might be of interest to quantitative behavior analysts, with a special focus on cellular automata.

#89 Paper Session

5/24/2008
4:00 PM - 4:50 PM
Boulevard A
CBM

The Search for an Effective Clinical Behavior Analysis: The Nonlinear Thinking of Israel Goldiamond
Chair: Jay Moore (University of Wisconsin, Milwaukee)

The Search for an Effective Clinical Behavior Analysis: The Nonlinear Thinking of Israel Goldiamond 1950–1968. (Applied Behavior Analysis) T. V. JOE LAYNG (Headsprout)

The Search for an Effective Clinical Behavior Analysis: The Nonlinear Thinking of Israel Goldiamond 1968–1988. (Applied Behavior Analysis) T. V. JOE LAYNG (Headsprout)

5/24/2008
4:00 PM - 4:50 PM
Grand Ballroom
TPC; Experimental Analysis
BACB CE Offered. CE Instructor: Allen Neuringer, Ph.D.

What's Voluntary about the Voluntary Operant?
Chair: Sam Leigland (Gonzaga University)

ALLEN NEURINGER (Reed College)



Dr. Allen Neuringer obtained a B.A. from Columbia University in 1962 and Ph.D. from Harvard University in 1967. He has been teaching at Reed College in Portland, Oregon since 1970 where he is currently MacArthur Professor of Psychology. He has served on numerous NSF graduate fellowship panels and National Science Foundation and National Institue of Health research study sections. Much of Dr. Neuringer's research has been in collaboration with Reed College undergraduates. His current research is directed at operant variability (for a review, see Neuringer, A. [2004]. Reinforced variability in animals and people. American Psychologist, 59, 891-906). His most recent work describes a theory of volition based upon operant variability (see Neuringer, A., Jensen, G. & Piff, P. [2007]. Stochastic matching and the voluntary nature of choice. JEAB, 88, 1-28). He has also published on self-experimentation, self-control, the "Protestant ethic effect," music discrimination in pigeons, choice under concurrent reinforcement schedules, and percentage reinforcement. His research has been supported by NSF and NIH.

Abstract: I have long been confused by attempts to distinguish emitted operant responses from elicited Pavlovian reflexes and will describe a new theory based on control by reinforcement over levels of response variability. The theory states that a voluntary response has two defining attributes: functionality and potential unpredictability. A voluntary response is functional in the sense that it can be explained, it happens for a reason, it is goal oriented or, in behavior analytic terms, it is an operant, controlled by reinforcement. A voluntary response must also be at least potentially unpredictable (or free, self-generated, not determined). In other words, voluntary responses can be functionally unpredictable. There are two sources of that functional unpredictability: natural variability and learned variability. Natural variability is seen in "baseline" operant responding, during exploration of novel spaces, and under concurrent reinforcement schedules. Learned variability is seen in Karen Pryor's reinforcement of novel responses in porpoises, Don Blough's reinforcement of "random" interresponse times in pigeons, and reinforcement of more-or-less variable sequences that has been studied in my lab and others. I will describe psychophysical evidence in support of an operant variability theory of voluntary behavior and discuss implications for self control.

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

#91 Special Event

5/24/2008
5:00 PM - 5:50 PM
Grand Ballroom

Presidential Scholar's Address: Marriage, Divorce, and the Family
Chair: Janet Twyman (Headsprout)
BACB CE Offered. CE Instructor: Gary Stanley Becker, Ph.D.

GARY S. BECKER (University of Chicago)



Dr. Gary Stanley Becker earned a B.A. at Princeton University and a Ph.D. in economics at the University of Chicago. Becker was a professor at Columbia University from 1957 to 1969. He now holds joint appointments with the department of economics and sociology and the graduate school of business at the University of Chicago. Professor Becker has been applying economic analysis to understand consequential behavior of social significance for over fifty years. In addition, Becker was one of the founders of the principle that education is an investment in human capital.

In 1992, Professor Becker received the Nobel Prize in Economics "for having extended the domain of microeconomic analysis to a wide range of human behavior and interaction, including nonmarket behavior." He has received many other prestigious awards, including the John Bates Clark Medal of the American Economic Association, the National Medal of Science, and most recently, the Presidential Medal of Freedom.

Abstract: Professor Becker's research program is founded on the idea that the behavior of an individual adheres to the same fundamental principles in a number of different areas. The same explanatory model should thus be applicable in analyzing highly diverse aspects of human behavior. His explanatory model is based on what he calls an economic approach, which he has applied to one area after another. This approach is characterized by the fact that individual agents—regardless of whether they are households, firms, or other organizations—are assumed to behave rationally, i.e., purposefully, and that their behavior can be described as if they maximized a specific objective function, such as utility or wealth. Professor Becker has applied the principle of rational, optimizing behavior to areas where researchers formerly assumed that behavior is habitual and often downright irrational. His first book in 1957 explored The economics of discrimination. For his presentation at this year's convention, Professor Becker will use economic analysis to explain marriage and divorce rates in the United States. Among the issues considered are the rise in divorce rates and the decline in marriage rates since the 1960's.

#92 Poster Session

5/24/2008
6:00 PM - 7:30 PM
South Exhibit Hall
AUT

1. Effectiveness of a Behavioral Intervention Program for Children. (CBM; Applied Behavior Analysis) TERESA BALAWEJDER (St. Joseph's University), Lauren Spera (Behavior Analysis and Therapy Partners), Halina Dziewolska (Private Practice/Behavior Analyst Online), and Joseph D. Cautilli (Children Crisis Treatment Center/St. Joseph's University)

2. A University-Based Program for Training Parents of Children With Autism. (CBM; Service Delivery) JEROME D. ULMAN, Joel A. Martin, Tersa L. Laking, and David E. McIntoch (Ball State University)

3. Planning and Implementing an Interdisciplinary Early Intervention Program for Children With Autism. (EDC; Service Delivery) ROBYN CONLEY DOWNS (Central Washington University) and Cindy Carroll (Children's Village)

4. Identifying the Active Ingredients in Intensive Behavioural Intervention Programs for Children With Autism. (CSE; Applied Behavior Analysis) JULIE L. KOUDYS and Adrienne M. Perry (York University)

5. Data-Based Consultation: Integrated Sites at Behavior Analysts, Inc. (DDA; Service Delivery) KOJI TAKESHIMA, Melissa Brown, Michael Edmondson, Heather E. Finn, Holli Helen Henningsen, Nissa Intarachote, Sara Lynn Kuperstein, and Pamela G. Osnes (Behavior Analysts, Inc.)

6. Manipulation of Motivating Operations to Enhance Discrimination Training With Picture Exchange Communication System (PECS). (EDC; Applied Behavior Analysis) RACHEL KAYE, David Robert Dilley, Joseph M. Vedora, and Robert K. Ross (BEACON Services)

7. Impact of ABA Instructional Intensity in Preschool Children Diagnosed With Autism. (EDC; Applied Behavior Analysis) STEVEN WOOLF and Robert K. Ross (BEACON Services)

8. "Throw in Everything But the Kitchen Sink!" A Data Review of Effective Tactics for Children With Autism. (EDC; Applied Behavior Analysis) Amanda Laz, TIFFANIE ELLIS, Kimberly Oertel, Eli Newcomb, Nathan Habel, Jennifer Gentry, Sasha Yazdgerdi, and Nikki Wilson (The Faison School for Autism)

9. The Effects of a Skill-Based Social-Skills Training Program for Children With Autism. (EDC; Applied Behavior Analysis) Danielle Spinnato (DMS Behavioral Interventions), ANGELA F. SMITH (Alpine Learning Group), Andrea E Gonzalez (Caldwell College), and Olga M. Smilon, Hannah E. Hoch, and Bridget A. Taylor (Alpine Learning Group)

10. Parent Coaching for Families on the Waitlist: Parent and Child Outcomes. (Service Delivery) ARCHANA RAJ, Jackie Gorven, Rebecca S. McEachern, and Melissa Huddart-Samchek (CW AIS, ErinoakKids)

11. Outcomes of Behavioural Treatment at a Centre Combined With Mainstream Placement for Children With Autism. (CSE; Service Delivery) ALISON SHARLAND and Sigmund Eldevik (Highfield Centre) and J. Carl Hughes (University of Wales)

12. R.E.A.C.H.: A Transdisciplinary Public School Early Intervention Program for Children With Autism. (EDC; Service Delivery) MARY D. SALMON (Columbus R.E.A.C.H. Program)

13. An Exploratory Outcome Study of Intensive Behavioral Intervention on Children and Their Parents. (EDC; Applied Behavior Analysis) ANNICK LEBEAU, Annie Durand, and Martine Michaud (CRDI-ME)

14. Evaluating Outcomes of Students With Autism Spectrum Disorders Through Data-Based Decision Making. (EDC; Service Delivery) KELLY L. HYDE (Accountability Solutions, LLC) and Kathy L. Gould (Illinois Autism Training and Technical Assistance Project)

15. The Effects of Chelation on Individual Therapy Data: Two Case Studies. (Service Delivery) MELISSA L. OLIVE and Scott Braud (Center for Autism and Related Disorders, Inc.)

16. An Evaluation of the Effects of Hyperbaric Oxygen Therapy on the Behavior of a Young Female With Autism. (DDA; Applied Behavior Analysis) Suzannah J. Ferraioli, Ryan Madigan, David Kieval, Nathan Lambright, Kate E. Fiske, Meredith Bamond, Mary Jane Weiss, and Robert LaRue (Rutgers University)

17. Tracking Individual Outcomes Through a Statewide Family-Focus Project. (EDC; Service Delivery) STACEY BOCK and Nichelle A. Kempel (Illinois State University)

18. Predictors of Curriculum Progress in Intensive Behavioral Intervention for Children With Autism: Building From Single-Subject Data to Group Analyses. (Applied Behavior Analysis) JOHN HOCH, Jacqueline M. Harth, James O'Neill, and Nancy G. Schussler (Behavioral Dimensions, Inc.)

19. Social Outcome Model for Autism. (Applied Behavior Analysis) MARILYN K. BONEM, Renee Lajiness-O'Neill, Zina A. Eluri, Christopher E. Lothamer, and Britta L. Fiksdal (Eastern Michigan University)

20. The Use of a Standardized Assessment to Evaluate Autism Spectrum Disorder Treatment Programs. (Applied Behavior Analysis) SUMMER FERRERI, Josh Plavnick, and Thomas Saad (Michigan State University)

21. The Impact of Care-Provider Positive Behavioural Support Training on Behavioural Treatment for Individuals With Autism. (DDA; Service Delivery) ROSEMARY A. CONDILLAC and Lisa Maire (Brock University), Adrienne M. Perry (York University), and David Factor (TREADD Program, Thistletown Regional Centre)

22. A Practical Application: Employing ABA Methodology in an Inner-City Public School Autism Program. (EDC; Service Delivery) ALYSSA WARSHAY (Central Michigan University), Christie L. Nutkins and Paulette Komor (Grand Rapids Public Schools), and Jennifer L. Wilson (Central Michigan University)

23. Teaching an Adolescent With Autism How to Independently Brush His Teeth Through Analogue Instruction, Picture Sequencing, and Differential Reinforcement. (DDA; Applied Behavior Analysis) LORENZ NEUWIRTH, Lauren Mahoney, and Frank R. Cicero (Eden II Programs)

24. Eight-Month Follow-up of a Pedestrian Training Program on a Five-Year-Old Autistic Child. (EDC; Applied Behavior Analysis) MELISSA GAUCHER, Jacques Forget, and Rafael Daigneault (Université du Québec à Montréal)

25. Teaching a Visually Impaired Preschooler Diagnosed With Autism to Wear Glasses. (DDA; Service Delivery) IAN SANTUS and Ivy M. Chong (Beaumont Hospitals, HOPE Center)

26. Video Modeling and Early Intervention. (Applied Behavior Analysis) MIKE CARPENTER, Hsiaoying Chen, and Xeres Delmendo (Nyansa Learning Corporation)

27. Intensive Toilet Training With Autistic Students. (Applied Behavior Analysis) MICHELLE HARRINGTON and Jill Hunt (Judge Rotenberg Center)

28. Teaching Rejecting Behavior Using Wrong-Items Embedded to Missing-Item Format for an Individual With Autism. (EDC; Applied Behavior Analysis) HAYOUNG CHOI (University of Texas at Austin)

29. Safety and Individuals With Autism Spectrum Disorder: A Review of the Behavior Analytic Literature. (DDA; Applied Behavior Analysis) JACK SCOTT and Bairbre Flood (Florida Atlantic University)

30. An Examination of the Effects of a Self-Monitoring Procedure on Appropriate and Inappropriate Behaviors of a Young Child With Autism. (Applied Behavior Analysis) AINSLEY MCPHERSON, Jennifer A. Castellanos, Katie Rossi, and Patrick M. Ghezzi (University of Nevada, Reno)

31. The Effect of Self-Management Training on the Effect of Social Behavior for Children With Asperger's. (EDC; Applied Behavior Analysis) Hua Feng, Chu-fang Du, and YU-CHING CHIANG (National Changhua University of Education)

32. Use of Script Fading to Teach Conversation Exchanges. (VRB; Applied Behavior Analysis) VIRGINIA S. WONG, Amy J. Davies Lackey, and Tomiko Lyons (Hawthorne Country Day School)

33. Increasing Spontaneous Peer Initiations in a Young Child With Autism Using Textual Prompts. (VRB; Applied Behavior Analysis) ASHLEY BENNETT GOLOMB (The Chicago School of Professional Psychology) and Rachel S. F. Tarbox (Center for Autism and Related Disorders, Inc.)

34. Teaching Children With Autism When Requests Will be Honored. (DDA; Applied Behavior Analysis) JAMES W. HALLE, David M. Richman, and Jessica Zanton (University of Illinois)

35. Influence of an Early Intensive Behavior Intervention on Individual Behavior Profiles of Young Children With Autism. (DDA; Applied Behavior Analysis) MAIKO MIYAZAKI, Yoshiaki Nakano, Takahiro Yamamoto, and Akiko Kato (Nakayoshi Kids Station)

36. Promoting Wellness in Parents of Children With Autism Spectrum Disorders. (CBM; Service Delivery) Stephanie Lockshin (Institute for Child Development) and JULIA BARNES (Institute for Child Development, Binghamton University)

37. Effects of Sibling-Implemented Natural Environment Training (NET). (Applied Behavior Analysis) SARA CZEKALSKI, Nicole Zeug, Jessica L. Broome, Shahla S. Ala'i-Rosales, and Jesus Rosales-Ruiz (University of North Texas)

38. Enhancing ABA Therapy: A Support Intervention for Parents. (Service Delivery) ERICA WAGNER and Christoph Leonhard (The Chicago School of Professional Psychology)

39. The Impact of a Child With an Autism Spectrum Disorder on Marital Relationships. (CBM; Service Delivery) SARAH N. VERLEE and Linda A. Leblanc (Western Michigan University)

40. Siblings of Individuals With Autism: Perceptions of the Sibling Experience, Psychological Functioning, and the Developmental Tasks of Young Adulthood. (CBM; Theory) MEGAN P. MARTINS (University of Colorado Health Sciences Center)

41. Modification of Environmental Variables to Increase Engagement in the Classroom for Children With Autism. (EDC; Applied Behavior Analysis) JACQUELYN M. MACDONALD and James W. Jackson (Southern Illinois University at Carbondale), Mark R. Dixon (Southern Illinois University), and Susan Szekely (Illinois Center for Autism)

#93 Poster Session

5/24/2008
6:00 PM - 7:30 PM
South Exhibit Hall
BPH

42. Effects of Acute Pramipexole on Preference for Gambling-Like Schedules. (EAB; Experimental Analysis) PATRICK STEVEN JOHNSON, Adam T. Brewer, and Jonathan Pinkston (University of Kansas), James H. Woods (University of Michigan), and Gregory J. Madden (University of Kansas)

43. Chronic Quinpirole Produces Perseverative Responding During Extinction in Rats Previously Reinforced With Food. (EAB; Experimental Analysis) ADAM KYNASTON (Utah State University) and James H. Woods (University of Michigan)

44. Caffeine History Affects Subsequent Response Rates and Polydipsic Water Consumption. (EAB; Experimental Analysis) DEBRA J. SPEAR (South Dakota State University)

45. Effects of Ascending and Descending Delay Sequences, Signaled and Unsignaled Delays, and d-Amphetamine on Delay-Discounting Functions. (Experimental Analysis) JONATHAN M. SLEZAK and Karen G. Anderson (West Virginia University)

46. Amphetamine Attenuation of Reward Sensitivity: Differences Between Foraging Rats and Hamsters. (EAB; Experimental Analysis) LESLIE M. WISE (Department of Psychology, 4620), and Valeri Farmer-Dougan, Anthony Calderala, Matthew Richardson, and Shaun Craven (Illinois State University)

47. Changes in Magnitude of Behavioral Contrast Elicited by DA D1, D2, D3 and General Agonist Exposure. (EAB; Experimental Analysis) VALERI FARMER-DOUGAN, Leslie M. Wise, and Jonathan Davis (Illinois State University)

48. Effects of Serotonin Depletion on Delay-Discounting Performance in Rats. (EAB; Experimental Analysis) PAUL L. SOTO (National Institute on Drug Abuse), George A. Ricaurte (Johns Hopkins University), and Jonathan L. Katz (National Institute on Drug Abuse Intramural Research Program)

49. Context Valuation: The Effects of d-Amphetamine on the Persistence and Reinstatement of Responding Previously Maintained by Food. (EAB; Experimental Analysis) STACEY QUICK and Timothy A. Shahan (Utah State University)

50. Behavioral Variability: Effects of Intermittent Reinforcement and Amphetamine. (Experimental Analysis) Erin Fae Pesek, JORDAN M. BAILEY, and M. Christopher Newland (Auburn University)

51. Nicotine Effects on Amount Sensitivity in Adjusting Delay, Concurrent Chains and Concurrent Progressive Ratios. (EAB; Experimental Analysis) MATT LOCEY and Jesse Dallery (University of Florida)

52. The Effects of a Neuroleptic Drug on the Acquisition of Choice. (EAB; Experimental Analysis) DANIEL J. HOFFMAN and M. Christopher Newland (Auburn University)

53. Effects of Cannabinoids on the Reinforcing Efficacy of Sucrose Pellets in Obese and Lean Zucker Rats. (EAB; Experimental Analysis) SALLY L. HUSKINSON and Erin B. Rasmussen (Idaho State University)

#94 International Poster Session

5/24/2008
6:00 PM - 7:30 PM
South Exhibit Hall
CBM

54. Preventive Behavioral Parent Training: Immediate and Long-Term Impact on Observed Parenting Skills and Maternal Report of Conduct Problems. (Applied Behavior Analysis) Jessica Malmberg, ANDREW ARMSTRONG, Clint Field, Rebecca Scharton, Angie Dahl, Rachel Duchoslav, and Alexis Bolton (Utah State University)

55. Preventive Behavioral Parent Training: Immediate and Long-Term Outcomes on Observed Rates and Maternal Report of Conduct Problems. (Applied Behavior Analysis) JESSICA MALMBERG, Andrew Armstrong, Clint Field, Rebecca Scharton, Rachel Duchoslav, Alexis Bolton, and Angie Dahl (Utah State University)

56. Behavioral and Emotional Problems in Children Following a Residential Fire. (Applied Behavior Analysis) KATHRYN SCHWARTZ and Russell T. Jones (Virginia Tech)

57. Current Perspectives on TIME-OUT: An Examination of the Last 24 Years of Research. (EDC; Theory) WILLIAM J. WARZAK and Michael J. Kellen (University of Nebraska Medical Center)

58. Preference Assessments for Children and Adolescents: Examining Developmental, Diagnostic and Ethnic Differences. (CSE; Service Delivery) Jennifer L. Resetar and CLAYTON COOK (Girls and Boys Town)

59. Functional Analysis of Noncompliance in Typically Developing Preschoolers. (Applied Behavior Analysis) NICOLE M. RODRIGUEZ, Rachel H. Thompson, and Lindsay C. Peters (The New England Center for Children) and Devon Ezell and Tanya Baynham (University of Kansas)

60. Biopsychosocial Aspects of Deletion 14Q (Q24.3Q31) Syndrome: A Multimodal Behavioral Treatment Approach. (Service Delivery) TARA R. SNYDER and Richard Ney (Midwestern University)

61. Descriptive Analysis of Parent-Child Interactions: An Evaluation of Inappropriate Mealtime Behaviors. (Applied Behavior Analysis) AARON D. LESSER, Carrie S. W. Borrero, and Elizabeth A. Masler (Kennedy Krieger Institute)

62. Assessing the Durability of Parent Training for Food Refusal: A Preliminary Investigation Using Descriptive Analysis Methods. (Applied Behavior Analysis) JULIA N. WOODS, Carrie S. W. Borrero, Elizabeth A. Masler, John Rock, and Rachel Avery (Kennedy Krieger Institute)

63. Variables Predicting Treatment Outcome of Children With Tube Dependence in Kennedy Krieger Institute's Feeding Disorders Program. (Service Delivery) MELISSA GONZALEZ LUKE (Kennedy Krieger Institute), Rinita B. Laud (Louisiana State University/Kennedy Krieger Institute), and Charles S. Gulotta (Kennedy Krieger Institute)

64. Teacher Training for Children With Co-Occurring Hyperactive and Defiant/Aggressive Behavior. (Applied Behavior Analysis) JEFFREY DANFORTH (Eastern Connecticut State University)

65. Evaluation of a Treatment Package for Bruxism in a Young Child With Autism. (Applied Behavior Analysis) EMILY L. BARNOY, Adel C. Najdowski, Jonathan J. Tarbox, and Arthur E. Wilke (Center for Autism and Related Disorders, Inc.), and Megan D. Nollet (University of Nevada, Reno)

66. Child Maltreatment: Program of Training to Parents to Reduce the Indiscrimination and Maternal Unpredictability. (Applied Behavior Analysis) MANUEL MORALES and Ariel Vite (Universidad Nacional de México)

#95 Poster Session

5/24/2008
6:00 PM - 7:30 PM
South Exhibit Hall
DDA

67. Extensions to Undifferentiated Functional Analyses. (Applied Behavior Analysis) KELLY M. SCHIELTZ, Jay W. Harding, David P. Wacker, Wendy K. Berg, and Jayme Mews (University of Iowa)

68. A Comparison of Descriptive and Functional Analyses Conducted by Parents in Home Settings. (EAB; Applied Behavior Analysis) MALIHA ZAMAN, Jay W. Harding, David P. Wacker, Wendy K. Berg, and Yaniz C. Padilla (University of Iowa)

69. Using Functional Analysis Outcomes to Assess the Degree of Matching During Descriptive Assessments. (CBM; Applied Behavior Analysis) BLAIR PARKER HICKS and Nathan Call (The Marcus Institute)

70. A Comparison of the Conditional Probabilities of Social Reinforcement and Aberrant Behavior in Descriptive Analyses. (CBM; Applied Behavior Analysis) GARRETT PURNELL, Nathan Call, and Blair Parker Hicks (The Marcus Institute)

71. Interactions Between Positive and Negative Reinforcement During the Escape Condition of a Functional Analysis. (CBM; Applied Behavior Analysis) KELLY MCKNIGHT, Nathan Call, Joanna Lomas, and Diana Garcia (The Marcus Institute)

72. The Effects of Conducting a Functional Analysis on Problem Behavior in the Natural Environment. (CBM; Applied Behavior Analysis) MICHAEL SCHAFER, Nathan Call, Amanda Zangrillo, Joanna Lomas, and Robert R. Pabico (The Marcus Institute)

73. Scatter Plot Analysis: A Replication of Kahng, et al. (1998). (Applied Behavior Analysis) DANIELLE ELISABETH EDMONDS, Frances A. Perrin, and Denise Marzullo (Bancroft NeuroHealth), Patrick R. Progar (Caldwell College), and Sandra Kokolis and Loyda Santiago (Bancroft NeuroHealth)

74. A Comparison of Stimulus-Avoidance Assessments Conducted in Natural Environment and Analog Settings. (CBM; Applied Behavior Analysis) MEIGHAN D. ADAMS, Joanna Lomas, and M. Alice Shillingsburg (The Marcus Institute)

75. A Comparison of Naturalistic and Analog Functional Analyses. (Service Delivery) WILLIAM A. FLOOD (May South, Inc.)

76. Providing Consequences to Multiple Topographies in a Brief Functional Analysis: Achieving Differentiated Functions Across Topographies. (Applied Behavior Analysis) BRIDGET OULUNDSEN, John Mortensen, and William A. Flood (May South, Inc.)

77. The Influence of Instruction Type on Escape-Maintained Behavior. (Applied Behavior Analysis) TORY J. CHRISTENSEN and Joel E. Ringdahl (University of Iowa), Todd G. Kopelman (University of Iowa Hospitals and Clinics), and Sandra L. Ginder and Anuradha Salil Kumar Dutt (University of Iowa)

78. The Effects of Prior Exposure to Antecedent Events as Motivating Operations on Automatically Reinforced Behavior and Task Responding. (Applied Behavior Analysis) YI-CHIEH CHUNG and Helen I. Cannella-Malone (The Ohio State University)

79. Parametric Analysis of Presession Exposure to Edible and Nonedible Items. (EAB; Applied Behavior Analysis) JOLENE R. SY (University of Florida) and John C. Borrero (University of Maryland, Baltimore County)

80. An Applied Example of a Transitive Conditioned Establishing Operation. (CBM; Applied Behavior Analysis) ROBERT T. MCNEARY, Nathan Call, Richard K. McCranie, and Joanna Lomas (The Marcus Institute)

81. The Effects of Transitive EO Manipulation on Choice Responding. (CBM; Applied Behavior Analysis) CHRIS A. TULLIS, Crystal N. Bowen, Amber L. Valentino, and M. Alice Shillingsburg (The Marcus Institute)

82. Reflexive Conditioned Establishing Operation Within the Demand Context With Children With Developmental Disabilities. (CBM; Applied Behavior Analysis) BRIANA R. LOPEZ, Crystal N. Bowen, Diana Garcia, and M. Alice Shillingsburg (The Marcus Institute) and Michael E. Kelley (Marcus Institute and Emory University)

83. Background Music as Abolishing Operation for Problem Behaviors During Reinforcement Assessment. (CBM; Applied Behavior Analysis) MARCIE DESROCHERS (State University of New York, Brockport), Rebecca Oshlag (New York School for the Blind), Angela Kennelly (State University of New York, Brockport), and Rachael Oshlag (Hillel of Rochester Area Colleges/University of Rochester)

84. The Effects of Socially Validated Clothing on Problem Behaviors and Mood in Adolescents With Developmental Disabilities. (Applied Behavior Analysis) JEANNE KNEELAND and Gordon A. DeFalco (Evergreen Center)

85. Assessment and Treatment of Aggression Maintained by Escape From Close Proximity. (Applied Behavior Analysis) DENISE KUREK and David E. Kuhn (Kennedy Krieger Institute)

86. The Effects of Paraprofessional Proximity on the Social Interaction of Children With and Without Disabilities. (EDC; Applied Behavior Analysis) JOANIE MARIE GARRO (Private Consultant)

87. Assessing the Effects of Social Proximity and Attention on Problem Behavior. (Applied Behavior Analysis) AMBER BORKOSKI, Stephanie A. Contrucci Kuhn, and Frederick W. Hoots (Kennedy Krieger Institute)

88. Within Session Analysis of Physiological Responding and Self-Injury With and Without Restraint. (Applied Behavior Analysis) LAUREN BEAULIEU, Heather K. Jennett, and Louis P. Hagopian (Kennedy Krieger Institute)

89. The Effects of Response Blocking on Physiological Responding and Ritualistic Behavior in an Individual With Autism and OCD. (Applied Behavior Analysis) HEATHER K. JENNETT, Lauren Beaulieu, and Louis P. Hagopian (Kennedy Krieger Institute)

#96 International Poster Session

5/24/2008
6:00 PM - 7:30 PM
South Exhibit Hall
EAB

90. Test Order Effects in Simultaneous Protocols. (Experimental Analysis) TIMOTHY A. WARNER and Abdulrazaq A. Imam (John Carroll University)

91. Using fMRI to Assess the Reinforcer Magnitude Effects on Neurobiology of Pathological Gamblers. (Experimental Analysis) MARANDA TRAHAN (Southern Illinois University Carbondale), Mark R. Dixon (Southern Illinois University), and Amanda L. Ryan and Reza Habib (Southern Illinois University, Carbondale)

92. The Effects of Delayed Reinforcement as Differential Outcomes in Delayed Matching-to-Sample in Pigeons. (Experimental Analysis) Lawrence Ezra Allen and BRUCE E. HESSE (California State University, Stanislaus)

93. Analysis of Correspondences Between the Said and the Do in Adults and Children When Three Kind of Descriptions are Used. (VRB; Experimental Analysis) HORTENSIA HICKMAN, Patricia Anabel Plancarte Cansino, Rosalinda Arroyo, Diana L. Moreno, and María Luisa Cepeda Islas (Universidad Nacional Autónoma de México)

94. Shaping Human Movement Topographies Using Two Different Response Markers: Voice and Clicker. (Experimental Analysis) TRAVIS HETH and Jesus Rosales-Ruiz (University of North Texas)

95. Assessing Choice Between High- and Low-Risk Options: Effects of Manipulating Cost. (Experimental Analysis) J. ADAM BENNETT, Gabriel D. Searcy, and Cynthia J. Pietras (Western Michigan University)

96. Age-Related Behavioral Change in Ames Dwarf Mice. (Experimental Analysis) DAVID P. AUSTIN, Jeffrey N. Weatherly, and Holly Brown-Borg (University of North Dakota)

97. Effect of Stimulus Equivalence Procedures on Generalized Responding. (Applied Behavior Analysis) GLEN L. MCCULLER, Chris Ninness, and Robin Rumph (Stephen F. Austin University)

98. Effects of Training on the Implicit Stereotypes in Trainees. (Experimental Analysis) Michael Angelo Vernale, Diana VanDeKreeke, and Patricia Bach (Illinois Institute of Technology)

99. Effects of Signaled Reinforcer Magnitude and Ordinal Position of a Fixed-Ratio Schedule on Delayed Matching-to-Sample Performance in Pigeons. (Experimental Analysis) YUSUKE HAYASHI, Chata A. Dickson, and Michael Perone (West Virginia University)

100. Do Visual Cues Help Cows to Solve Mazes? (Experimental Analysis) Tania Louise Blackmore, William Temple, amd T. Mary Foster (University of Waikato, New Zealand), Jenny Jago (Dexcel New Zealand), and JENNIFER M. KINLOCH (University of Waikato, New Zealand)

101. A Video-Game Procedure for the Analysis of Behavioral Choice in Humans. (Experimental Analysis) Harold L. Miller, Jr. and JASON VAN DER HORST (Brigham Young University)

102. Avoidance of Audio/Video Signal Disruption: The Influence of Alternative Situations. (Experimental Analysis) DEREK WILKINSON and Philip N. Hineline (Temple University)

103. Studying Behavioral Fluency Under Conditions of Equated Practice and Reinforcement Variables. (EDC; Experimental Analysis) Michelle B. Hudson and ADAM H. DOUGHTY (College of Charleston)

104. Effects of Group Size in Social Dilemmas. (EAB; Experimental Analysis) LUIS FERNANDO GONZALEZ-BELTRAN and Carlos Santoyo (Universidad Nacional Autónoma de México)

105. Resurgence of Temporal Patterns of Responding. (EAB; Experimental Analysis) CARLOS CANÇADO and Kennon A. Lattal (West Virginia University)

106. An Analysis of Effort Discounting in College Students. (Experimental Analysis) BRYAN K. SAVILLE (James Madison University)

107. Superstitious Behavior in a Gambling Simulation. (Experimental Analysis) JENNIFER L. HITT, Larry Alferink, and Thomas S. Critchfield (Illinois State University)

108. Eye Movements in a Four-Choice Simultaneous Discrimination With Bi- and Three-Dimensional Figures. (Experimental Analysis) CANDIDO PESSOA, Peter Endemann, Willian Ferreira Perez, Edson Huziwara, and Gerson A. Y. Tomanari (Universidade de São Paulo)

109. Effects of Novel Reinforcer Presentation and Reinforcer Variability on the Within-Session Response Rates of a Developmentally Disabled Child Completing an Academic Task. (DDA; Experimental Analysis) ALICE A. KEYL (Utah State University), Dorothea C. Lerman (University of Houston, Clear Lake), and Shelley Kay Mullen (University of Oregon)

110. Pretraining Procedures to Avoid Development of Exclusive Preference on Concurrent Schedules in Children With Autism. (DDA; Experimental Analysis) KAREN M. LIONELLO-DENOLF, William V. Dube, and William J. Mcilvane (University of Massachusetts Medical School)

111. The Matching Law and Professional Football: Play Calling as a Function of Game Situation. (Experimental Analysis) STEPHANIE STILLING and Thomas S. Critchfield (Illinois State University)

112. Resistance of Obese-Prone Rats to Contingencies of Food Deprivation. (Experimental Analysis) W DAVID PIERCE and Donald C. Heth (University of Alberta) and James C. Russell and Spencer D Proctor (Alberta Institute of Human Nutrition)

#97 Poster Session

5/24/2008
6:00 PM - 7:30 PM
South Exhibit Hall
EDC

113. Using Functional Behavioral Assessment to Design Function-Based Interventions in Applied Settings. (Applied Behavior Analysis) MORGAN CHITIYO (Southern Illinois University at Carbondale)

114. A Functional Analysis and Treatment Analysis of a Child's Aggressive Behavior in a Preschool Classroom. (Applied Behavior Analysis) LAURA ELIZABETH PIERCE and Donald M. Stenhoff (University of Kentucky)

115. An Evaluation of Escape-to-Attention as a Potential Variable for Maintaining Disruptive Behavior in the School Setting. (EDC; Applied Behavior Analysis) JANA SARNO, Heather Sterling-Turner, Daniel H. Tingstrom, and Brad Dufrene (The University of Southern Mississippi)

116. Teaching to the Function of Escape-Motivated Behavior. (DDA; Applied Behavior Analysis) KATIE M. KREIMER, Linda G. Garrison-Kane, Stephanie Watson, Jennifer Alicandri, Robert Carignan, and Paris A. Depaepe (Missouri State University)

117. The Effects of Differential Reinforcement of Incompatible (DRI) Behaviors and Opportunities to Engage with Conditioned Reinforcers on the Emission of Stereotypy. (Applied Behavior Analysis) OSWALDO OCHOA (The Chicago School of Professional Psychology) and Grant Gautreaux (Nicholls State University)

118. Quantity Versus Quality: The Opportunity to Choose Back-Up Reinforcers in a Token Economy. (Applied Behavior Analysis) Sandeep K. Sran (University of the Pacific), John C. Borrero (University of Maryland, Baltimore County), and Kenneth Beauchamp, Floyd J. O'Brien, and David Wells (University of the Pacific)

119. Functional Communication Training Using Concurrent Schedules of Differing Magnitudes of Reinforcement in Lieu of Extinction. (Applied Behavior Analysis) DAWN H. DAVIS, Robert Gama, and Laura D. Fredrick (Georgia State University), and Jasiri Miller and Cole Sproat (Fitzhugh Lee Learning Center, Cobb County Public Schools)

120. Decreasing Disruptive Behaviors in the Classroom Through Response Marking and Differential Reinforcement of Low Rates. (CSE; Applied Behavior Analysis) RICK SHAW (Behavior Issues)

121. Automatic Delivery of a Reinforcer and the Effect on Academic Progress. (Applied Behavior Analysis) JILL HUNT and Michelle Harrington (Judge Rotenberg Center)

122. Response Allocation Under Concurrent Ratio Schedules With Differentially Effortful Responses. (DDA; Applied Behavior Analysis) ROCCO NOCERA (Kidsprout, LLC)

123. The Effects of Differential Reinforcement and Criterion-Referenced Timings on the Fluency of Acquired Skills. (Applied Behavior Analysis) LORI ANN AGUIRRE (The Chicago School of Professional Psychology) and Grant Gautreaux (Nicholls State University)

124. The Effects of a Differential Attention Intervention to Decrease Student Disruptive Behavior. (Service Delivery) MEGAN PARKER (University of Tennessee, Knoxville), and Christopher Skinner and Richard A Saudargas (University of Tennessee)

125. The Effects of Feedback and Reinforcement on the Academic Productivity of Second Graders. (Applied Behavior Analysis) JU HEE PARK, Lynn D. Heward, and Sheila R. Alber-Morgan (The Ohio State University)

126. Reduction of Aggression and Self-Injury Using Noncontingent Reinforcement and a Behavior Contract. (DDA; Service Delivery) VICKI L. ISLER, Erin F. Stabnow, and Andrea Hewitt (Children's Care Hospital and School)

127. Use of a Concurrent Arrangement to Evaluate Academic Choice Making. (DDA; Applied Behavior Analysis) TODD G. KOPELMAN and Lakaren Rickman (University of Iowa Hospitals and Clinics)

128. The Effect of Specialized Reading Interventions on Oral Reading Fluency. (EAB; Experimental Analysis) ERIN M. HOLTON, Jennifer J. McComas, Dana Wagner, and Jessica L. Cherne (University of Minnesota)

129. Testing the Effects of Multiple Exemplar Instruction Across Reading Responses on Inducing Reader-Listener Comprehension. (Applied Behavior Analysis) R. Douglas Greer, Tracy Reilly-Lawson, Erica Wyner, and GEMMA RHODESIDE (Teachers College, Columbia University)

130. Applying BEA to Increase Math Fluency with a Visually Impaired Student. (EAB; Experimental Analysis) MEAGAN BOYD MEDLEY, Rachelle Schuck, and Kristin N. Johnson-Gros (Mississippi State University)

131. Teaching *b d* Letter Discrimination with Delayed Prompting. (Applied Behavior Analysis) SARA JEAN DOTY, Jennifer L. Wilson, and Michael D. Hixson (Central Michigan University)

132. Matching Learner Needs to Social Skill Instruction. (DDA; Applied Behavior Analysis) JENNIFER E. COPELAND (Melmark), Lindsay Stangeland (Grant Wood Area Education Agency), Brigid Carbo (Melmark), and Brenda J. Engebretson and David P. Wacker (University of Iowa)

133. Acquisition of Social Tasks via Video Modeling and a Yoked Contingency. (Applied Behavior Analysis) AMY J. DAVIES LACKEY and Virginia S. Wong (Hawthorne Country Day School)

#98 Poster Session

5/24/2008
6:00 PM - 7:30 PM
South Exhibit Hall
TBA

134. Effects of Positive Behavior Support Training on Preservice Teachers. (EDC; Service Delivery) RUTH AULD and Phillip J. Belfiore (Mercyhurst College)

135. A Picture is Worth More Than a Thousand Words? Visual Inspection of Single-Case Graphs. (EDC; Applied Behavior Analysis) GUNN LOKKE and Jon A. Lokke (University College of Ostfold) and Erik Arntzen (Akershus University College)

136. Preparatory Efficacy of the Behavior Analysis Training System. (Applied Behavior Analysis) TARA ADAMS and Krista Gabriau (Western Michigan University), Alaina Nichole Clark (Quality Behavioral Outcomes), and Caitlin Elizabeth O'Boyle and Richard W. Malott (Western Michigan University)

137. Learning Efficiency of Two Strategies for Completing Fluency-Based Modules. (EDC; Applied Behavior Analysis) STEPHEN E. EVERSOLE (Behavior Development Solutions)

138. "Let us out!" College Students' Preference for Escape-Related Consequences. (EDC; Applied Behavior Analysis) RENEE K. VAN NORMAN, Deborah Russell Carter, Lena Sankovich, John Carter, Lauren Totaro, and Juan Simon (University of Nevada, Las Vegas)

139. Teaching Principles of Applied Behavior Analysis Through Self-Directed Projects. (EDC; Applied Behavior Analysis) Ellie Kazemi and BRIAN RICE (California State University, Northridge), Sheila Allameh (Alliant International University), and Gal Soffer (California State University, Northridge)

140. Some Effects of Online Practice Games on Computer-Based Quiz Performance of Graduate Students. (EDC; Applied Behavior Analysis) TRACY L. KETTERING (The Ohio State University), Traci Cihon (The Chicago School of Professional Psychology), and Kristall J. Graham and Nancy A. Neef (The Ohio State University)

141. Staff-Training Program in Home-Based Early Intervention of Children With Autism: The Method for Modifying Student-Teachers to ABA Therapists. (DDA; Applied Behavior Analysis) KOJI TAKEUCHI (Meisei University), Hitomi Kuma, Yuno Takeuchi, and Yoshiko Hara (Keio University), Hideyuki Haraguchi (Educational Center in Tokorozawa), and Jun'ichi Yamamoto (Keio University)

#99 Poster Session

5/24/2008
6:00 PM - 7:30 PM
South Exhibit Hall
TPC

142. The Use of Paired Stimulus Preference Assessment Procedures to Identify Preferred Edibles in Equines and Canines. (CSE; Applied Behavior Analysis) KELLY SCHINDLER, Dixie Lee Davis, K. Mark Derby, Anjali Barretto, Kimberly P. Weber, and Thomas Ford McLaughlin (Gonzaga University)

143. A Comparison of Preference Assessments and Reinforcer Effectiveness. (Applied Behavior Analysis) NATALIE BARON, Jennifer Dawn Magnuson, Stefanie Fillers, Shawn Vieira, and Hanna C. Rue (May Institute)

144. Notation of Behavioral Operations in Behavior Analysis: Status in Modern Textbooks. (TBA; Theory) JON A. LOKKE and Gunn Lokke (University College of Ostfold) and Erik Arntzen (Akershus University College)

145. Functional Analytic Psychotherapy: Where It Has Been and Where It Should Go. (TPC; Theory) CHRISTOPHER L. BARNES, M.A. (Illinois School of Professional Psychology)

146. Aversive Shock Therapy: An Argument For and Against Its Use. (TPC; Theory) CHRISTOPHER L. BARNES, M.A. (Illinois School of Professional Psychology)

147. Efficiency in Making Accurate Data Based Decisions: A Comparison of Visual Displays. (TPC; Theory) ELIZABETH GRACE LEFEBRE and Charles Merbitz (The Chicago School of Professional Psychology) and Michael Fabrizio (Fabrizio/Moors Consulting)

148. A Preliminary Analysis of the Stimulus Value of Functional Versus Nonfunctional Reinforcers. (Applied Behavior Analysis) TAMARA L. PAWICH and Marilyn K. Bonem (Eastern Michigan University)

149. A Visual Comparison of Information. (Theory) KERIN ANN WEINGARTEN (The Chicago School of Professional Psychology)

#100 Business Meeting

5/24/2008
7:30 PM - 8:20 PM
PDR 4

Behavior Analysis in Practice
Chair: Dorothea C. Lerman (University of Houston, Clear Lake)

Purpose: First annual meeting of *Behavior Analysis in Practice*, a new practitioner-oriented journal published by ABAI. Board members will discuss the progress of the new journal and plans for upcoming issues.

#101 Business Meeting

5/24/2008
7:30 PM - 8:20 PM
PDR 3

Behavioral Medicine SIG
Chair: Craig Alenn Thomas (Mississippi Behavior Clinic)

Purpose: Our group is dedicated to continuing the legacacy of behavior analysis within behavioral medicine. Many problems of health and illness have a behavioral component. We hope that the SIG will begin to foster a greater understanding of the impact of behavior analysis on behavioral medicine. The SIG continues to collect pamphlets for its pamphlet series on behavioral medicine. It is hoped that this series will be picked up by ABAI and offered to its members. In addition, the SIG is working hard in conjunction with the Health Sports and Fitness Special Interested Groups and the Behavior Analyst Online Special Interest Group. We plan the release of a new journal early next year (2008). It is the journal of *Behavior Analysis in*

Sports, Health Fitness, and Behavioral Medicine. We currently have an open call for papers to this journal. If you are interested in submitting, please send your article to jcautilli2003@yahoo.com If you are interested in advertising your practice or advertising a position, contact Halina Dziewolska at halinadz@hotmail.com In addition, to become an active member of the Behavioral Medicine Special Interest Group, please join our listserve "759-behaviormed " located at http://www.baocommunity.org/mailman/listinfo. This list is sponsored by the BAO and the ABA Behavioral Medicine SIG.

At this meeting we plan to discuss progress on these issues and to scout out new projects.

#102 Business Meeting

5/24/2008
7:30 PM - 8:20 PM
4D

Behaviorists for Social Responsibility SIG
Chair: Richard F. Rakos (Cleveland State University)

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.

#103 Business Meeting

5/24/2008
7:30 PM - 8:20 PM
4A

DEV SIG: Human Development Business Meeting
Chair: Martha Pelaez (Florida International University)

Purpose: The purpose of the DEV SIG meeting is to review our accomplishments of the year 2007 and to set up new goals and objectives for 2008. This year special attention will be placed to the *Behavioral Development Bulletin*, Martha Pelaez, Editor, who has taken the journal to new heights with the publication of the first online version as a joint venture with ABAI and the Behavior Analysis Online (BAO). BDB is the official journal of the DEV SIG of ABA.

#104 Business Meeting

5/24/2008
7:30 PM - 8:20 PM
Joliet
Experimental Analysis of Human Behavior SIG
Chair: Eric A. Jacobs (Southern Illinois University, Carbondale)

Purpose: The EAHB-SIG will meet to honor our student paper winners, discuss membership, dues, and our online journal, the *EAHB Bulletin*, and nominate our 2009 career award winner.

#105 Business Meeting

5/24/2008
7:30 PM - 8:20 PM
Williford B

***Journal of the Experimental Analysis of Behavior*: Meeting for Authors, Prospective Authors, Readers, and Board Members**
Chair: James E. Mazur (Southern Connecticut State 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.

#106 Business Meeting

5/24/2008
7:30 PM - 8:20 PM
PDR 1

SIG Español
Chair: Mapy Chavez-Brown (Wagner College)

Purpose: Annual meeting of the SIG Español. The SIG Español seeks to bring together applied behavior analysts from various Spanish speaking countries, with the intent of promoting the exchange of behavior analytic information among all Spanish speaking ABA members, advocating for and promoting high standards in the applied behavior analytic field, and promoting the dissemination of behavior analytic research across Spanish speaking countries.

#107 Business Meeting

5/24/2008
7:30 PM - 8:20 PM
PDR 2

Standard Celeration Society Business Meeting
Chair: Michael Fabrizio (Fabrizio/Moors Consulting)

Purpose: The Standard Celeration Society invites all of its members to join us for our regular business meeting where we will vote on various matters related to the regular operation of the SCS including election of new officers.

#109 Business Meeting

5/24/2008
7:30 PM - 8:50 PM
Marquette

Autism SIG
Chair: Mary Jane Weiss (Rutgers University)

Purpose: The Autism SIG meets annually for a business meeting and to review issues impacting behavior analysts serving people with autism spectrum disorders. A panel on issues relevant to practitioners will also take place at the meeting.

#110 Panel Discussion

5/24/2008
7:30 PM - 8:50 PM
Astoria
OTH; Service Delivery

Professional Development Series: How to Give Effective Oral Presentations
Chair: Kristen Alyssa Rost (Queens College & Graduate Center of City University of New York)

ERIC J. FOX (Western Michigan University)
RAYMOND G. MILTENBERGER (University of South Florida)
MATTHEW P. NORMAND (University of the Pacific)
GREGORY J. MADDEN (University of Kansas)

#111 Reunion

5/24/2008
8:30 PM - 10:30 PM
Boulevard C

Columbia University and CABAS
Chair: R. Douglas Greer (Columbia University Graduate School and Teachers College)

Purpose: A reunion for all of the former and current Columbia University Students and our CABAS® professionals arond the world.

#112 Reunion

5/24/2008
8:30 PM - 10:30 PM
Boulevard A

Florida Tech Friends and Alumni Reunion
Chair: Jose A. Martinez-Diaz (Florida Institute of Technology)

Purpose: Alumni and friends of the Florida Tech ABA Program are cordially invited to attend an evening of reuniting with old friends and making new friends. We look forward to seeing all of our alumni there and hearing about what you are doing these days. This is also a great opportunity to get to know the newest students and share your tips for success in the program. Please come and enjoy an evening with your FI Tech family!

#113 Reunion

5/24/2008
8:30 PM - 10:30 PM
Continental C

Simmons College
Chair: Shari Daisy (Simmons College)

Purpose: Social gathering for current and former students of the Behavioral Education program at Simmons College.

#114 Reunion

5/24/2008
8:30 PM - 10:30 PM
Inspiration Studio; Blackstone Hotel, 5th level

SKED Users Group and Friends of SKED Users
Chair: Margaret Vaughan (Salem State College)

Purpose: To celebrate the life of Dr. Arthur Snapper, teacher, researcher, and developer of the SKED language, which was first used on a PDP-8 running at .92 mhz with only 4K words of memory. This language allowed behavioral researchers to transition from relay racks to computer-controlled experiments. Art was a pioneer with a vision, and the knowledge and determination to make it a reality. Most definitely something to celebrate.... so come and join us!

Hosted by Dr. Kenneth Stephens, Dr. Frans Van Haaren, and Dr. Margaret Vaughan.

#115 Reunion

5/24/2008
8:30 PM - 10:30 PM
Continental B

St. Cloud State Friends
Chair: Gerald Mertens (St. Cloud State University)

Purpose: Fun time for friends of St. Cloud State University.

#116 Reunion

5/24/2008
8:30 PM - 10:30 PM
Continental A

The Ohio State University Reunion
Chair: Sheila R. Alber-Morgan (The Ohio State University)

Purpose: The Ohio State University special education program will be hosting its annual reunion.

All faculty, students, alumni, and friends are invited!

#117 Reunion

5/24/2008
8:30 PM - 10:30 PM
Stevens 1

University of Florida Reunion
Chair: David R. Maguire (University of Florida)

Purpose: The purpose of this annual reunion is to provide a time and place for past, present, and future University of Florida alumni, faculty, students, and friends to gather during this year's convention.

#118 Reunion

5/24/2008
8:30 PM - 10:30 PM
Stevens 3

University of Kansas
Chair: Edward K. Morris (University of Kansas)

Purpose: To create an opportunity for the faculty and graduates of the departments of Human Development and Family Life and of Applied Behavioral Science to meet and greet.

#119 Reunion

5/24/2008
8:30 PM - 10:30 PM
Stevens 4

University of Nevada, Reno
Chair: Patrick M. Ghezzi (University of Nevada, Reno)

#120 Reunion

5/24/2008
8:30 PM - 10:30 PM
Stevens 2

University of North Texas, Department of Behavior Analysis Reunion
Chair: Richard G. Smith (University of North Texas)

Purpose: Current students, alumni, and faculty will gather together and reminisce about their past and make new contacts for their future.

#121 Reunion

5/24/2008
8:30 PM - 10:30 PM
Boulevard B

University of Wisconsin, Eau Claire
Chair: Kevin P. Klatt (University of Wisconsin, Eau Claire)

Purpose: The University of Wisconsin-Eau Claire invites all alumni, current students, former faculty, and friends.

#122 Reunion

5/24/2008
8:30 PM - 10:30 PM
Stevens 5

Western Michigan University: Reunion for Alumni, Students, Faculty, and Friends
Chair: R. Wayne Fuqua (Western Michigan University)

Purpose: This is a social event, a gathering of WMU alumni, current students, faculty, and friends.

#122a Reunion

5/24/2008
8:30 PM - 10:30 PM
International South

Welcome to Chicago Reception
Chair: Charles Merbitz (Chicago School of Professional Psychology)

Purpose: The Chicago Association for Behavior Analysis, along with the Chicago School of Professional Psychology, Applied Behavior Analysis Program, welcome all convention attendants to the 2008 Annual Convention. Join us for refreshments and conversation.

#123 Special Event

5/24/2008
10:30 PM - 12:30 AM
Grand Ballroom

Behavioral Bash
Chair: Corina Jiménez-Gómez (Utah State University)

Abstract: ABAI welcomes all of its members to Chicago. Join us for a night of fun and entertainment, which will include videos submitted by student members, a skit competition, the Student Committee mentor awards, and entertainment from local talent. We hope to see you all there!

Making a World of Difference

Pacific Child and Family Associates offers applied behavior analysis services for children and adults with autism and other developmental disabilities. We are committed to providing the highest quality, scientifically based services, built on a foundation of respect for those we serve.

We are always looking for enthusiastic, creative behavior analysts to join our team of dedicated professionals.

Please email inquiries to caraentz@pacificchild.com

PACIFIC CHILD
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SUNDAY, MAY 25

Day Schedule

Business Meetings

Sessions

Reunions/Receptions

ABA Expo

Sunday, May 25

	ROOM	7 AM :00	7 AM :30	8 AM :00	8 AM :30	9 AM :00	9 AM :30	10 AM :00	10 AM :30	11 AM :00	11 AM :30	12:00 PM - 1:30 PM	1:30 PM - 2:30 PM
Lower Level	South Exhibit Hall			Registration, Continuing Education, START, and Exhibitors								POSTER SESSIONS	Reg, CE, START, Exhibits
	Northeast Exhibit Hall					Bookstore							
	Stevens 1					#162 DDA Ch: Borrero BACB		#191 DDA Ch: Rios					#223 DDA Ch: Reyes BACB
	Stevens 2					#156 DDA Ch: Hagopian		#192 DDA Ch: Phillips					#233 DDA Ch: Cameron BACB
	Stevens 3					#168 DDA Ch: Sainato		#185 DDA Ch: Hrga					#220 DDA Ch: Iwata BACB
	Stevens 4					#144 VRB Ch: O'Brien		#194 AUT Ch: McKinnon					#238 VRB Ch: Chiesa
	Stevens 5					#165 VRB Ch: Villardaga		#176 VRB Ch: Sparling					#236 VRB Ch: VanDerKreeke
1st Floor	Continental A					#170 AUT Ch: Carnahan		#195 AUT Ch: Hundert BACB					#221 AUT Ch: Ferraioli BACB
	Continental B					#161 AUT Ch: Lin		#183 AUT Ch: MacDuff BACB					#218 AUT Ch: Lucker BACB
	Continental C					#166 AUT Ch: Thiele BACB		#189 AUT Ch: Ellis BACB					#226 AUT Ch: Harris BACB
2nd Floor	International North					#139 TBA ASHLEY BACB		#179 AUT * FISHER BACB		#204 DDA WACKER BACB			#214 OTH * RICHERSON
	International South					#154 AUT Ch: LeBlanc BACB		#179 AUT Ch: Miklos BACB					#224 AUT Ch: Najdowski BACB
	Boulevard A			#127 Applied Animal		#169 CBM Ch: Patel BACB		#198 CBM Ch: Gulotta					#229 CBM Ch: Dolezal
	Boulevard B			#126 Student Committee		#157 CBM Ch: Groskeutz BACB		#180 CBM Ch: Gimenez					#216 CBM Ch: Bowers
	Boulevard C			#138 Speech Pathology SIG		#153 CBM Ch: Peterson		#177 CBM Ch: Wilson BACB					#227 CBM Ch: Moran BACB
	Grand Ballroom					#141 DEV RACHLIN BACB		#152 EDC WALKER		#203 TPC * HOLTH BACB			#213 EAB * MISCHEL BACB
3rd Floor	Williford A	#124 Cardio Kickboxing				#149 EDC Ch: Weinstein		#186 EDC Ch: O'Keeffe					#228 EDC Ch: Weinstein
	Williford B			#133 Neuroscience		#142 EDC Ch: Hursh		#175 EDC Ch: Daly					#222 EDC Ch: Cihon
	Williford C			#135 PBS SIG		#159 EDC Ch: Hawkins BACB		#187 EDC Ch: Singer-Dudek					#225 EDC Ch: Hagar
	Waldorf					#145 EDC Ch: Hammonds		#184 EDC Ch: Wilson					#219 EDC Ch: McKeon BACB
	Astoria			#134 Parent-PP SIG		#147 TBA Ch: Kellum		#178 TBA Ch: Visalli-Gold BACB					#231 TBA Ch: Grow
	PDR 1			#130 Clinical SIG		#164 CSE Ch: Cambridge		#193 CSE Ch: Wong					#215 CSE Ch: Chung
	PDR 2			#128 BACB: International		#158 CSE Ch: Adams BACB		#182 CSE Ch: Stoutimore BACB					#230 CSE Ch: Vilardaga
	PDR 3			#129 Gerontology		#140 TPC Ch: Gibbs		#171 TPC Ch: Leon					#234 TPC Ch: Malott
	PDR 4			#137 Crime & Deliquency SIG		#160 AUT Ch: Foster		#201 AUT Ch: Graves					#237 AUT Ch: Williams
	PDR 5	Speaker Ready Room											
	PDR 6	Speaker Ready Room											
	Joliet			#125 ABAI Program		#148 OBM Ch: Stratton BACB		#202 OBM Ch: Stratton BACB					#235 OBM Ch: Wilder BACB
	Marquette			#132 JABA Board Meeting		#163 OBM Ch: Fabrizio BACB		#181 OBM Ch: Faulkner					#217 OBM Ch: Puvathingal
4th Floor	4A			#131 Behavior & Social Issues		#151 OTH Ch: Glenn		#197 OTH Ch: Hirschman					
	4B												
	4C												
	4D			#136 STEP SIG		#143 DEV Ch: Kowakowski		#174 DEV Ch: Pelaez BACB		#205 DEV			#232 DEV Ch: Hayes
	4E	START Job Interview Rooms (Interviews should be scheduled at the START Jobs desk in the South Exhibit Hall)											
	4F												
	4G												
	4H												
	4I												
	4J												
Blackstone Hotel	EI					#155 EAB Ch: Campbell		#199 EAB Ch: Arntzen					
	Chicago & Alton					#150 EAB Ch: Smethels		#200 EAB Ch: Bordieri					#239 EAB
	Metra					#146 EAB Ch: Trahan BACB		#188 EAB Ch: Sellers BACB					
	Barbershop					#167 EAB Ch: Hand		#196 EAB Ch: Fox					
	Inspiration Studio					#152 BPH Ch: Lovelace		#190 BPH Ch: Rojewski					

LEGEND

- ☐ = B. F. Skinner Lectures
- ☐ = Special and Invited Events
- * = Science Series
- BACB = Session available for BACB CE (for certified behavior analysts)
- Ch: = Chairperson

Sunday, May 25

ROOM	2:30 - 3:00	3 PM :00	3 PM :30	4 PM :00	4 PM :30	5:00 - 5:30	5:30 - 7:00	7 PM :00	7 PM :30	8 PM - 10 PM	10 PM - 12 AM	
South Exhibit Hall	Registration, Continuing Education, START, and					POSTER SESSIONS					ABAI EXPO	Lower Level
Northeast Exhibit Hall	Bookstore											
Stevens 1	#223 Cont'd	#226 DDA Ch: Machalicek BACB		#288 DDA Ch: Cicero BACB						#316 Cambridge Center		
Stevens 2	#233 Cont'd	#267 DDA Ch: Sturmey BACB								#317 May Institute		
Stevens 3	#220 Cont'd		#272 DDA Ch: Harding							#313 ACBS		
Stevens 4	#238 Cont'd	#260 AUT Ch: Gerhardt BACB								#314 Skinner Foundation		
Stevens 5	#236 Cont'd	#265 AUT Ch: Tarbox BACB		#284a State of the Science + FANTINO, NEVIN, SIDMAN, THOMPSON, MACE								
Continental A	#221 Cont'd	#249 AUT Ch: Lovell		#278 AUT Ch: Wilder BACB						#315 BA Services Program		1st Floor
Continental B	#218 Cont'd	#259 AUT Ch: Kenyon BACB		#285 AUT Ch: Loncola						#318 Lindsley Chart Share		
Continental C	#226 Cont'd	#252 AUT Ch: Benavides		#276 AUT Ch: McDonald BACB						#318a Florida State University		
International North	#248 CSE Ch: Arcaroli BACB			#283 OBM Ch: Ludwig BACB								
International South	#224 Cont'd	#251 AUT Ch: Green		#277 AUT Ch: Graff BACB								
Boulevard A	#229 Cont'd	#250 CBM Ch: Douleh		#280 CBM Ch: Gaynor								2nd Floor
Boulevard B	#245 CBM Ch: Manos			#274 CBM Ch: Everly BACB				#311a Dissemination SIG				
Boulevard C	#227 Cont'd	#252a OTH Ch: Twyman		#270 CBM Ch: Slater								
Grand Ballroom	#240 CBM MAP OFF BACB		#269 VRB * JOHNSON		#289 BPH * MORGAN BACB							
Williford A	#228 Cont'd	#257 EDC Ch: Berens BACB		#290 EDC Ch: Chiesa				#308 Pilates/Yoga				
Williford B	#222 Cont'd	#253 EDC Ch: Fienup						#306 Mid-American ABA				
Williford C	#225 Cont'd	#258 EDC Ch: Anderson BACB		#287 EDC BACB Ch: Fitzgerald								
Waldorf	#219 Cont'd	#255 EDC Ch: De Leon BACB						#303 BACB: Status				
Astoria	#231 Cont'd	#268 TBA Ch: Williams BACB		#286 TBA Ch: Gunter				#304 BAO SIG				
PDR 1	#241 CSE Ch: Arnold			#282 AUT Ch: Haas-Givler				#310 Technology SIG				
PDR 2	#230 Cont'd	#261 CSE Ch: Williams BACB						#311 VRB SIG				
PDR 3	#234 Cont'd	#254 TPC Ch: LaRue BACB		#291 TPC Ch: Laitinen				#307 Parents/ Professionals				
PDR 4	#237 Cont'd	#262 AUT Ch: Peterson						#305 BIG SIG				
PDR 5	Speaker Ready Room											
PDR 6	Speaker Ready Room											
Joliet	#235 Cont'd	#264 OBM Ch: Therrien BACB										
Marquette	#246 OBM Ch: Hyten BACB			#271 AUT Ch: Libby BACB				#309 PDS Jimenez-Gomez		#312 PDS * Jimenez-Gomez		
4A		#263 OTH Ch: DeBar		#292 OTH Ch: Lesser								4th Floor
4B												
4C												
4D	#232 Cont'd	#256 DEV Ch: Well BACB										
4E	START Job Interview Rooms (Interviews should be scheduled at the START Jobs desk in the South Exhibit Hall)											
4F												
4G												
4H												
4I												
4J												
El	#247 EAB Ch: Kolb			#281 EAB Ch: Lattal								Blackstone Hotel
Chicago & Alton	#243 EAB Ch: Moore			#279 EAB Ch: Waterman								
Metra	#244 EAB Ch: Commons BACB			#275 EAB Ch: Dymond BACB								
Barbershop	#242 EAB Ch: Podlesnik			#273 EAB Ch: Bizo								
Inspiration Studio												

#124 Special Event

5/25/2008
7:00 AM - 7:50 AM
Williford A

Health, Sport, & Fitness Activity: Cardio-Kickboxing
Chair: Elise Cooke (Holliston Public Schools)

Purpose: 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 ABAI members and guests are welcome; instruction will be differentiated to ensure that individuals of all fitness levels can be successful.

#125 Special Event

5/25/2008
8:00 AM - 8:50 AM
Joliet

ABAI Program Committee Meeting
Chair: Ramona Houmanfar (University of Nevada, Reno)

- AUT: Autism - Dr. William Ahearn (The New England Center for Children) and Dr. Jeffrey H. Tiger (Louisiana State University)
- BPH: Behavioral Pharmacology - Dr. John Roll (Washington State University) and Dr. Jesse Dallery (University of Florida)
- CBM: Clinical, Family, Behavioral Medicine - Dr. Ann Branstetter (Missouri State University) and Dr. Jonathan Kanter (University of Wisconsin, Milwaukee)
- CSE: Community Interventions, Social and Ethical Issues - Dr. Maria Ruiz (Rollins College) and Dr. Saul Axelrod (Temple University)
- DDA: Developmental Disabilities - Dr. Mark Dixon (Southern Illinois University) and Dr. Joel E. Ringdahl (University of Iowa)
- DEV: Human Development, Gerontology - Dr. Martha Pelaez (Florida International University) and Dr. Gary Novak (California State University, Stanislaus)
- EAB: Experimental Analysis of Behavior - Dr. Mark Reilly (Central Michigan University) and Dr. James S. MacDonall (Fordham University)
- EDC: Education - Dr. Ronnie Detrich (The Wing Institute) and Dr. Cathy Watkins (California State University, Stanislaus)
- OBM: Organizational Behavior Management - Dr. Timothy Ludwig (Appalacian State University) and Dr. Alicia Alvero (Queens College & Graduate Center of City University of New York)
- OTH: Other - Dr. William Palya (Jacksonville State University)
- TBA: Teaching Behavior Analysis - Dr. Pamela Osnes (Behavior Analysts, Inc.) and Dr. Denise Ross (Teachers College, Columbia University)
- TPC: Theoretical, Philosophical and Conceptual Issues - Dr. Sam Leigland (Gonzaga University) and Ted Schoneberger, BCBA (Stalislaus County Office of Education)
- VRB: Verbal Behavior - Dr. William Potter (California State University, Stanislaus) and Dr. Matthew Normand (University of the Pacific)
- Program Board Coordinator - Dr. William L. Heward (The Ohio State University)

#126 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
Boulevard B

ABAI Student Committee Business Meeting
Chair: Corina Jiménez-Gómez (Utah State University)

Purpose: The purpose of this meeting is to discuss the activities and future goals of ABAI'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. We invite all student members to attend this meeting.

#127 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
Boulevard A

Applied Animal Behavior Special Interest Group
Chair: Jennifer L. Sobie (American Society for the Prevention of Cruelty to Animals)

Purpose: The annual business meeting of the AAB SIG will meet to discuss current membership, the treasurer's report, and relevant issues and advances through behavior analysis in the field of applied animal behavior. Specifically, discussion will touch upon advancement of SIG interests in and beyond the ABAI conference and opportunities for student research in applied animal behavior. Announcement of nominees for the Marion Breland Bailey Student Research and Scholarship Award will be included. A newsletter containing a compilation of SIG-related presentations for the 2008 convention program will be provided to all attendants. Everyone is welcome to attend.

#128 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
PDR 2

Behavior Analyst Certification Board: International Certification Development
Chair: Gerald L. Shook (Behavior Analyst Certification Board)

Purpose: This meeting will address important components of the Behavior Analyst Certification Board which include: Board Certified Behavior Analyst (BCBA) and Board Certified Associate 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.

#129 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
PDR 3

Behavioral Gerontology SIG
Chair: Paige Raetz (Western Michigan University)

Purpose: Annual meeting of the Behavioral Gerontology Special Interest Group. All ABAI attendants 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.

#130 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
PDR 1

Clinical Behavior Analysis SIG
Chair: Thomas J. Waltz (University of Nevada, Reno)

Purpose: This is the special interest group for those who have an interest in clinical applications of behavior analysis. Clinical behavior analysts work in both research and applied settings applying behavior analytic principles to just about any situation that may involve psychological distress. This is our annual meeting to discuss how to promote our work at ABAI. Members have the opportunity to network and discuss their areas of interest and work, training opportunities, research projects, conceptual struggles and developments, and plan activities for next year's convention. Everyone is welcome to attend and learn more about this exciting area of behavior analysis.

#131 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
4A

Editorial Board Meeting: *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 progress in expanding our open access, on-line presence; expanding indexing; "institutionalizing" the journal; the future of the print version; and plans to expand submissions with social justice, human rights, environmental implications as well as those that advance the cultural analytic science.

#132 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
Marquette

***Journal of Applied Behavior Analysis* Board Meeting**
Chair: Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center)

Purpose: This meeting provides the board members of the journal with an important opportunity to communicate with each other about issues that impact the journal.

#133 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
Williford B

NeuroSIG: Neuroscience SIG
Chair: Simon Dymond (Swansea University)

Purpose: The purpose of this meeting is to welcome members to the NeuroSIG, to discuss future events, nominate officers, and provide a forum for the discussion of issues related to the intersection of behavior analysis and neuroscience.

#134 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
Astoria

Parent Professional Partnership SIG
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 professional working together creates both exciting opportunities and possibilities. The Parent Professional Partnership SIG is one such opportunity for parents and professionals to come together. A business meeting will be held to provide a forum for networking, to help orient parents to the conference, to outline SIG goals and objectives, and to discuss ways to improve upon the SIG Web site, www.PPPSIG.org. All interested parents and professionals are encouraged to attend this meeting.

#135 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
Williford C

Positive Behavior Support SIG
Chair: Robert F. Putnam (The May Institute, Inc.)

Purpose: The Association for Behavior Analysis' Positive Behavior Support Special Interest Group is dedicated to promoting research-based strategies that combine applied behavior analysis and biomedical science with person-centered values and systems change to increase quality of life and decrease problem behaviors. The goal of the PBS SIG is to promote the use of positive behavior support interventions in schools, communities, agencies, and in homes and support practitioners in its use.

#136 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
4D

Sex Therapy and Educational Programming SIG (STEPSIG)
Chair: Bobby Newman (Room to Grow)

Purpose: The Sex Therapy and Educational Programming SIG of ABAI (STEPSIG) will meet to discuss past year's activities and to plan for the future of the SIG.

#137 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
PDR 4

Crime, Delinquence, and Forensic Behavior Analysis SIG
Chair: Joseph D. Cautilli (Children Crisis Treatment Center/St. Joseph's University)

Purpose: This is open to welcome new members, discuss the work with the Behavior Analyst Online organization on the new journal- *The Journal of Behavior Analysis of Offender and Victim - Treatment and Prevention*, and to elect people to fill all the SIG leadership positions. We will also review the SIG discussion list http://www.baocommunity.org/mailman/listinfo and Web site.

#138 Business Meeting

5/25/2008
8:00 AM - 8:50 AM
Boulevard C

Speech Pathology SIG (SPABA)
Chair: Barbara E. Esch (ESCH Behavior Consultants, Inc.)

Purpose: The annual business meeting of the Speech Pathology SIG (SPABA) is open to anyone interested in promoting a behavioral approach to the analysis and treatment of speech, language, and/or swallowing disorders. There will be reports from members on mission-related activities and a review/discussion of current and future goals.

#139a International Invited Presenter

5/25/2008
9:00 AM - 9:50 AM
International North
TBA; Service Delivery
BACB CE Offered. CE Instructor: Edward Asikhia, Ph.D.

Applied Behavior Analysis in Nigeria: Barriers and Progress
Chair: Denise Ross (Chicago School of Professional Psychology)

EDWARD ASIKHIA (Home-Link Trust Inc)



Dr. Edward Asikhia is the Clinical Director for Home-Link Trust, Inc., an agency that provides behavioral and educational intervention services to children with developmental disabilities. Dr. Asikhia earned a medical degree from the University of Ibadan, Nigeria in 1985, and was trained as a psychiatrist with the University of Benin Teaching Hospital, University of Wales of Medicine Cardiff, and University College Hospital in Galway, Ireland. He obtained MBA and MHPM degrees from the University of Benin, Nigeria, and trained as a behavior analyst at the University of North Texas. Dr. Asikhia provided clinical behavior therapy services at the Child and Adolescent Unit of the Department of Psychiatry, University College Hospital in Galway, Ireland. He also designed rehabilitation and aftercare programs for the Nigerian Prisons Services. Dr. Asikhia is a former Program Director for the behavioral and social intervention center of the Family Care Center, Inc. in Idaho Falls. He has published several articles on the treatment of incarcerated youth in Nigeria and head injuries. Dr. Asikhia is a member of the Nigeria Medical Association and the Inceptor Royal College of Psychiatrists.

Abstract: This lecture describes a demonstration project designed to address barriers to applying behavior analysis in underdeveloped African countries. In many African countries, there is a dearth of information on the prevalence and impact of disabilities. Additionally, there are major issues in the area of government policy, cultural perspective, early screening, diagnosis and treatment of children with autism and other developmental disabilities. In the light of this situation, Home-Link Trust Inc, a developmental disabilities agency based in Idaho State, has established a demonstration project in collaboration with existing nongovernmental organizations for the replication and practice of applied behavior analysis in the management of children with developmental disabilities in Nigeria. This demonstration project will serve as a bridge between the practice of applied behavior analysis in the United States and Africa. In this lecture, the long-term impact of this demonstration project on training and government support for applied behavior analysis in Nigeria will be discussed.

#140 Panel Discussion

5/25/2008
9:00 AM - 9:50 AM
PDR 3
TPC/TBA; Service Delivery

Competency, Complacency, and Convolution in Pet Dog Behavior Consultation
Chair: Margaret H. Gibbs (Leash & Collar DT)

ELIZABETH ANNE MCBRIDE (University of Southampton)
PAMELA J. REID (American Society for the Prevention of Cruelty to Animals)
DEE STANTON (Leash & Collar DT)

#141 Scientific Foundation and Invited Presenter

5/25/2008
9:00 AM - 9:50 AM
Grand Ballroom
DEV; Theory
BACB CE Offered. CE Instructor: Howard Rachlin, Ph.D.

Self-Control and Social Cooperation
Chair: Martha Pelaez (Florida International University)

HOWARD RACHLIN (Stony Brook University)



Prof. Howard Rachlin obtained a Bachelor of Mechanical Engineering degree from Cooper Union in 1957, an M.A. in psychology from The New School for Social Research in 1962, and Ph.D. in psychology from Harvard University in 1965. He is currently a Research Professor and an Emeritus Distinguished Professor of Psychology at Stony Brook University. He has written six books including *Behavior And Mind* (1994) and *The Science of Self-Control* (2000) and published more than 100 journal articles. His research focuses on self-control and social cooperation in humans and nonhumans approached from the perspective of teleological behaviorism.

Abstract: Failures of self-control and social cooperation may both be described in terms of hyperbolic discounting: failures of self-control as due to discounting by delay of reinforcement– failures of social cooperation as due to discounting by social distance. Both self-control and social cooperation may be seen as choice of distributed rewards over individual rewards: self-control as choice of rewards distributed in time – social cooperation as choice of rewards distributed over social space. Self-control fails when the value of a large reward distributed over time (such as good health) is discounted below that of a small immediate reward (such as having an alcoholic drink). Social cooperation fails when the value of a large reward distributed in social space (such as availability of public television) is discounted below that of a small reward to oneself (keeping money rather than donating it). Patterns of behavior that maximize reward distributed over wide temporal or social distances may be selected by reinforcement and evolve over the lifetimes of individuals by a process akin to group selection in biological evolution.

#142 Paper Session

5/25/2008
9:00 AM - 9:50 AM
Williford B
EDC

The Role of Behavior Analysis in Education Reform
Chair: Dan Hursh (West Virginia University)

Anything but Improved Instruction–What Education Does and What it Needs to Do. (Applied Behavior Analysis) ROGER F. BASS (Carthage College)

What Teachers are Taught About Behavior Analysis. (Applied Behavior Analysis) DAN HURSH (West Virginia University)

#143 Paper Session

5/25/2008
9:00 AM - 9:50 AM
4D
DEV

Training Behavior Analysts to Work With the Elderly
Chair: Jeniffer Delaney Kowalkowski (Easter Michigan University)

If Behavior Analysis is So Great, Why is it Not Generating More Change in the Field of Gerontology? (Theory) JENNIFER DELANEY KOWALKOWSKI and James T. Todd (Eastern Michigan University)

CVASA: A Unique Tool for Evaluating Staff Ability to Apply Knowledge of RFE in Residential Settings. (Service Delivery) LEILANI FELICIANO (University of Colorado, Colorado Springs) and Patricia A. Arean (University of California, San Francisco)

#144 International Paper Session

5/25/2008
9:00 AM - 9:50 AM
Stevens 4
VRB

Verbal Behavior and Matching-to-Sample: Some Considerations
Chair: Karen O'Brien (University of North Texas)

A Comparison of Paired-Stimulus (Respondent) and Matching-to-Sample Procedures in the Formation of Derived Equivalence Relations. (Experimental Analysis) JENNIFER M. KINLOCH, T. Mary Foster, and James McEwan (University of Waikato)

The Matching-to-Sample Procedure: A Culturally Sensitive Measure of Cognitive Ability? (Experimental Analysis) KAREN O'BRIEN (University of North Texas)

#145 International Paper Session

5/25/2008
9:00 AM - 10:20 AM
Waldorf
EDC

Applications of Behavioral Instruction Across Content Areas
Chair: Frank Hammonds (Troy University)

Interteaching: An Introduction and Some Modifications. (Applied Behavior Analysis) FRANK HAMMONDS (Troy University)

Programmed Instruction and Interteaching: Applications to Technology Education. (Applied Behavior Analysis) HENRY H. EMURIAN (University of Maryland, Baltimore County)

Variation of Learning when Using Different Language Modes in an Academic Interaction in the Biology Matter. (Applied Behavior Analysis) JOSUÉ ANTONIO CAMACHO CANDIA (Universidad Autónoma de Tlaxcala) and Mónica Mejía García, Ana Luisa Rivera Granados, Irene Corona Flores, Antonio Camacho Ramírez, and Diana Ordoñez Pérez (Instituto Tecnológico de Apizaco)

#146 Symposium

5/25/2008
9:00 AM - 10:20 AM
Metra; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Mark R. Dixon, Ph.D., BCBA

Assessment, Treatment, and Validation of Pathological Gambling: BIG-SIG Symposium 2
Chair: Maranda Trahan (Southern Illinois University Carbondale)

Factor Analyzing the Gambling Functional Assessment Survey. JEFFREY N. WEATHERLY, Joseph Miller, Ellen Meier, and Adam Derenne (University of North Dakota)

Using Behavior Therapy to Treat Pathological Gamblers with Acquired Brain Injury. JOHN M. GUERCIO (Center for Comprehensive Services) and Mark R. Dixon (Southern Illinois University)

The Next Paradigm of Gambling Behavior Research. MARK R. DIXON (Southern Illinois University) and Maranda Trahan (Southern Illinois University Carbondale)

Recent Neuroscience Research and its Possible Implications for Behavior Analysts Interested in Gambling Behavior. BRADY J. PHELPS (South Dakota State University)

#147 Symposium

5/25/2008
9:00 AM - 10:20 AM
Astoria
TBA; Applied Behavior Analysis

Behavor Analysis Research in College Classrooms
Chair: Kate Kellum (The University of Mississippi)

The Effects of Individual Feedback and Group Feedback in Personal Response Systems on Quiz Grades. Kate Kellum, RACHAEL C. HOWARD, Laura M. Phillips, Georgia K. Fyke, and Robert C. Martin (University of Mississippi)

The Effects of Realistic Practice Opportunities on Short-Essay Exam Performance in an Undergraduate Behavior Modification Course. WESLEY H. DOTSON, James A. Sherman, and Jan B. Sheldon (University of Kansas)

The Effects of Anticipated Random Versus Voluntary Question Answering on Attendance and Reading Quiz Grades. KATE KELLUM, Conrad C. Barnes, and Robert C. Martin (The University of Mississippi)

#148 Symposium

5/25/2008
9:00 AM - 10:20 AM
Joliet
OBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Jeanine Plowman Stratton, Ph.D., BCBA

Behavioral Approaches to Environmental Consciousness and Sustainable Practices
Chair: Jeanine Plowman Stratton (Furman University)
Discussant: Timothy D. Ludwig (Appalachian State University)

Lights Out! A Behavioral Approach to Energy Conservation. GEORGE HANCOCK, Jeanine Plowman Stratton, and Austin Johnson (Furman University)

The Use of Visual Feedback to Reduce Paper Use in a University Computer Lab. Gregory Diamantis, Nancy White, and MICHAEL C. CLAYTON (Youngstown State University)

Decreasing Second Hand Smoke in Breathe Easy Zones at Florida State University: Strozier Library. JENAY R. SERMON (Florida State University) and Christi Cherpak and Nicole Tilden Garcia (Florida State University, Panama City)

#149 Symposium

5/25/2008
9:00 AM - 10:20 AM
Williford A
EDC; Applied Behavior Analysis

Bringing Fluency to the People: Lessons from a Community-Based Free After-School Tutoring Program
Chair: Jonathan Weinstein (University of Mississippi)

The Effects of Fluency Training on Retention. CLARK ORTKIESE, Jonathan Weinstein, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

The Effects of Fluency Training on Endurance. JASMINE SULLIVAN, Jonathan Weinstein, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

The Effects of Fluency Training on Academic Achievement. RACHEL LEWIS, Jessica C. Barnes, Jonathan Weinstein, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

How We Dealt With Challenging Behavior. ALYSSA N. WILSON, Jonathan Weinstein, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

#150 International Paper Session

5/25/2008
9:00 AM - 10:20 AM
Chicago & Alton; Blackstone Hotel, Concourse Level
EAB

Choice
Chair: Jack Smethells (Central Michigan University)

Overmatching and Optimization in a Matching Law Experiment With Human Participants. (Experimental Analysis) LAURILYN DIANNE JONES and Francis Mechner (The Mechner Foundation)

Does a Changeover Delay Increase Sensitivity to Reinforcement Allocation? (Experimental Analysis) JAMES S. MACDONALL (Fordham University)

Human Choice in a Variable Environment: Local Effects of Reinforcement. (Experimental Analysis) CELIA LIE, David N. Harper, and Maree J. Hunt (Victoria University of Wellington)

The Impact of Self-Injurious Behaviour on Tutor's Time Allocation: An Application of the Matching Law. (Experimental Analysis) Louisa Salmon and LEWIS A. BIZO (Southern Cross University) and Tom Randell, Martin Hall, and Bob Remington (University of Southampton)

#151 Symposium

5/25/2008
9:00 AM - 10:20 AM
4A
OTH; Experimental Analysis

Contingencies and Metacontingencies in Experimental Microsocieties
Chair: Sigrid S. Glenn (University of North Texas)

Taking the Metacontingency Concept to the Experimental Laboratory. SIGRID S. GLENN (University of North Texas)

Effect of Contingent Outcomes and Changes in Group Membership on Distribution of Group Earnings in an Experimental Metacontingency. RICARDO CORREA MARTONE (Universidade de Brasilia and Instituto de Educação) and Thomas Anatol da Rocha Woelz (University of North Texas)

An Iterated n-players Prisoner's Dilemma Game with an External Selecting Agent: A Metacontingency Experiment. DANIELE ORTU and Thomas Anatol da Rocha Woelz (University of North Texas)

Effect of Resource Availability on Recurring Interlocking Behavioral Contingencies and Their Aggregate Products. ANA BARBARA NEVES and Thomas Anatol da Rocha Woelz (University of North Texas)

#152 Symposium

5/25/2008
9:00 AM - 10:20 AM
Inspiration Studio; Blackstone Hotel, 5th level
BPH; Experimental Analysis

Drug Effects on Conditional Discriminations
Chair: Bryan Lovelace (University of North Texas)
Discussant: John A. Nevin (University of New Hampshire)

Effects of Cocaine Administration on Performance Under a Titrating-Delay Matching-to-Sample Procedure. BRIAN D. KANGAS and Marc N. Branch (University of Florida)

Effects of Nicotine on Temporal Discrimination and Attending to Temporal Samples. SCOTT T. BARRETT (Utah State University), Robert N. Johnson (Delta State University), and Ryan D. Ward and Amy Odum (Utah State University)

Incrementing Non-Match-to-Sample in Rats: Effects of Drugs. DAVID A. MACQUEEN, Laura A. Bullard, Theophania Guze, and Mark Galizio (University of North Carolina, Wilmington)

#153 Symposium

5/25/2008
9:00 AM - 10:20 AM
Boulevard C
CBM; Service Delivery

Empirical Evaluations of Mechanisms of Change in Acceptance and Commitment Therapy
Chair: Katherine A. Peterson (Utah State University)

An Evaluation of Mechanisms of Action in ACT, CT, and ERP for OCD. MICHAEL P. TWOHIG (Utah State University) and Maureen Whittal (University of British Columbia Hospital)

Training Psychology Students in CBT and ACT: Treatment Processes and Psychological Flexibility. RAIMO LAPPALAINEN and Henna-Riikka Tuomela (University of Jyväskylä, Finland), Tuula Lehtonen (University of Tampere, Finland), and Steven C. Hayes (University of Nevada, Reno)

Is Experiential Avoidance a Precursor to Socio-Emotional Problems in Adolescents? Sunila Supavadeeprasit, JOSEPH CIARROCHI, and Patrick Heaven (University of Wollongong)

Impacting Distress Levels and Believability Associated With Negative Self-Evaluations Using Defusion and Restructuring. J. T. BLACKLEDGE (Morehead State University) and Dana Bassett and Joseph Ciarrochi (University of Wollongong)

#154 Symposium

5/25/2008
9:00 AM - 10:20 AM
International South
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Linda A LeBlanc, Ph.D.

Evaluating Video Modeling With Children With Autism
Chair: Linda A. LeBlanc (Western Michigan University)

Strategies for Teaching Children With Autism to Imitate Response Chains Using Video Modeling. LISA TERESHKO (ACES Village School) and Rebecca P. F. MacDonald, William L. Holcomb, and William H. Ahearn (The New England Center for Children)

Teaching Social Initiations to Children With Autism via the Use of Point-of-View Video Modeling. ALLISON TETREAULT (West Virginia University) and Dorothea C. Lerman (University of Houston, Clear Lake)

Comparing Point of View and Scene Video Modeling for Children with Autism. COURTNEY DILLON, Kaneen B. Geiger, and Linda A. LeBlanc (Western Michigan University)

The Role of Preference in Video Modeling Effectiveness. KANEEN B. GEIGER, Courtney Dillon, and Linda A. LeBlanc (Western Michigan University)

#155 International Symposium

5/25/2008
9:00 AM - 10:20 AM
El; Blackstone Hotel Concourse Level
EAB; Experimental Analysis

Experimental Investigations Into the Processes of Psychpathology Using ACT/RFT and IRAP Based Procedures
Chair: Claire Campbell (National University of Ireland, Maynooth)

Exploring Acceptance and Distraction as Coping Strategies for Experimentally Induced Radiant Heat Pain. ANNE KEHOE, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

The Role of Psychological Acceptance- and Control-Based Strategies in Relaxation. CHRISTOPHER WILSON, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Measuring Self-Esteem Using the Implicit Relational Assessment Procedure (IRAP). CLAIRE CAMPBELL, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth), and Ian T. Stewart (National University of Ireland, Galway)

Using the IRAP to Investigate the Impact of Cognitive Defusion on Negative Self-Concepts. CLAIRE KEOGH, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

#156 Symposium

5/25/2008
9:00 AM - 10:20 AM
Stevens 2
DDA; Applied Behavior Analysis

Functional Communication Training: Efficacy, Maintenance, and Generalization
Chair: Louis P. Hagopian (Kennedy Krieger Institute)
Discussant: V. Mark Durand (University of South Florida, St. Petersburg)

Functional Communication Training Prior to the Development of Severe Problem Behavior: A Systematic Replication of the Preschool Life Skills Program. GREGORY P. HANLEY (Western New England College), Nicole Heal (The May Institute), and Tara A. Fahmie (University of Florida)

The Effect of Mand Proficiency on Functional Communication-Based Treatment of Severe Behavior Problems. TERRY FALCOMATA, Joel E. Ringdahl, and Tory J. Christensen (University of Iowa)

Thinning Schedules of Reinforcement Following Functional Communication Training: A Quantitative Analysis. LOUIS P. HAGOPIAN and Eric Boelter (Kennedy Krieger Institute) and David P. Jarmolowicz (West Virginia University)

#157 Symposium

5/25/2008
9:00 AM - 10:20 AM
Boulevard B
CBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Thomas S. Higbee, Ph.D., BCBA

Further Evaluation of Interventions Using Response-Independent/Noncontingent Schedules of Reinforcement
Chair: Mark P. Groskreutz (Utah State University)

Using Non-Contingent Reinforcement (NCR) to Decrease Inappropriate Classroom Behavior in Students With Emotional and Behavioral Disorders. THOMAS S. HIGBEE and Rachael D. Waller (Utah State University)

Programming Nonreinforcement Periods: Do Children Prefer Multiple or Noncontingent Schedules? KEVIN C. LUCZYNSKI (The New England Center for Children) and Greg P. Hanley (Western New England College)

Effects of Treatment Integrity Failures on Time-Based Treatment Schedules: A Laboratory Study. CLAIRE ST. PETER PIPKIN (West Virginia University)

Immediate and Subsequent Effects of Response-Independent Food Delivery on Problem Behavior Maintained by Food. LAUREN A. CHERRYHOLMES, Richard G. Smith, Joe Dracobly, and Stephen F. Walker (University of North Texas)

#158 Symposium

5/25/2008
9:00 AM - 10:20 AM
PDR 2
CSE; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Amanda N. Adams, Ph.D., BCBA

Health, Sports, and Fitness Research in ABA
Chair: Amanda Adams (California State University, Fresno)

Identification of Function in Maintenance of Smoking Cessation. JASON ALAN MARSHALL (California State University, Fresno)

Effects of a Feedback Package on Tactical Behaviors in Youth Basketball. MANOEL RODRIGUES-NETO and Phillip Ward (The Ohio State University)

A System of Identifying and Neutralizing Aversives to Increase Exercise Behaviors. LARAINE WINSTON (University of South Florida/Behavior Analysis Services Program)

Contingency Contracting, Reinforcement Assessment and Generalization: A Guide for Self-Care with Compliance of Therapeutic Intervention. DAVID J. HEBERT (ABEAR Consulting)

#159 International Symposium

5/25/2008
9:00 AM - 10:20 AM
Williford C
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Emma Hawkins, M.Ed., BCBA

Implementing the Comprehensive Application of Behavior Analysis to Schooling Model (CABAS) Across Public and Independent Schools Worldwide: Considerations for Component Implementation
Chair: Emma L. Hawkins (The Jigsaw CABAS School)
Discussant: Susan Mariano-Lapidus (Mercy College)

Frequently Used Tactics Within the Jigsaw CABAS School to Improve Learner Outcomes and Teachers' Analytic Repertoires. EMMA L. HAWKINS, Jackie Charnock, and Sheri Kingsdorf (The Jigsaw CABAS School)

The Application and Effect of Implementing CABAS Components in Local Public School Systems in Virginia. KATHERINE MATTHEWS and Jennifer Camblin (The Faison School for Autism) and Beth Braddock (Virginia Commonwealth University)

The Effects of Component Implementation of the CABAS Model in Public School Systems in Louisiana. GRANT GAUTREAUX (Nicholls State University)

#160 International Paper Session

5/25/2008
9:00 AM - 10:20 AM
PDR 4
AUT

Issues in Program Outcomes
Chair: Emily Foster (Step By Step Learning Group)

Increasing Appropriate Social Language in the Mainstream for a Student With Autism. (Service Delivery) EMILY FOSTER, Kevin S. Cauley, and Elizabeth Benedetto-Nasho (Step By Step Learning Group)

R.E.A.C.H.: A Transdisciplinary Public School Early Intervention Program for Children With Autism. (Service Delivery) MARY D. SALMON (Columbus R.E.A.C.H. Program)

ABA Into the Community: Collaboration Between a University and Non-Profit to Benefit Students With Autism. (Service Delivery) ROBERT J. ALEXANDER and Nathalie J. Deutsch (Easter Seals Metropolitan Chicago), Laura Grant and Kristin C. Greenwood (The Chicago School of Professional Psychology), and Patricia I. Wright (Easter Seals National Headquarters)

#161 Symposium

5/25/2008
9:00 AM - 10:20 AM
Continental B
AUT; Applied Behavior Analysis

Motivational Interventions for Children and Adolescents With Autism and Asperger's Syndrome
Chair: Christie Enjey Lin (University of California, Santa Barbara)
Discussant: Ty Vernon (University of California, Santa Barbara)

Improving Social Engagement in Young Children With Autism Using Embedded Social Reinforcement. TY VERNON, Robert L. Koegel, and Lynn Kern Koegel (University of California, Santa Barbara)

Targeting Restricted Interests and Repetitive Behaviors by Increasing Flexibility in Children With Autism and Asperger's Disorder. Robert L. Koegel, CHRISTIE ENJEY LIN, and Lynn Kern Koegel (University of California, Santa Barbara)

Teaching Adolescents With Asperger's Syndrome and High-Functioning Autism to Serve as Social Facilitators in a Summer Camp Setting. Robert L. Koegel, Ty Vernon, WHITNEY ANN ENCE, and Lynn Kern Koegel (University of California, Santa Barbara)

#162 Symposium

5/25/2008
9:00 AM - 10:20 AM
Stevens 1
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Carrie S. W. Borrero, Ph.D., BCBA

Noncontingent Reinforcement: Treatment Efficacy and Translational Experimentation
Chair: Carrie S. W. Borrero (Kennedy Krieger Institute)
Discussant: Richard G. Smith (University of North Texas)

Noncontingent Reinforcement as Treatment for Problem Behavior: A Quantitative Review. JAMIE SEVERTSON, James E. Carr, and Tracy L. Lepper (Western Michigan University)

A Clinical and Laboratory Evaluation of Noncontingent Reinforcement and Momentary Differential Reinforcement of Other Behavior. KIMBERLY SLOMAN, Timothy R. Vollmer, Andrew Samaha, and Amanda Bosch (University of Florida)

A Further Examination of Behavioral Momentum Effects Arranged by Noncontingent Reinforcement. ABBEY CARREAU, Iser Guillermo DeLeon, Michelle A. Frank, and Mandy M. Triggs (Kennedy Krieger Institute), Melissa J. Allman (Johns Hopkins University School of Medicine), and Yanerys Leon (Kennedy Krieger Institute)

#163 Symposium

5/25/2008
9:00 AM - 10:20 AM
Marquette
OBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Michael Fabrizio, M.A., BCBA

OBM and Autism Intervention: Integrating Systems Theory and Behavior Analysis to Produce Lasting Change in Human Service Settings
Chair: Michael Fabrizio (Organization for Research and Learning)
Discussant: Cloyd Hyten (University of North Texas)

Systems Theory: An Essential Component of Performance Analyses. DONNIE M. STAFF (University of North Texas/Organization & Performance Technology) and Shane D. Isley (Families for Early Autism Treatment of Washington/Organization & Performance Technology)

The Essential Role of OBM Strategies and Tactics in Quality Service Provision to Persons With Autism and Related Disabilities. SHANE D. ISLEY (Families for Early Autism Treatment of Washington/Organization & Performance Technology) and Michael Fabrizio (Organization for Research and Learning)

Measuring and Evaluating Organizational Development in an Autism Service Agency: A Report on the 1st Year of Organization for Research and Learning. KELLY J. FERRIS and Michael Fabrizio (Organization for Research and Learning) and Shane D. Isley (Families for Early Autism Treatment of Washington/Organization & Performance Technology)

#164 Symposium

5/25/2008
9:00 AM - 10:20 AM
PDR 1
CSE; Applied Behavior Analysis

Pedestrian Safety
Chair: Nicole Cambridge (Western Michigan University)
Discussant: William Gene Rantz (Western Michigan University)

Increasing Motorists' Yielding to Pedestrians at Mid-Block Crossings: An Analysis of the Efficacy of Rapid-Flash Pedestrian Crossing Aides. JIM SHURBUTT and Ron Van Houten (Western Michigan University)

Comparison of Staged and Resident Pedestrian in the Evaluation of Rectangular Stutter Flash Beacons. ERICK K. A. MARMOLEJO and Ron Van Houten (Western Michigan University)

The Effects of Extended Arm and Pedestrian Lean on Driver Yielding Behavior. BRIAN J. CROWLEY-KOCH and Ron Van Houten (Western Michigan University)

#165 International Symposium

5/25/2008
9:00 AM - 10:20 AM
Stevens 5
VRB; Applied Behavior Analysis

Recent Applications of Relational Frame Theory Using Deictic Framing Procedures
Chair: Roger Vilardaga (University of Nevada, Reno)

Testing a New Perspective-Taking Procedure in the Context of Attitudes and Emotional Reactions towards Ethnic Minorities. ROGER VILARDAGA, Michael Levin, Thomas J. Waltz, and Steven C. Hayes (University of Nevada, Reno)

Assessing Relational Learning Deficits in Perspective-Taking in Children With and Without High-Functioning Autism. RUTH ANNE REHFELDT (Southern Illinois University), Jeffrey E. Dillen (Our Lady of Peace), Amie Heagle (BEACON Services), and Megan M. Ziomek (Pediatric Development Center-IMMC)

Perspective-Taking, Mindfulness, and Self-Defeating Behavior. PATRICIA BACH (Illinois Institute of Technology)

Through Another's Eyes: The Impact of Training Deictic Framing on Perspective Taking and Social Skills in Children Diagnosed With Autism Spectrum Disorders. EMILY KENNISON SANDOZ and Kelly G. Wilson (University of Mississippi)

#166 Symposium

5/25/2008
9:00 AM - 10:20 AM
Continental C
AUT; Service Delivery
BACB CE Offered. CE Instructor: Donna Thiele, Psy.D., BCBA

Redefining "Early Intervention": Autism and the Middle School Years
Chair: Donna K. Thiele (The Institute for Children with Autism)

Bringing It Down: Targeting Transitional Outcomes for Students With Autism at the Middle School Level. DONNA K. THIELE (The Institute for Children with Autism)

The In-Between Curriculum: Appropriate Curriculum and Individual Outcomes for Students with Autism in Middle School. BRIAN GOLDBERG (The Institute for Children with Autism)

Changing Techniques in Teaching Adolescents With Autism at the Middle School Level. DAWN M RAYMOND (The Institute for Children with Autism)

I Need a Visual!: Creative Middle School Examples From Long Island School Districts. TRACY PETERSON (The Institute for Children with Autism)

#167 International Paper Session

5/25/2008
9:00 AM - 10:20 AM
Barbershop; Blackstone Hotel, Concourse Level
EAB

Schedules of Reinforcement
Chair: Dennis Hand (Central Michigan University)

The Reinforcing Value of Water in a Schedule-Induced Drinking Situation. (Experimental Analysis) JORGE A. RUIZ, Varsovia Hernandez Eslava, and Carlos A. Bruner (Universidad Nacional Autonoma de Mexico)

Differential Effects of Alternative Food Sources on Schedule-Maintained Responding. (Experimental Analysis) RAQUEL ALO and Kennon A. Lattal (West Virginia University)

An Examination of Conjugate Schedules of Reinforcement. (Experimental Analysis) KENNETH MACALEESE and Patrick M. Ghezzi (University of Nevada, Reno)

Performance in Extreme Multiple Schedules. (Experimental Analysis) ANTHONY P. MCLEAN (Canterbury University), Randolph C. Grace (University of Canterbury), and John A. Nevin (University of New Hampshire)

#168 Symposium

5/25/2008
9:00 AM - 10:20 AM
Stevens 3
DDA; Applied Behavior Analysis

Strategies for Increasing Children's Fluency and Engagement: PECS, Playgrounds, Functional Communication Training, and a Racetrack
Chair: Diane M. Sainato (The Ohio State University)

PECS and the Single Teacher: Examining the Effectiveness of Teaching PECS With One Adult. NOA HANNAH and Ilene S. Schwartz (University of Washington)

Addressing the Communicative Needs of Young Children With Challenging Behavior With a Multicomponent Intervention. CAROL ANN DAVIS and Annie McLaughlin (University of Washington)

Empirically-Validated Principles for Increasing Engagement in Young Children With Severe Disabilities on the Playground. ANN N. GARFINKLE and Susan Harper-Whalen (University of Montana)

Using Fluency Based "Racetracks" to Teach Picture Labeling to Preschoolers With Special Needs. LAURA EVANS (Southwest City Schools) and Judah Axe and Diane M. Sainato (The Ohio State University)

#169 Symposium

5/25/2008
9:00 AM - 10:20 AM
Boulevard A
CBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Meeta R. Patel, Ph.D., BCBA

Treatment of Pediatric Feeding Disorders: Outcome Measures of Different Programs Around the Country
Chair: Meeta R. Patel (Clinic 4 Kidz)
Discussant: William H. Ahearn (The New England Center for Children)

Outcomes of Tube Dependent Children in Kennedy Krieger Institute's Pediatric Feeding Disorders Program from 2001-2006. RINITA B. LAUD (Louisiana State University, Kennedy Krieger Institute), Charles S. Gulotta and Peter Girolami (Kennedy Krieger Institute), Danielle N. Dolezal (Kennedy Krieger Institute, The Johns Hopkins University School of Medicine), and James H. Boscoe, Elizabeth A. Masler, Ping Wang, and R. Meredith Elkins (Kennedy Krieger Institute)

The Center for Pediatric Feeding and Swallowing Disorders at St. Joseph's Children's Hospital: Assessment, Treatment, and Outcomes. MERRILL J. BERKOWITZ and Peggy S. Eicher (St. Joseph's Regional Medical Center)

Treatment of Pediatric Feeding Disorders: Outcome Measures for an Intensive Home-Based Program. JENNIFER LEIGH KING, Meeta R. Patel, and Angela Pruett (Clinic 4 Kidz)

#170 Symposium

5/25/2008
9:00 AM - 10:20 AM
Continental A
AUT; Applied Behavior Analysis

Using Work Systems to Promote Engagement and Independence for Students With Autism and Other Disabilities
Chair: Christi R. Carnahan (University of Cincinnati)

Effects of an Individual Work System on Independent Functioning of Students With Autism. KARA HUME (Indiana University)

Promoting Independence for Students With Developmental Disabilities in General Education Classrooms Using Work Systems. Christi R. Carnahan (University of Cincinnati), MOLLY BROWN (Warren County Educational Service Center), and LAURA CLARKE (University of Cincinnati)

An Independent Work System Intervention for Children With Hearing Loss and Autism. CHRISTY BORDERS (University of Cincinnati)

Practical Guidelines for Developing Work Systems: What Does the Literature Say? CHRISTI R. CARNAHAN (University of Cincinnati), Kara Hume (Indiana University), and Christy Borders (University of Cincinnati)

#171 International Paper Session

5/25/2008
10:00 AM - 10:50 AM
PDR 3
TPC

Complex Behavioral Analysis and Interpretation
Chair: Marta Leon (Headsprout)

Downward Causation and Analysis of Complex Systems (Theory) GUNNAR REE (Akershus University College)

Alternative Contingency Sets: Explaining Otherwise Unpredictable Behavior (Theory) MARTA LEON (Headsprout)

#172 Invited Presenter

5/25/2008
10:00 AM - 10:50 AM
Grand Ballroom
EDC; Service Delivery

Evidence-Based Interventions for the Prevention of Destructive Behavior Within School Settings
Chair: Ronnie Detrich (The Wing Institute)

HILL WALKER (University of Oregon)



Dr. Hill Walker is a professor of Special Education, Co-Director of the Institute on Violence and Destructive Behavior, and Director of the Center on Human Development, in the College of Education at the University of Oregon. He has a longstanding interest in behavioral assessment and in the development of effective intervention procedures for use in school settings with a range of behavior disorders. He has been engaged in applied research during his entire career, dating from 1966. His research interests include social skills assessment, curriculum development and intervention, longitudinal studies of aggression and antisocial behavior, and the development of early screening procedures for detecting students who are at-risk for social-behavioral adjustment problems and/or later school drop-out.

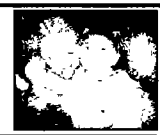
Dr. Walker is the co-author, along with Herbert Severson, of *Systematic Screening for Behavior Disorders (SSBD)* (Sopris West, 1990); author of *The Acting Out Child: Coping With Classroom Disruption* (2nd ed., Sopris West, 1995); co-author, with Phillip Strain and Michael Guralnick, of *Children's Social Behavior: Development, Assessment and Modification* (Academic Press, 1986); co-author, with Geoffrey Colvin and Elizabeth Ramsey, of *Antisocial Behavior in School: Strategies and Best Practices* (Brooks/Cole, 1995); co-editor, with Michael Epstein, of *Making Schools Safer and Violence Free: Critical Issues, Solutions, and Recommended Practices* (PRO-ED, 2000); and co-editor, with Mark Shinn and Gary Stoner, of *Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches* (National Association of School Psychologists, 2002). His most recent books are the 2nd edition of *Antisocial Behavior in School: Evidence-Based Practices* (Wadsworth/Thomson Learning, 2004) co-authored with Elizabeth Ramsey and Frank Gresham; and *Safe and Healthy Schools: Practical Prevention Strategies* (Guilford, 2005) co-authored with Jeffrey Sprague.

Abstract: In the past decade, schools have come under increasing pressures to adopt evidence-based practices due primarily to federal legislation (e.g. the No Child Left Behind Act), greater demands for accountability and impact stemming from federal investments in research, and public concerns about the safety and security of students in school settings. It is now common to see lists of evidence-based programs, considered to be either promising or proven, compiled by such entities as the What Works Clearing House, Practice Guides sponsored by the Institute of Education Sciences, and Programs to Prevent School Violence developed by the American Psychological Association and the National School Safety Office. This presentation will focus on the emergence of evidence-based practices in education and discuss what they are, where we have been with respect to their use, where are we currently and where we need to go in order to adopt and use them effectively. Specific topics that will be addressed are as follows: (1) definitions of evidence based practices and the efficacy versus effectiveness distinction, (2) key characteristics of evidence based approaches, (3) criteria used to validate and classify intervention and practice approaches, (4) single case versus randomized control trials in determining efficacy-effectiveness, (5) examples of evidence-based interventions, and (6) resources and access information.

Capitol Autism Services

Bringing the Autism World Together ONE piece at a time

Capitol Autism Services is composed of a highly skilled and supported clinical team from the fields of behavior analysis, special education and psychology. All members of the team, regardless of position, are knowledgeable and understanding of the impact of their positions in ensuring delivery of meaningful services to the children and families. We Believe that all children can learn and it is our responsibility to identify the ways in which each child learns best and match the program and teaching techniques to that learning style.


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#173 Scientific Foundation and Tutorial

5/25/2008
10:00 AM - 10:50 AM
International North
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Wayne Fisher, Ph.D., BCBA

Integrating Functional Analytic and Genetic Methods to Study Gene-Environment-Behavior Relations in Autism

Chair: Jeff Tiger (Louisiana State University)

WAYNE FISHER (Munroe-Meyer Institute, University of Nebraska Medical Center)



Dr. Wayne Fisher is the H.B. Munroe Professor of Behavioral Research in the Department of Pediatrics at the University of Nebraska Medical Center and Director of the Center for Autism Spectrum Disorders at the Munroe-Meyer Institute. He was previously a Professor of Psychiatry at Johns Hopkins University School of Medicine and served as Executive Director of the Neurobehavioral Programs at the Kennedy Krieger Institute (Baltimore) and the Marcus Behavior Center at the Marcus Institute (Atlanta), where he built clinical-research programs in autism and developmental disabilities with national reputations for excellence. Dr. Fisher's methodologically sophisticated research has focused on several intersecting lines, including preference, choice, and the assessment and treatment of autism and severe behavior disorders, that have been notable for the creative use of concurrent schedules of reinforcement, which have become more commonplace in clinical research primarily as a result of his influence. He has published over 130 articles in peer-reviewed journals, is past Editor of the *Journal of Applied Behavior Analysis*, a Fellow in the Association for Behavior Analysis International, and recipient of the APA (Division 25) award for distinguished contributions to applied research.

Abstract: The completion of the human-genome map holds great potential for extending our understanding of gene-environment-behavior relations and behavior disorders. However, this potential can be fully realized only if the advances in genetic diagnostics are accompanied by advances in behavioral analyses that accurately characterize behavioral phenotypes. For example, in behavioral genetic studies, important behavioral phenomena seen in children with autism (e.g., echolalia, stereotypy, self-injurious behavior) are often phenotyped by a small number of items on a behavioral rating scale. This simplistic and structural approach to behavioral phenotyping often lacks precision and, more importantly, it overlooks the extent to which genes interact with environmental contingencies to influence the expression of aberrant behavior in autism (e.g., genetically mediated sensitivity to social escape as negative reinforcement for problem behavior). Functional analysis, on the other hand, provides a precise method of quantifying both the topographical and functional properties of aberrant behaviors. The accurate characterization of behavioral phenotypes using functional analysis methods should increase the power of analyses designed to identify genes that affect aberrant behavior in autism. This presentation will focus on how functional analysis methods may be used to better characterize behavioral phenotypes in autism and related disorders.

#174 Panel Discussion

5/25/2008
10:00 AM - 11:20 AM
4D
DEV/TPC; Theory
BACB CE Offered. CE Instructor: Martha Pelaez, Ph.D.

On Rachlin's Notion of Self-Control

Chair: Martha Pelaez (Florida International University)

TIMOTHY D. HACKENBERG (University of Florida)
MARTHA PELAEZ (Florida International University)
M. JACKSON MARR (Georgia Tech)
MARK A. MATTAINI (Jane Addams College of Social Work, University of Illinois at Chicago)

#175 Symposium

5/25/2008
10:00 AM - 11:20 AM
Williford B
EDC; Applied Behavior Analysis

Three Experimental Studies of Interventions for Strengthening Stimulus Control in Reading Fluency and Math Computation
Chair: Edward J. Daly, III (University of Nebraska, Lincoln)
Discussant: Jennifer J. McComas (University of Minnesota)

Using Detect, Practice, and Repair to Differentiate Math Fact Instruction in a Class-Wide Setting. BRIAN PONCY (Oklahoma State University)

Bringing Word Reading Under Stimulus Control: An Experimental Comparison of Two Flashcard Methods. SARA S. KUPZYK, Melissa N. Andersen, April Turner, and Edward J. Daly, III (University of Nebraska, Lincoln)

An Investigation of Parent-Delivered Reading Interventions: Combining Brief Experimental Analysis With Student Choice of Interventions. APRIL TURNER, Elizabeth Morris, and Sara S. Kupzyk (University of Nebraska, Lincoln)

#176 International Paper Session

5/25/2008
10:30 AM - 11:20 AM
Stevens 5
VRB

Mand Training With Children
Chair: Elizabeth Sparling (VIHA - EIBI Program)

The Effects of Parent Implemented PECS Training on Improvisation of Mands. (Applied Behavior Analysis) DELIA BETH BEN CHAABANE (Marshall University/WV Autism Training Center) and Sheila R. Alber-Morgan and Ruth M. Debar (The Ohio State University)

Optimizing Mand Training Sessions. (Applied Behavior Analysis) ELIZABETH J. SPARLING (VIHA - EIBI Program)

#177 Panel Discussion

5/25/2008
10:30 AM - 11:50 AM
Boulevard C
CBM; Service Delivery
BACB CE Offered. CE Instructor: Kelly G. Wilson, Ph.D.

A Video Demonstration of Present Moment and Acceptance Processes in ACT
Chair: Kelly G. Wilson (University of Mississippi)

BARBARA S. KOHLENBERG (University of Nevada School of Medicine)
STEVEN C. HAYES (University of Nevada, Reno)
MICHAEL J. DOUGHER (University of New Mexico)
KELLY KOERNER (University of Washington)

#178 Symposium

5/25/2008
10:30 AM - 11:50 AM
Astoria
TBA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Dana Visalli-Gold, Ph.D., BCBA

Acquisition of Verbal Capabilities Using Principles of Verbal Behavior Analysis With Students in Elementary and Middle School
Chair: Dana Visalli-Gold (Columbia University Teachers College)

The Effects of Students' Observation of Teacher Presented Learn Units on the Writing of the Observing Students. DANA VISALLI-GOLD (Teachers College, Columbia University)

The Effects of Written Mands on Written Compositions. Dana Visalli-Gold (Teachers College, Columbia University), Dolleen-Day Keohane (Teachers College, Columbia University & CABAS), and SHIRA A. ACKERMAN (Teachers College, Columbia University)

Immediate Correction Procedures and Their Effects on Learn Units to Criterion for School Aged Students. Dana Visalli-Gold (Teachers College, Columbia University), Dolleen-Day Keohane (Columbia University Teachers College & CABAS), and Shira A. Ackerman and KRYSTL GIORDANO (Teachers College, Columbia University)

#179 Symposium

5/25/2008
10:30 AM - 11:50 AM
International South
AUT; Service Delivery
BACB CE Offered. CE Instructor: Michael Miklos, M.S., BCBA

Autism Service Design for Verbal Behavior: Characteristics of Instructors, Instructional Feedback, and Student Performance
Chair: Michael Miklos (Pennsylvania Training and Technical Assistance Network)

The Pennsylvania Verbal Behavior Project: Overview and Outcomes from a Parent-Practitioner Perspective. AMIRIS DIPUGLIA (ABACARD, LLC)

Qualitative Research on the Experiences of Mothers of Children With Autism who Become Board Certified Behavior Analysts. MARY L. BARBERA (Pennsylvania Verbal Behavior Project)

Rolling Prompt Time Delay to Teach Manding for Tangibles Without Item Present. LORI L. CHAMBERLAIN (Pennsylvania Verbal Behavior Project)

Instructional Performance Feedback and Intensive Teaching of the Verbal Operants. MICHAEL MIKLOS (Pennsylvania Training and Technical Assistance Network)

Coming Soon!

Call for Papers

ABAI's 5th International Conference

August 7-9, 2009
Radisson SAS Plaza Hotel
Oslo, Norway

#180 International Paper Session

5/25/2008
10:30 AM - 11:50 AM
Boulevard B
CBM

Behavior Analysis Across the Lifespan
Chair: Thomas J. Carrasco Gimenez (Universidad de Granada)

AD(H)D: A Community Problem Across the Life Span. (Applied Behavior Analysis) ANDREE FLEMING-HOLLAND and Wilfredo Salas (Universidad Veracruzana)

Transferring Functional Analysis Methodology to Typically Developed Adults: An Approach to Reliability. (Applied Behavior Analysis) TOMÁS J. CARRASCO GIMÉNEZ (Universidad de Granada) and Javier Virués-Ortega (Instituto de Salud Carlos III & Universidad de Granada)

The Behavior Analysis Services Program: Where We've Been. (Service Delivery) BRYON R. NEFF, Hewitt B. Clark, Timothy R. Vollmer, and Kimberly Crosland (University of South Florida) and Catherine E. Williams (Behavior Analysis Services Program)

#181 International Symposium

5/25/2008
10:30 AM - 11:50 AM
Marquette
OBM; Applied Behavior Analysis

Case Study – Creating a Strategic Breakthrough Using Self Monitoring and Feedback
Chair: Bruce Faulkner (3 Simple Rules)
Discussant: Howard John Lees (Hollin Consulting)

Case Study - Self Monitoring Study Data Collection, Analysis, and Results. TONY BLOOMFIELD (3 Simple Rules)

Case Study - An Executive Perspective on the Impact of Self Monitoring. LEE ROBINSON (Oldham County Council)

Strategic Breakthrough - Taking the Best of OBM to Create Leverage for Executives. BRUCE FAULKNER (3 Simple Rules)

#182 Symposium

5/25/2008
10:30 AM - 11:50 AM
PDR 2
CSE; Service Delivery
BACB CE Offered. CE Instructor: Teresa Rodgers, Ph.D., BCBA

Challenges of Providing Behavior Analysis Services in a Behavioral Health System of Care
Chair: Michael Stoutimore (Intermountain Centers for Human Development)
Discussant: Todd R. Risley (University of Alaska)

The Growth and Development of a Behavior Analytic Agency Providing Behavioral Health Services. DAVID K. GILES (Intermountain Centers for Human Development)

Overcoming Challenges to Providing Quality Behavioral Health Services. Michael Stoutimore and AARON A. JONES (Intermountain Centers for Human Development)

Meeting the Demand for Services By a Recognized Profession: The Quest for Licensure of Board Certified Behavior Analysts. TERESA A. RODGERS (Intermountain Centers for Human Development)

#183 Symposium

5/25/2008
10:30 AM - 11:50 AM
Continental B
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Dawn Buffington Townsend, Ph.D., BCBA

Critical Outcome Measures for Education Programs for Students With Autism
Chair: Gregory S. MacDuff (Princeton Child Development Institute)

Consumer Evaluation: The Role of Measures of Social Validity in Program-Wide Decision Making. KEVIN J. BROTHERS, Dennis Machado, and Sandra R. Gomes (Somerset Hills Learning Institute)

Using Collective Data From Individual Behavior Change Programs to Effectively Evaluate an Entire Education Program. DAWN BUFFINGTON TOWNSEND (Institute for Educational Achievement)

Empowering the Parents of Children With Autism. SUSAN M. VENER (New York Child Learning Institute)

Using a Data-Based Protocol to Train and Evaluate Behavior Analysts for Autism Intervention. EDWARD C. FENSKE, Gregory S. MacDuff, Patricia J. Krantz, and Lynn E. McClannahan (Princeton Child Development Institute)

#184 Paper Session

5/25/2008
10:30 AM - 11:50 AM
Waldorf
EDC

Development/Evaluation of Programs for Students with Exceptional Learning Needs
Chair: Ginger Wilson (The ABRITE Organization)

Creating a Model Special Education Classroom Using Behavior Analysis Techniques. (Applied Behavior Analysis) Heather Chandler and JENNIFER S. PHILLIPS (The Learning Tree, Inc.)

Learning Side By Side an Inclusion Model for Children With Developmental Disabilities. (Service Delivery) LINDAJEANNE SCHWARTZ and Janice Goldman (Child Development Center of the Hamptons)

A Preliminary Analysis of Outcomes of ABA Based Early Intervention. (Applied Behavior Analysis) GINGER WILSON, Janice K. Doney, Jennifer Woo, Marlena Jacobson, and Boe Roberts (The ABRITE Organization)

#185 International Paper Session

5/25/2008
10:30 AM - 11:50 AM
Stevens 3
DDA

Developmental Disabilities Paper Session II
Chair: Giordana Hrga (Precision Teaching Pty Ltd./Curtin University of Technology, School of Occupational Therapy)

Precision Teaching for Cri Du Chat Syndrome. (Applied Behavior Analysis) GIORDANA HRGA (Precision Teaching Pty Ltd./Curtin University of Technology, School of Occupational Therapy)

The Role of Specific Characteristics of Secondary Reinforcers in the Successful Reduction of Aberrant Behavior. (Applied Behavior Analysis) GREGORY S. HANDEL (The Halcyon Center (Groden Network))

The Effects of Intensive Multiple Exemplar Training in Same, Opposite, More/Than and Less/Than Relations on Full Scale IQ in School Children. (Experimental Analysis) SARAH N. O'CONNOR-CASSIDY and Bryan T. Roche (National University of Ireland, Maynooth) and Denis P. O'Hora (National University of Ireland, Galway)

#186 Paper Session

5/25/2008
10:30 AM - 11:50 AM
Williford A
EDC

Dimensions of Oral Reading Fluency
Chair: Breda O'Keeffe (Utah State Univsersity)

Comparison of Two Reading Fluency Methods: Repeated Reading to a Fluency Criterion and Interval Sprinting. (Applied Behavior Analysis) DOUGLAS E. KOSTEWICZ and Richard M. Kubina, Jr. (Pennsylvania State University)

Variability in Reading Rate Assessment: The Effects of Goal Markers and Passage Differences. (Experimental Analysis) Lee L. Mason, BREDA O'KEEFFE, and Timothy A. Slocum (Utah State University)

Improving Reading Fluency and Comprehension for Struggling High School Students. (Service Delivery) Renee Hawkins and Wesley Sheeley (University of Cincinnati) and ANDREA D. HALE (Eastern Kentucky University)

#187 Symposium

5/25/2008
10:30 AM - 11:50 AM
Williford C
EDC; Applied Behavior Analysis

Effective Tactics and Protocols for Establishing Speaking, Reading, Writing, and Observational Learning Repertoires
Chair: Jessica Singer-Dudek (Teachers College Columbia University and CABAS)

Tactics and Protocols to Improve the Writing Skills of Middle School Students. R. Douglas Greer, TSAMBIKA FAS, Yasmin Helou, and Joan Broto (Teachers College, Columbia University)

Tactics and Protocols to Improve the Reading Skills of Middle School Students. R. Douglas Greer, JOAN BROTO, Darcy M. Walsh, Tsambika Fas, and Yasmin Helou (Teachers College, Columbia University)

Protocols to Increase Speaker/Listener Exchanges and Listener Repertoires. R. Douglas Greer, YASMIN HELOU, Darcy M. Walsh, Tsambika Fas, and Joan Broto (Teachers College, Columbia University)

Protocols for Establishing an Observational Learning Repertoire and Conditioning Reinforcement Through Observation. R. Douglas Greer (Teachers College, Columbia University), Jessica Singer-Dudek (Teachers College Columbia University and CABAS), and DARCY M. WALSH, Mara Katra Oblak, Jeannine E. Schmelzkopf, and Michelle L. Zrinzo (Teachers College, Columbia University)

#188 Symposium

5/25/2008
10:30 AM - 11:50 AM
Metra; Blackstone Hotel, Concourse Level
EAB; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Jennifer A. Sellers, Ph.D., BCBA

Extensions of Experimental Analysis to Assess Appropriate Behavior of Adolescents
Chair: Jennifer A. Sellers (AdvoServ)
Discussant: Terry J. Page (AdvoServ)

Comparison of Findings Across Functional Analysis and Concurrent Operant Assessments. CHRISTOPHER J. PERRIN (The Ohio State University), Jennifer A. Sellers (AdvoServ), Brandon M. Badley (University of Delaware), and Alonna Marcus (AdvoServ)

Functional Analysis of Appropriate Behavior With Adolescents. JENNIFER A. SELLERS and Christine C Strickland (AdvoServ)

Teacher Implemented Treatment Probes for Problem Behavior: A Consultative Procedure for Functional Analysis of Classroom Behavior. ELIZABETH L.W. MCKENNEY and Nancy Waldron (University of Florida) and Maureen A. Conroy (Virginia Commonwealth University)

#189 Symposium

5/25/2008
10:30 AM - 11:50 AM
Continental C
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Frank Bird, M.Ed., BCBA

Innovative Approaches to Antecedent Management: Use of Behavioral Relaxation
Chair: James T. Ellis (Melmark New England)
Discussant: Frank L. Bird (Melmark New England)

Relaxation Training as a Procedure to Reduce Active Resistance During Intervention. JOANNE COUGHLIN (Melmark New England)

Longitudinal Study Addressing the Tantrum Behavior of a Child With Autism and Landau Kleffner Syndrome. KERI BUTTERS (Melmark New England)

Use of Behavioral Relaxation and Time-Out Procedures to Decrease Challenging Behaviors. HELENA L. MAGUIRE (Melmark New England)

#190 Symposium

5/25/2008
10:30 AM - 11:50 AM
Inspiration Studio; Blackstone Hotel, 5th level
BPH; Experimental Analysis

Recent Findings on the Use of Contingency Management With Cigarette Smokers
Chair: Alana M. Rojewski (University of Florida)

Influence of Initial Abstinence on Impulsive Choice and the Relative Reinforcing Effects of Cigarette Smoking. JIN HO YOON, Stephen J. Higgins, Matthew P. Bradstreet, Gary J. Badger, and Colleen S. Thomas (University of Vermont)

Efficacy of Lapse-Responsive Abstinence Reinforcement for Smoking Cessation. WENDY DONLIN (Johns Hopkins School of Medicine), Maxine Stitzer (Behavioral Pharmacology Research Unit), and Elizabeth Houtsmuller (Johns Hopkins University)

A Deposit Contract Method to Deliver Abstinence Reinforcement for Cigarette Smoking. STEVEN E. MEREDITH and Jesse Dallery (University of Florida) and Irene M. Glenn (University of Virginia)

Motiv8: An Automated, Remote Internet-Based Method for Delivering Abstinence Reinforcement for Cigarette Smoking. BETHANY R. RAIFF and Jesse Dallery (University of Florida), Jeb Jones (The Marcus Institute), Alana M. Rojewski and Steven E. Meredith (University of Florida), and Mike Grabinski (red5group)

#191 Paper Session

5/25/2008
10:30 AM - 11:50 AM
Stevens 1
DDA

Service Delivery in Developmental Disabilities I
Chair: Jose Rios (Private Practice)

"Use Your Words": Evaluating What we Know About Functional Communication Training (FCT) & Aggressive Behavior. (Applied Behavior Analysis) SHANA L. WIGGINS, Jared Kenworthy, and James Kopp (University of Texas at Arlington), and Rebecca J. Morgan (DFW Center for Autism)

Inept, Ineffective, and Inaccurate, But Not Intolerable? A Critical Look at Behavior Intervention Plans. (Service Delivery) JOSE D. RIOS (Private Practice)

Teacher-Directed Self-Monitoring Intervention for Young Children With Developmental Disabilities. (Applied Behavior Analysis) BERENICE DE LA CRUZ and Karrie Shogren (University of Texas at Austin)

Analysis of Setting Events Questionnaire (ASEQ). (Applied Behavior Analysis) JOHN KOSMOPOULOS (JK Behaviour Consultation & Education Services; Humber College & York Central Hospital)

#192 International Paper Session

5/25/2008
10:30 AM - 11:50 AM
Stevens 2
DDA

Skill Teaching in Developmental Disabilities
Chair: Katrina Phillips (University of Auckland)

Teaching Computing Skills to Individuals With Intellectual Disabilities. (Applied Behavior Analysis) KATRINA J. PHILLIPS and Oliver C. Mudford (University of Auckland)

The Comparison Between Teacher-Directed Instruction and Peer-Assisted Learning in Vocabulary Acquisition Using Parallel Treatment Design. (Applied Behavior Analysis) Jeng Jyh Duh (National Taiwan Normal University), YI-WEI HSIN (Yu Da College of Business), and Tsung-han Ho (University of Texas at Austin)

Alphabet Therapy: A Novel Way to Teach Academic Skills to Children With Angelman Syndrome. (Applied Behavior Analysis) CRISTINA VALLE, Mary Johnson, Brooke Huffsmith, Loraine C. Rossi, Lindsey Freitas, Laura O'Dowd, Carmen Rabbitt, and Terry Jo Bichell (Vanderbilt University)

#193 Paper Session

5/25/2008
10:30 AM - 11:50 AM
PDR 1
CSE

Social Policy, Mass Media and Human Rights
Chair: Stephen Wong (Florida International University)

Smoking Cessation Programs in Community Settings: Consequences of Human Rights Concerns vs Research Findings. (Service Delivery) Michael E. Rohr, Zach Shoemaker, and FELICIA PATTON (Behavioral and Counseling Services, LLC)

Antecedent Control, Complex Human Behavior, and Social Issues. (Theory) STEPHEN E. WONG (Florida International University)

Acting to Save the World: Social Policy and the Behavioral Scientist. (Service Delivery) ROBIN RUMPH, Chris Ninness, Glen L. McCuller, and James Holland (Stephen F. Austin State University) and Marilyn Rumph (Bryant Middle School)

#194 Paper Session

5/25/2008
10:30 AM - 11:50 AM
Stevens 4
AUT

Social Skills Training
Chair: Kelly McKinnon (Kelly McKinnon & Associates)

Teaching Cooperative Play Skills to Children With Autism Using Peer Social Aims to Determine Play Targets. (Applied Behavior Analysis) KELLY MCKINNON (Kelly McKinnon & Associates)

Using Self-Monitoring Systems to Teach Conversation Skills to Middle School Students With Developmental Disabilities. (Applied Behavior Analysis) KELLY MCKINNON (Kelly McKinnon & Associates) and Laura R. Butler (New Vista School)

A Preliminary Investigation of the Effect of a Playscript on the Acquisition of Symbolic Play for Children Diagnosed With Autism Spectrum Disorder. (Applied Behavior Analysis) NANCY J. CHAMPLIN, Elizabeth C. Rusinko, and Aimee E. Collier (Autism Concepts, Inc.)

#195 International Symposium

5/25/2008
10:30 AM - 11:50 AM
Continental A
AUT; Service Delivery
BACB CE Offered. CE Instructor: Joel Hundert, Ph.D., BCBA

Strategies to Support the Inclusion of Children With Autism in General Education Classrooms
Chair: Joel P. Hundert (Behaviour Institute)

The Use of Embedded Instruction to Teach Children With Autism in General Education Settings. JOEL P. HUNDERT, Donna C. Chaney, and Karen Edwards (Behaviour Institute)

Full Inclusion of a Middle School Student With Autism: Target Objectives, Intervention Techniques, and Data Collection. TIFFANY BAUER and Len Levin (Coyne & Associates), Hyunwoo Kim (Footprints Behavioral Interventions), and Arlene Watanabe (Saddleback Valley Unified School District)

Supporting Children With Autism in General Education Settings: Strategies to Promote Success. AUDREY MEISSNER (New Haven Learning Centre)

Effects of Priming Delivered in a Center-Based Program on the Academic Performance of Children With Autism Attending General Education Classrooms. NICOLE WALTON-ALLEN, Joel P. Hundert, Jane Lee, and Amy Finkelstein (Behaviour Institute)

#196 International Paper Session

5/25/2008
10:30 AM - 11:50 AM
Barbershop; Blackstone Hotel, Concourse Level
EAB

Temporal and Probability Discounting
Chair: Andrew Fox (Central Michigan University)

Delay and Probability Discounting for Hypothetical Food and Money. (Experimental Analysis) WILLIAM J.P. REILLY and Erin B. Rasmussen (Idaho State University)

Reward Contrast in Delay and Probability Discounting. (Experimental Analysis) ZHIJIE DAI, Randolph C. Grace, and Simon Kemp (University of Canterbury)

The Role of Temporal Discounting in the Analysis of Social Interaction. (Experimental Analysis) SHAWN R. CHARLTON and Joyce Brownlee (University of Central Arkansas)

Delayed Discounting in the Mouse: A Parametric Analysis. (Experimental Analysis) CRISTINA VARGAS-IRWIN and Jaime Robles (Virginia Commonwealth University)

#197 Symposium

5/25/2008
10:30 AM - 11:50 AM
4A
OTH; Applied Behavior Analysis

The Application of Behavior Analysis Within a Neuro-Behavioral Rehab Setting on Individuals With Brain Injuires
Chair: Robert S. Hirschman (Lakeview Specialty Hospital & Rehabilitation Center)

Doing a Stand-up Job: Using a Multifaceted Staff Intervention to Decrease Patient Falls Within a Neuro-Rehab Hospital. JAMES PARA-CREMER, Lorri Carpenter, Amber Rich, Mahin L. Para-Cremer, and Robert S. Hirschman (Lakeview Specialty Hospital & Rehabilitation Center)

The Effects of a Self-Governance System on Challenging Behaviors in Individuals With Diabetes Insipidus and Acquired Brain Injury. MAHIN L. PARA-CREMER, James Para-Cremer, Amber Rich, and Robert S. Hirschman (Lakeview Specialty Hospital & Rehabilitation Center)

The Effects of Fluency Training on the Acquisition of Math Facts With Children With Brain Injuries. AMBER RICH, James Para-Cremer, Mahin L. Para-Cremer, and Robert S. Hirschman (Lakeview Specialty Hospital & Rehabilitation Center) and Mary Ann Jandura (Hillside School)

Relearning the Basics: Teaching a 9-Year-Old Boy the Basic Skills Necessary to Return to His Family's Home After Brain Surgery. MARY LAZARUS (Lakeview Specialty Hospital & Rehabilitation Center), MATT VELISSARIS (Cardinal Stritch University), and James Para-Cremer, Amber Rich, and Robert S. Hirschman (Lakeview Specialty Hospital & Rehabilitation Center)

#198 Symposium

5/25/2008
10:30 AM - 11:50 AM
Boulevard A
CBM; Applied Behavior Analysis

Treatment of Pediatric Feeding Disorders: "To Spit or Not to Spit."
Chair: Charles S. Gulotta (Kennedy Krieger Intitute)
Discussant: Linda J. Cooper-Brown (University of Iowa)

An Evaluation of the Interaction Between Food Texture and Reinforcement Variables in the Treatment of a Feeding Disorder. MELANIE H. BACHMEYER, David P. Wacker, Terry Falcomata, and Linda J. Cooper-Brown (University of Iowa)

An Evaluation of Bite Placement During the Treatment of Food Refusal. DANIELLE N. DOLEZAL (Kennedy Krieger Institute, The Johns Hopkins University School of Medicine) and Charles S. Gulotta and John Rock (Kennedy Krieger Institute)

A Preliminary Investigation of Publication Bias in Single-Case Research on the Behavioral Treatment of Pediatric Feeding Disorders. VALERIE M. VOLKERT (The Marcus Institute), Cathleen C. Piazza and Wayne Fisher (Munroe-Meyer Institute), and Melanie H. Bachmeyer (University of Iowa)

#199 International Symposium

5/25/2008
10:30 AM - 11:50 AM
El; Blackstone Hotel Concourse Level
EAB; Experimental Analysis

Variables Influencing Equivalence Class Formation
Chair: Erik Arntzen (Akershus University College)

Common Stimulus Functions and the Development of Equivalence
MANISH VAIDYA (University of North Texas)

Two Parameters of Preliminary Training that Enhance Equivalence Class Formation Using a Trace Stimulus Pairing Yes No Paradigm. LANNY FIELDS, Erica Doran, and Michael E Marroquin (Queens College & Graduate Center of City University of New York)

Uncover the Pictures to Match to Sample: Analyzing Stimulus Control Along an Equivalence Procedure. Eliana Isabel de Moraes Hamasaki and GERSON A. Y. TOMANARI (Universidade de São Paulo, Brasil)

Pictures and Formation of Equivalence Classes. ERIK ARNTZEN (Akershus University College) and Lill-Beathe Halstadtro (Trondsletten Habilitation Services, Norway)

#200 Symposium

5/25/2008
10:30 AM - 11:50 AM
Chicago & Alton; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Video Game Play: Treatment and Research
Chair: James Bordieri (Southern Illinois University)

Preliminary Evaluation of a Behavioral Intervention to Decrease Excessive Video Game Play. Christopher Gillis, Kali Gillis, and RAYMOND G. MILTENBERGER (University of South Florida)

Behavioral, Attitudinal and Decision-Altering Effects of Aggressive Video Games on Young Adults. KENT SMALLWOOD, R. Wayne Fuqua, Scott Latour, Derek Szafranski, and John Ceglarek (Western Michigan University)

Provoked Aggression and Violent Video Game Play in Intoxicated and Non-Intoxicated Males. JESSICA R. MUGGE and Jeffrey N. Weatherly (University of North Dakota)

Video Golfing, Risk-Taking, and Gambling. MICHAEL BORDIERI and James Bordieri (Southern Illinois University), James W. Jackson (Southern Illinois University at Carbondale), and Mark R. Dixon (Southern Illinois University)

#201 International Paper Session

5/25/2008
10:30 AM - 11:50 AM
PDR 4
AUT

Video Modeling Applications
Chair: Andrea Graves (Cleveland Center For Autism)

The Effectiveness of Point-of-View Video Modeling for Teaching Food-Preparation Skills to an Individual With Autism Spectrum Disorder. (Applied Behavior Analysis) ANDREA M. GRAVES, Leslie V. Sinclair, Jaina Blackford, and Travis Haycook (Cleveland Clinic Center for Autism)

Effects of Generic Video Modeling on Hand Washing of Preschoolers With Autism. (Applied Behavior Analysis) HUI-TING WANG and Ilene S. Schwartz (University of Washington)

Video Modeling: A Tool for Bridging Children's Overselective Attention? (Applied Behavior Analysis) LINDA K. HAYMES (Private Behavior Consultant)

#202 Symposium

5/25/2008
10:30 AM - 11:50 AM
Joliet
OBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Jeanine Plowman Stratton, Ph.D., BCBA

Current Intervention Applications in OBM
Chair: Jeanine Plowman Stratton (Furman University)

Altering the Temporal Positioning of Feedback to Improve Closing Task Performance at a Restaurant: Timing Can Make a Difference. Rhett Abraham, Jeanine Plowman Stratton, CHRIS A. SAWYER, and Melissa A. Wilson (Furman University)

The Effects of Implementing Performance Management to Increase Selling at "19th Hole" Bar & Grill. Michael A. Thompson (Florida State University), Stephanie Toelken (University of South Florida), and Jon S. Bailey (Florida State University, Behavior Management Consultants, Inc., Florida Association for Behavior Analysis), YAZ ABOUL (Florida State University

Increasing Gym Sanitation at a College Fitness Facility. Melissa Brewer (Florida State University, Panama City) and Emily Pearson and SHAYLA R. ELLIS (Florida State University)

Butt-Out: An Evaluation of Smoking Cessation Methods. AMBER L. WATTS (Florida State University), Jon S. Bailey (Florida State University, Behavior Management Consultants, Inc., Florida Association for Behavior Analysis), and Marco D. Tomasi (Florida State University)

#203 Scientific Foundation and International Invited Presenter

5/25/2008
11:00 AM - 11:50 AM
Grand Ballroom
TPC; Theory
BACB CE Offered. CE Instructor: Per Holth, Ph.D.,

Autism, Joint Attention, and Verbal Behavior: Down to Basics of an Operant Analysis, Suggesting Technological Applications at Almost Every Step
Chair: Ted G. Schoneberger (Stanislaus County Office of Education)

PER HOLTH (Akershus University College)



Prof. Per Holth received his degree from the University of Oslo. He is interested in behavior analysis in general; and basic research as well as conceptual issues and various areas of application. His specific interest in an operant analysis of joint attention arose while he was the Program Director at the Center for Early Intervention in Oslo (2000-2003), working with children diagnosed with autism, and joint attention phenomena have remained among his main research interests. He is one of the founders, and member of the editorial troika, of the *European Journal of Behavior Analysis* (EJOBA) and is now employed as a professor of behavior analysis at Akershus University College, Norway.

Abstract: Joint attention, a synchronizing of the attention of two or more persons, has been an increasing focus of research in cognitive developmental psychology and behavior analysis. Much of this interest is grounded in the fact that children diagnosed with autism may display a syndrome-specific deficit in joint attention. Phenomena typically considered include gaze following, monitoring, social referencing, and protoimperative and protodeclarative gestures. First, from an operant perspective, a conceptual analysis is in order both because the concept of joint attention has come to refer to a number of different phenomena and because the specification of reinforcement contingencies can replace vague cognitive language of "intention," "sharing," and "theory of mind." Second, even if almost completely unrecognized in modern psychology, some very basic phenomena now studied in the context of joint attention,

such as protoimperative and protodeclarative communication, were analyzed as verbal operants by Skinner more than 50 years ago. Third, certain contingencies and schedules of reinforcement that have been investigated in behavioral laboratories are directly relevant to devising procedures that aim to correct deficiencies in joint attention skills, for instance, in children with autism. A behavior-analytic perspective is inherently practical, suggesting technological applications at almost every step.

#204 Invited Presenter

5/25/2008
11:00 AM - 11:50 AM
International North
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: David P. Wacker

Long-Term Maintenance of Functional Communication Training
Chair: Joel E. Ringdahl (University of Iowa)

DAVID P. WACKER (University of Iowa)



Dr. David P. Wacker is a Professor of Pediatrics and Special Education at The University of Iowa. He directs two outpatient clinic services for children and adults with disabilities who engage in severe problem behavior. He is the principal investigator on an National Institue of Child Health and Human Development-funded research project evaluating the long-term effectiveness of functional communication training in home settings. He previously served as the Editor of the *Journal of Applied Behavior Analysis*, as a standing panel reviewer for the National Institutes of Health, and as the President of the Society for the Experimental Analysis of Behavior. He received the 2000 Applied Research Award for Outstanding Contributions to Applied Behavioral Research from the American Psychological Association's Division 25 and the 2002 Distinguished Research Award and 1987 National Educator of the Year Award from the Arc of the United States. In 2007, Dr. Wacker was named ABA International Fellow. Dr. Wacker has chaired well over 40 dissertations and his students have gone on to become outstanding clinicians and scientists, including several professors and Associate Editors for the *Journal of Applied Behavior Analysis*.

Abstract: We have completed 4 years of a 5-year National Institutes of Health-funded project that is evaluating long-term maintenance associated with functional communication training. Approximately 20 children have enrolled in the project. All children are 6 years of age or younger, have developmental disabilities, and display aberrant behavior such as self-injury. Parents conducted functional analysis and functional communication training session in their homes with weekly coaching from project investigators. Treatment sessions were videotaped and coded using a 6-sec partial-interval recording system. IOA was recorded for approximately 30% of all sessions. Treatment continued for up to 1 year for each participant. Throughout treatment, probes of aberrant behavior, manding, and task completion were conducted in which various components of the treatment package were removed (e.g., mand card) or changed (e.g., time in demands increased from 5 to 15 minutes). The purpose of these probes was to determine if aberrant behavior increased or adaptive behavior decreased when these components were altered. In this talk, I will present the results of these probes and will discuss the results relative to resurgence, maintenance, and response strength.

#205 Paper Session

5/25/2008
11:30 AM - 11:50 AM
4D
DEV

John B. Watson's Childrearing Advice: Controlling for Context, Reassessing the Criticisms.
EDWARD K. MORRIS and Kathryn M. Bigelow (University of Kansas)

#206 Poster Session

5/25/2008
12:00 PM - 1:30 PM
South Exhibit Hall
AUT

1. Social Competency in Preschool Learners With Autism: Comparing a Norm-Referenced Measure and Direct Observation. (EDC; Applied Behavior Analysis) ELIZA DELPIZZO-CHENG (For OC Kids Neurodevelopmental Center) and Kathleen Murphy (Newport-Mesa Unified School District)

2. Treatment Acceptability, Child Outcomes, and Treatment Continuation in a Parent-Training Program for Preschoolers With Autism. (DDA; Applied Behavior Analysis) LORI J. WARNER, Jamie E. McGillivary, Kaitlyn T. Sadlier, and Ivy M. Chong (William Beaumont Hospital)

3. Assessing the Predictive Validity of the Assessment of Basic Learning Abilities Test for Children With a Pervasive Developmental Disorder. (Applied Behavior Analysis) Lisa J. V. Schwartzman (St. Amant Research Centre/University of Manitoba), LINDSAY CAMPBELL, Matthew Danbrook, and Tricia Corinne Vause (Brock University), Garry L. Martin (University of Manitoba), Dickie C. T. Yu (University of Manitoba/St. Amant Research Centre), and Maurice Feldman (Brock University)

4. On the Relation Between Severity of Autism and Resistance-to-Extinction. (EAB; Experimental Analysis) LISA M. TOOLE, Eric W. Boelter, Heather K. Jennett, and Mandy M. Triggs (Kennedy Krieger Institute), Gregory A. Lieving (West Virginia Institute of Technology), and Louis P. Hagopian (The Johns Hopkins University School of Medicine)

5. Applying a "Usablity" Outcome Measure for Students With Autism in an Inclusive Elementary Program. (EDC; Service Delivery) LOVELLE T. SUAREZ, Alison L. Moors, and Nora Armstrong (Academy for Precision Learning)

6. Through the Eyes of Asperger's Syndrome: Assessing Children's Ability to Identify Relevant Social Stimuli. (Service Delivery) KATHERINE GIOIA, Ashley Whittington, Anna M. Hickey, Lewis Mazzone, Marjorie Heitz, Karla J. Doepke, and Kathryn Hoff (Illinois State University)

7. Assessment of Discrimination Performances in 100 Students With Autism Spectrum Disorders. (DDA; Applied Behavior Analysis) CAMMARIE JOHNSON, Maria (Meca) Andrade, Theresa Cerrone, Laura M. Hutt, Susan N. Langer, and Meghan Reidy (The New England Center for Children)

8. Can We Replicate Behavioral Treatments in Autism? A Review of Treatment Integrity Across Five Journals. (Applied Behavior Analysis) SANDRA BLACK and April S. Worsdell (May South) and Jennifer A. Benne (Behavior Analysis, Inc)

9. Norming and Use of the Social Interaction Inventory-Revised for Children With Autism Spectrum Disorders. (DDA; Experimental Analysis) EMILY A. CALLAHAN (Institute for Child Development), Jennifer M. Gillis (Auburn University), and Raymond G. Romanczyk (Institute for Child Development)

10. What Variables Impact a Child With Autism's Communication Success? (EDC; Applied Behavior Analysis) Janet Preis (Loyola College in Maryland) and CHRISTINE M. ACCARDO (The Shafer Center)

11. Teaching Elementary School Children With Autism to Compliment Others on Their Clothes in a Small Group Social Skills Training. (DDA; Applied Behavior Analysis) MARI KASHIO and Yoshiaki Nakano (Nakayoshi Kids Station)

12. Assessment: What and How Much. (EDC; Applied Behavior Analysis) ELIZABETH A. SWATSKY (Stanislaus County Office of Education)

13. Behavioral Subgroups in Autism Spectrum Disorders. (DDA; Theory) ROSE F. EAGLE (Institute for Child Development, SUNY Binghamton) and Raymond G. Romanczyk (Institute for Child Development)

14. Increasing Joint Attention in Children With Autism and the Relationship to Outcomes in Inclusive Settings. (EDC; Service Delivery) RYAN T. BOCKMANN (Rowan University), Crystal A. Harms (Behavior Counts Therapy, LLC), Rebecca A. Johnson (Rowan University), and Karen Meredith and Joann Masterson (Behavior Counts Therapy, LLC)

15. Mand Training Versus Tact Training: Teaching Noun Labels to a Child With Autism. (VRB; Applied Behavior Analysis) MICHAEL NEAL SAUNDERS (Westfield State College), Shannon Kay (May Institute), and Roger M. Tudor (Westfield State College)

16. Derived Transfer of Mand Function: Establishing Novel Mands in Young Children With Autism Without Direct Training. (VRB; Applied Behavior Analysis) DANIELLE LYNN COTTERILL (Mercyhurst College), Robert Gulick (The Achievement Center), and Ruth Auld (Mercyhurst College)

17. The Effect of Reinforcing Communicative Attempts on Acquisition of Incidental Language Instruction. (Service Delivery) MIRANDA SIM (Behaviour Institute) and Nicholas Charlton and Johanna Lake (McMaster University)

18. Teaching Children With Autism to Answer Inferential "Why" Questions: Generalization Across Question Formats. (Service Delivery) JANE LEE and Joel P. Hundert (Behaviour Institute) and Laura Henderson (McMaster University)

19. The Home-Based Intraverbal Training With an Autistic Child. (VRB; Applied Behavior Analysis) SHINJI TANI (University of Osaka Human Sciences)

20. An Evaluation of the Independent Effects of Modeling in Teaching Mands to Children With Autism. (VRB; Applied Behavior Analysis) SAMANTHA HARDESTY, David E. Kuhn, and Nicole Lynn Hausman (Kennedy Krieger Institute)

21. An Evaluation of Intraverbal Training to Establish Question-Answering Skills in Children With Autism Spectrum Disorders. (VRB; Applied Behavior Analysis) EINAR T. INGVARSSON, Jacob Gailey, Bernadette Treece, and Tatia Hollobaugh (Youngstown State University)

22. The Role of Generative Responding on the Acquisition of Novel Language Exemplars. (Applied Behavior Analysis) MELISSA J. GARD (Lovaas Institute Midwest), Courtney Whitcraft (Lovaas Institute), and Eric V. Larsson (Lovaas Institute Midwest)

23. Further Behavior Analytic Explanations of Joint Attention. (Applied Behavior Analysis) BETSY WURSTNER (Temple University), Kelly Kates-McElrath (Temple University and Bucks County Intermed. Unit #22), and Erin Louise Robinson (Temple University)

24. Using the WebABLLS to Collect Data on the Development of the Basic Language and Learning Skills of Typically Developing Children. (DEV; Theory) JAMES W. PARTINGTON and Autumn Bailey (Behavior Analysts, Inc.)

25. Using Multiple Exemplars to Increase Generalization in Language Training With Children With Pervasive Developmental Disorder. (EDC; Experimental Analysis) KAREN NAULT, Joseph M. Vedora, and Robert K. Ross (BEACON Services)

26. Can I Play? Teaching Spontaneous Question-Asking and Speech Variability to Children With Autism. (Applied Behavior Analysis) RACHEL C. TRAVOLTA (Scripps College) and Debra Berry Malmberg (Claremont McKenna College)

27. An Evaluation of the Effects of Token Economies on Mand Training In Public School Settings. (EDC; Applied Behavior Analysis) DAVID ROBERT DILLEY and Robert K. Ross (BEACON Services)

28. Increasing Vocalizations Through the Use of Differential Reinforcement in the Context of the PECS Procedure. (EDC; Applied Behavior Analysis) SUE HOULE RAPOZA and Robert K. Ross (BEACON Services)

29. The Emission of Verbal Operants as a Function of Textual Prompts. (Applied Behavior Analysis) ANNE MARIE MAZZA and Sudha Ramaswamy (Mercy College) and Lina Slim-Topdjian (A Step Ahead Program, LLC. (ASAP))

30. The Relevance of Preference Assessment for Transfer of Stimulus Control From Tacts to Mands. (VRB; Applied Behavior Analysis) AURELIA POWER and J. Carl Hughes (University of Wales, Bangor)

31. Teaching Mand for Activities Using Matrix Strategies With Pictures in Children With Autistic Disorders. (VRB; Applied Behavior Analysis) Hitomi Kuma, Nozomi Naoi, Hiroshi Sugasawara, and Jun'ichi Yamamoto (Keio University)

32. Using Discrete Trial to Teach Adults With Autism to Mand Using Picture Exchange. (Applied Behavior Analysis) STACEY A. TRAPANI-BARBER and Amanda B. Coons (Anderson Center for Autism)

33. The Effects of Extinction and Motivating Variables on the Transfer From Tacts to Mands. (VRB; Applied Behavior Analysis) KELLY PAULSON, Elizabeth T. Kooistra, and Kevin P. Klatt (University of Wisconsin, Eau Claire)

34. Emergent Verbal Relations Based on Opposite Concepts. (BPH; Experimental Analysis) Lorena Garcia-Asenjo and LUIS A. PEREZ-GONZALEZ (University of Oviedo, Spain)

35. Manding for Missing Items. (VRB; Applied Behavior Analysis) DOROTHY SCATTONE, Jenny Koskovitch, Belmont C. Billhofer, and Ray Meeks (University of Mississippi Medical Center)

36. Prerequisite Skills for the Emergence of Object Description. (DDA; Applied Behavior Analysis) Gladys Williams (CIEL, SL), ANNA BEATRIZ MÜLLER QUEIROZ (Pontifícia Universidade Católica de São Paulo), Monica Rodriguez Mori (CIEL, SL), Kimberly Vogt (Teachers College, Columbia University), Daniel Carvalho de Matos (Pontifícia Universidade Católica de São Paulo), Manuela Fernandez -Vuelta (CIEL), and Gina Elizabeth Vinueza (Applied Behavioral Consultant Services, NY)

37. A Comparison of the Effects of Providing Choice-Making Opportunities Within and Between Activities to Children With ASD. (DDA; Applied Behavior Analysis) BURCU ULKE KURKCUOGLU and Gonul Kircaali-Iftar (Anadolu Üniversitesi)

38. Choice-Making to Improve Maintenance and Transfer of Academic Abilities in Children With Autism. (EAB; Applied Behavior Analysis) SHANE L. LYNCH, Judy Cameron, and W. David Pierce (University of Alberta)

39. Training and Testing Theoretical Music Skills in a MTS Format with a 16-Year-Old Boy With Autism. (EAB; Experimental Analysis) LILL-BEATHE HALSTADTR (Trondsletten Habilitation Services, Norway), Eli Bjerke and Moncia Halstadtro (Byasen High School, Norway), and Erik Arntzen (Akershus University College)

40. Assessing the Effectiveness of Social Attention as a Reinforcer for a Student With Autism. (DDA; Applied Behavior Analysis) TODD FRISCHMANN (Rutgers University, Douglass Developmental Disabilities Center), Meredith Bamond (Rutgers University), and Robert LaRue (Rutgers University, Douglass Developmental Disabilities Center)

41. Teaching Verbal Behaviors of Emotion to Children With Mild Developmental Disabilities Using a Stimulus-Equivalence Training Procedure. (DDA; Applied Behavior Analysis) SATORU SHIMAMUNE (Hosei University) and Miyako Hosohata (Naruto-City Kurosaki Elementary School)

42. Multicomponent Fear Extinction of Needle Phobia in an Adult With Autism. (CBM; Applied Behavior Analysis) JASON J. WOLFF and Frank J. Symons (University of Minnesota)

43. Treating Obsessive-Compulsive Disorder in Children With High Functioning Autism (HFA) and Asperger's Syndrome (AS): Cognitive-Behavioral Treatment (CBT) With Function-Based Intervention. (Service Delivery) TRICIA CORINNE VAUSE, Sarah E. Grubb, Shauna McCambridge, and Maurice Feldman (Brock University)

44. "I Like Basketball but Not Cheering:" Use of a Desensitization Program to Address Loud Noises. (CSE; Applied Behavior Analysis) JANET A. BUTZ (Collaborative Autism Resources & Education), Craig W. Butz (Odyssey Charter School), and Sue Mirman (Collaborative Autism Resources and Education)

44a. Advanced Autism Practicum. (TBA; Applied Behavior Analysis) ABBY FERREE, Nicole Hoffmeister, and Richard W. Malott (Western Michigan University)

#207 Poster Session

5/25/2008
12:00 PM - 1:30 PM
South Exhibit Hall
BPH

45. Participation by Women as Authors in Psychopharmacology. (Applied Behavior Analysis) KELLY BRADLEY, Amy Durgin, Lindsay Porter, and Alan D. Poling (Western Michigan University)

46. Are Psychotropic Medications Effective in Reducing Problem Behaviors? (CBM; Service Delivery) THELMISHA VINCENT, Kelly R. Ilsley, and Matthew L. Israel (Judge Rotenburg Center)

47. The Effects of Scopolamine on the Completion of an "Insight" Task in Rats. (Experimental Analysis) BECKY LYNN HANSIS-O'NEILL and Erin B. Rasmussen (Idaho State University)

48. Discriminative-Stimulus and Time-Course Effects of Kava-Kava (*Piper Methysticum*) in Rats. (Experimental Analysis) NATALIE ROSE BRUNER and Karen G. Anderson (West Virginia University)

49. Effects of Prenatal Exposure to Fluoxetine on Spatial Learning and Memory in Rats. (EAB; Experimental Analysis) CAROLYN SACHSE (Allegheny College)

50. Effects of Mefloquine Hydrochloride on NMDA- and Kainate-Induced Drinking in Sprague-Dawley Rats. (EAB; Experimental Analysis) SARAH SNIDER (Allegheny College)

51. The Effects of Valerian Root on Anxiety in an Animal Model Using the Elevated Plus Maze. (EAB; Experimental Analysis) NICOLE A. CAPIK, Stephen H Robertson, and Sherry L. Serdikoff (James Madison University)

52. Classical Conditioning of Antiepileptic Drug Effects: Failure of Metrozol to Produce Convulsions and the Production of Convulsions From the Withdrawal From Chronic Valproic Acid. (EAB; Experimental Analysis) MOLLY IRENE GUEST (Allegheny College)

53. Using d-Amphetamine to Assess Strain Differences in Bout Parameters. (Experimental Analysis) JORDAN M. BAILEY, Joshua Johnson, and M. Christopher Newland (Auburn University)

54. Reduced Sensitivity to the Locomotor Effects of Amphetamine in Hamsters Compared to Rats. (EAB; Experimental Analysis)LESLIE M WISE, Valeri Farmer-Dougan, Paul Garris, and Joseph Casto (Illinois State University)

55. Assessing the Putative Anxiolytic Effects of Chronic Kava Administration in Rats Using the Elevated Plus Maze (EPM). (EAB; Experimental Analysis) STEPHEN H. ROBERTSON and Nicole A. Capik (James Madison University)

56. Comparison of the Oral and Intravenous Routes in the Self-Administration of MDMA ('Ecstasy') in Rats. (Experimental Analysis) LINCOLN S. HELY, David N. Harper, Maree J. Hunt, and Susan Schenk (Victoria University of Wellington, New Zealand)

57. Pavlovian Conditioning of Lipopolysaccharide (LPS)-Induced Endotoxin Tolerance. (Experimental Analysis) YUKIKO WASHIO and Linda J. Hayes (University of Nevada, Reno) and Kenneth W. Hunter (University of Nevada)

#208 Poster Session

5/25/2008
12:00 PM - 1:30 PM
South Exhibit Hall
CBM

58. Interdependent Group Contingency Management Using a Percentile Schedule to Enhance Attendance Behaviors and Drug Abstinence. (CSE; 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 Carolyn M. Carpenedo, Brian E. Versek, and Kimberly C. Kirby (Treatment Research Institute)

59. The Effect of Group Social Skills Training on Peer Social Behavior. (Service Delivery) AMY L. PALMER, Adrienne Desantis, Lori Klinger, Susan K. Perkins-Parks, Erin Seimers, and Jennifer L. Crockett (Kennedy Krieger Institute)

60. Caregiver Treatment Integrity: Effects of Conversational Versus Technical Language on the Implementation of Behavioral Feeding Protocols. (EAB; Applied Behavior Analysis) DIANA A. SHIF and Peter Girolami (Kennedy Krieger Institute)

61. Impact of Intensive Interdisciplinary Feeding Program on Caregiver Stress and Child Outcomes. (EAB; Applied Behavior Analysis) ELIZABETH A. MASLER (Kennedy Krieger Institute), Rinita B. Laud (Louisiana State University/Kennedy Krieger Institute), and Charles S. Gulotta and Ashley J. Greer (Kennedy Krieger Institute)

62. Describing Main Stress Sources in Teaching University. (TBA; Applied Behavior Analysis) ALFONSO VALADEZ RAMIREZ, Cristina Bravo González, Jose Estebán Vaquero Cazares, Patricia Ortega Silva, and Angeles Escamilla Salomé (National University of Mexico)

63. An Initial Study of Professor's Burnout at University Level. (TBA; Applied Behavior Analysis) ALFONSO VALADEZ RAMIREZ, Cristina Bravo González, Jose Estebán Vaquero Cazares, Patricia Ortega Silva, and Angeles Escamilla Salome (National University of Mexico)

64. Examining the Reinforcing Properties of Making Sense on Behavior. (Experimental Analysis) ALISHA M. WRAY, Michael J. Dougher, and Lauren Bullard (University of New Mexico)

65. Does Our Practice Reflect Our Training? (EDC; Service Delivery) Tawnya J. Meadows (University of Nebraska Medical Center), and M. Kelly Haack and STACY BLISS (Munroe-Meyer Institute)

66. Improving Consulting Behavior Using a Newly Developed Checklist. (OBM; Applied Behavior Analysis) SILJE HAUGLAND, Hege Tryggestad, Tone Kristensen, Astri Valmo, Hege Aarlie, and Sigmund Eldevik (Center for Early Intervention (STI)), and Jon A. Lokke (University College of Ostfold)

67. Long-Term Treatment Integrity: An Analysis. (DDA; Applied Behavior Analysis) MAIRE ARKOOSH and K. Mark Derby (Gonzaga University), David P. Wacker and Wendy K. Berg (University of Iowa), and Thomas Ford McLaughlin and Anjali Barretto (Gonzaga University)

68. Concurrent Schedules of Reinforcement and Adjusting Demand Requirements: Year Two Summary Results. (DDA; Applied Behavior Analysis) JESSICA E. FRIEDER, Stephanie M. Peterson, Carrie Brower-Breitwieser, Shawn Quigley, and Shilo Smith (Idaho State University)

69. Use of Nuk Brush and 3 Step Prompting Procedures to Resolve Packing and Expulsion Problems. (Applied Behavior Analysis) YIL YONG KIM and Kyong-Mee Chung (Yonsei University)

70. A Behavioral Approach to the Treatment of Self-Mutilation in Adolescent Girls. (Service Delivery) CARRIE REALI, Bridget A. Shore, Mary V. Burke, and Shanita Allen (Florida Institute for Neurologic Rehabilitation)

#209 Poster Session

5/25/2008
12:00 PM - 1:30 PM
South Exhibit Hall
DDA

71. The Use of Positive and Negative Reinforcement Contingencies to Increase Compliance. (Applied Behavior Analysis) TARA D. HARPER and Tyree L. Starks (Munroe-Meyer Institute), Henry S. Roane (University of Nebraska Medical Center/Munroe-Meyer Institute), and Kelly J. Bouxsein (Munroe-Meyer Institute)

72. Using Differential Reinforcement Contingencies to Decrease Problem Behavior Associated With Low-Preference Task Engagement. (Applied Behavior Analysis) JASON ZELENY (University of Nebraska Medical Center, Munroe-Meyer Institute), Rebecca A. Veenstra and Kelly J. Bouxsein (Munroe-Meyer Institute), and Henry S. Roane (University of Nebraska Medical Center, Munroe-Meyer Institute)

73. Effects of Continuous Reward and Extinction on Self-Injurious and Disruptive Behaviors During Free Play and Demand Conditions. (Applied Behavior Analysis) YANIZ C. PADILLA, Jay W. Harding, David P. Wacker, Jayme Mews, and Wendy K. Berg (University of Iowa)

74. Concurrent Schedules of Negative Reinforcement: Behavior Change Without the Use of Extinction. (Applied Behavior Analysis) SHELLEY MULLEN (University of Oregon), Dorothea C. Lerman (University of Houston, Clear Lake), and Alice A. Keyl (Utah State University)

75. Graduated Prompting as an Idiosyncratic Abolishing Operation for Escape-Maintained Problem Behavior. (Applied Behavior Analysis) KAREN RADER, Jeffrey Tiger, Megan L. Kliebert, and Christopher T. Roath (Louisiana State University)

76. Combining Medication and Behavioral Procedures to Decrease Problem Behavior Maintained by Negative Reinforcement. (Experimental Analysis) ERIC BOELTER and Louis P. Hagopian (Kennedy Krieger Institute)

77. Treatment of Compliance With High- and Low-Probability Tasks Using Non-Contingent Attention and Differential Reinforcement. (DDA; Applied Behavior Analysis) NICOLE M. SWEENEY and Stephanie A. Contrucci Kuhn (Kennedy Krieger Institute)

78. Concurrent vs. Multiple Schedule of Reinforcement for Treating High Rate of Self-Injury During Demand Situations. (Applied Behavior Analysis) NATALIE A PARKS, Heather K. Jennett, Louis P. Hagopian, and Carolina Reyes (Kennedy Krieger Institute)

79. The Necessity of Extinction in the Treatment of Elopement. (CBM; Applied Behavior Analysis) LILLIE WILSON, Nathan Call, Robert R. Pabico, and Elizabeth C. King (The Marcus Institute)

80. Brief Treatment Evaluation of Elopement. (EDC; Applied Behavior Analysis) Todd G. Kopelman and LAKAREN RICKMAN (University of Iowa Hospitals and Clinics), and Jason M. Stricker and Joel E. Ringdahl (University of Iowa)

81. The Use of Competing Stimuli and Response Blocking to Decrease Mouthing. (CBM; Applied Behavior Analysis) HEATHER NICOLE WRIGHT and Danielle Gureghian (University of Maryland, Baltimore County/Kennedy Krieger Institute), Dipti Mudgal (The May Institute), and Julia T. O'Connor and Patricia F. Kurtz (Kennedy Krieger Institute)

82. Effects of Competing Stimuli on Problem Behavior Maintained by Automatic Reinforcement: An Outcomes Summary. (Applied Behavior Analysis) Anuradha Dutt, Wendy K. Berg, Kelly M. Vinquist, Jason M. Stricker, David P. Wacker, Joel E. Ringdahl, and Jeffrey R. Luke (University of Iowa)

83. An Analysis and Treatment of the Covariation of Chronic Thumb Sucking and Chronic Hair Pulling. (CBM; Applied Behavior Analysis) JENNIFER DERDERIAN (May Center for Education and Neurorehabilitation) and Nicole Heal and Gary M. Pace (May Institute)

84. A Functional Analysis and Function-Based Intervention for Tricholtillomania in an Adult With Developmental Disabilities. (CBM; Applied Behavior Analysis) SYN MCDONALD (Columbus Organization) and John M. Guercio (Missouri Department of Mental Health)

85. Helmet Fading and Splint Fading Assessments for an Individual Who Engages in Self-Injurious Behavior. (Applied Behavior Analysis) R. SAMUEL CROMARTIE IV, William A. Flood, and John Mortensen (May South, Inc.)

86. Evaluation of Extinction Procedure to Thumb Sucking in Childhood Behavior. (CBM; Applied Behavior Analysis) MARÍA LUISA AVALOS LATORRE (Guadalajara University) and María del Carmen Flores Sanchez, Martha Alejandra López de la Cerda, and Guerra Mariscal Aidee Monserrat (Enrique Díaz de León University)

87. Effects of Restraint and Restraint Fading on Severe Self-Injurious Behavior. (Applied Behavior Analysis) MARINDA PHILLIPS (St. Louis Developmental Disabilities Treatment Center) and John M. Guercio and Gary Scheffler (Missouri Department of Mental Health)

88. A Comparison of Functional Communication Training Outcomes Across Participants from Different Diagnostic Categories. (Applied Behavior Analysis) JOHN F. LEE, Jay W. Harding, David P. Wacker, and Wendy K. Berg (University of Iowa)

89. Assessment of Topographies of Manding During Functional Communication Training. (EDC; Applied Behavior Analysis) KATHLEEN MACDONALD, Anjali Barretto, and K. Mark Derby (Gonzaga University)

90. Evaluating Changes in Child and Parent Behavior During Functional Communication Training. (Applied Behavior Analysis) JAYME B. MEWS, Jay W. Harding, David P. Wacker, Wendy K. Berg, John F. Lee, and James A. Hall (University of Iowa)

91. Evaluation of Maintenance During Functional Communication Training. (EAB; Applied Behavior Analysis) JAY W. HARDING, David P. Wacker, Wendy K. Berg, and John F. Lee (University of Iowa)

92. Investigating the Efficacy of the Picture Exchange Communication System in Older Adults With Developmental Disabilities. (VRB; Applied Behavior Analysis) KAREN STONE, Rocio Rosales, and Ruth Anne Rehfeldt (Southern Illinois University)

93. Assessment of Client Preference for Mode of Communication. (CBM; Applied Behavior Analysis) DAVID M. WILSON and Cheryl L. Ecott (Advoserv) and Sally Rader, Tabitha Reed, and Cristina Ferlauto (AdvoServ of New Jersey)

94. Simplified Habit Reversal for Stuttering. (Applied Behavior Analysis) MARK ADAMS and Kathryne Balch Schooley (BEST Consulting, Inc.)

#210 Poster Session

5/25/2008
12:00 PM - 1:30 PM
South Exhibit Hall
EAB

95. Sequential Effects During Assessment of Delay Discounting: Ascending vs. Descending Amounts of Immediately Available Cash. (BPH; Experimental Analysis) ELIAS ROBLES and Perla A. Vargas (Arizona State University)

96. Measuring the Auditory Abilities of Brushtail Possums (*Trichosurus vulpecula*). (Experimental Analysis) MIZUHO OSUGI, William Temple, and T. Mary Foster (The University of Waikato, New Zealand)

97. EAHB SIG 2008 Student Paper Competition Winner: Establishing Concepts of Inferential Statistics and Hypothesis Decision Making Through Contextually-Controlled Equivalence Classes. (Experimental Analysis) DANIEL FIENUP and Thomas S. Critchfield (Illinois State University)

98. Undermatching and Overmatching in a Choice Situation With Variable Changeover Requirements. (Experimental Analysis) ÁNGEL JIMÉNEZ and Carlos F. Aparicio (University of Guadalajara)

99. Shot Selection as Operant Choice: Do Individual NBA Players Obey the Matching Law? (Applied Behavior Analysis) JENNIFER L. HITT, Larry Alferink, and Thomas S. Critchfield (Illinois State University)

100. Delay Discounting of Money, Gift Certificate for Food and Food. (Experimental Analysis) ANA AMELIA L. BAUMANN NEVES, Wesley P. Thomas, and Amy Odum (Utah State University)

101. Choice, Preference, and Self-Determination in Mentally Retarded Adults. (DDA; Experimental Analysis) Giovana Escobal, Rubens Andreolli, and A. CELSO GOYOS (Federal University of Sao Carlos)

102. Extinction Following Schedules of Continuous, Intermittent, and Non-Contingent Reinforcement. (Experimental Analysis) RYAN J. BRACKNEY and Manish Vaidya (University of North Texas) and Erik Arntzen (Akershus University College)

103. Immediate Post-Session Feeding Reduces Progressive Ratio Breakpoints. (Experimental Analysis) JOHN R. SMETHELLS, Jennifer Andrews, Andrew Fox, and Mark P. Reilly (Central Michigan University)

104. Controlling Eating Behavior in Rats With Periods of Access and No-Access to Food Over 24 Hours. (Experimental Analysis) FELIPE DIAZ and Carlos A. Bruner (Universidad Nacional Autonoma de Mexico)

105. Behavioral Economics: Hens' Demand for Food Over Different Length Sessions. (Experimental Analysis) T. MARY FOSTER, Jennifer M. Kinloch, and William Temple (University of Waikato)

106. The Dynamics of Stimulus Bias. (Experimental Analysis) DANIEL LEE HUTCHISON and William L. Palya (Jacksonville State University)

107. Transfer of "Good" and "Bad" Functions Within Stimulus Equivalence Classes. (VRB; Experimental Analysis) JESSICA A. MADRIGAL and Sigrid S. Glenn (University of North Texas)

108. Reducing Smoking in College Students Using a Percentile Schedule With Fixed-Value Voucher Reinforcement: A Feasibility Study. (Applied Behavior Analysis) J. PHILIP ERB, Kristin A. Kiel, Brantley P. Jarvis, and Jessica Greta Marie Irons (James Madison University)

109. DRL Responding Across a Changing Photoperiod in Migratory White-Crowned Sparrows. (BPH; Experimental Analysis) ELLIOTT M. PALETZ, William H. Obermeyer, and Ruth M. Benca (University of Wisconsin, Madison)

110. Rapid Acquisition of Bias in Signal Detection. (Experimental Analysis) BLAKE A. HUTSELL, and Eric A. Jacobs (Southern Illinois University, Carbondale)

111. Size Transposition With Two Training Pairs in Pigeons. (Experimental Analysis) NAOYA KUBO and Koichi Ono (Komazawa University)

112. Delay Discounting Research With Problematic Sexual Behavior in Human Subjects. (Applied Behavior Analysis) JESSE M. CROSBY, Michael P. Twohig, Timothy A. Shahan, and Jeffrey W. Allen (Utah State University)

113. Differences in Sustained Operant Variability Levels. (Experimental Analysis) DEBORAH RACEY (Southern Illinois University) and Michael Young and Eric A. Jacobs (Southern Illinois University, Carbondale)

114. Social Learning in Flocks of Pigeons: Effects of Density Population. (EAB; Experimental Analysis) ROSALVA CABRERA, Abel Javier Zamora, and Martha Elisa Lopez (FES Iztacala-National University of Mexico)

115. Right Versus Wrong Feedback in Second-Order Matching-to-Sample I: The Case of Instructional Stimuli. (VRB; Experimental Analysis) MARIO SERRANO and Emilio Ribes-Iñesta (Universidad of Guadalajara) and Gustavo Garcia (Universidad FrancoMexicana-Satelite)

116. The Schedule-Induced Drinking Procedure Does Not Generate Excessive Water Intake. (EAB; Experimental Analysis) ALICIA ROCA and Carlos A. Bruner (National Autonomous University of Mexico)

#211 Poster Session

5/25/2008
12:00 PM - 1:30 PM
South Exhibit Hall
EDC

117. Using Direct Instruction Curricula in the Home to Teach Reading Comprehension to a 12-Year-Old Student With Cerebral Palsy. (DDA; Applied Behavior Analysis) T. F. MCLAUGHLIN, Kimberly P. Weber, Anna Owens, Amy Violette, and K. Mark Derby (Gonzaga University)

118. An Investigation of Aloud Reading Comprehension and Comprehension Rate. (Applied Behavior Analysis) ANDREA D. HALE (Eastern Kentucky University), Renee Hawkins (University of Cincinnati), and Larissa Shoemaker, Morgan Taylor, Laroy Moore, and Michelle Shouse (Eastern Kentucky University)

119. Evaluating Direct Instruction on Beginning Reading Skills of Two Preschool Children. (VRB; Applied Behavior Analysis) Greg McGrath, Karlene Nechanicky, and RANDY L. WILLIAMS (Gonzaga University)

120. The Effects of a Self-Questioning Intervention on the Reading Comprehension of High School Seniors with Learning Disabilities. (DDA; Applied Behavior Analysis) TIMOTHY CRABTREE and Sheila R. Alber-Morgan (The Ohio State University)

121. The Effect of Hidden and Not-Hidden Flashcard Placement on the Acquisition of Sight Words. (Applied Behavior Analysis) Brooke Lamp (University of Nebraska at Omaha), MARK D. SHRIVER and Valerie J. Gortmaker (Munroe-Meyer Institute), and Lisa Kelly-Vance (University of Nebraska at Omaha)

122. Combining Direct Instruction and the Georgia State University Reading Program in Kindergarten Through Second Grade. (Applied Behavior Analysis) LAURA D. FREDRICK, Amy C. Scarborough, Alice O. Nanda, and Daphne Greenberg (Georgia State University)

123. Using the REWARDS Program to Improve the Reading Skills of a 10th Grader With ADHD. (DDA; Applied Behavior Analysis) KRISTALL J. GRAHAM and Ralph Gardner, III (The Ohio State University), and Yi-wei Hsin (Yu Da College of Business)

124. The Effects of School-Wide Implementation of DI Reading Versus a Balanced Reading Approach. (Experimental Analysis) MICHAEL C. LAMBERT and Leanne Robinson (Western Washington University)

125. Using SAFMEDS to Improve the Reading Performance of a Student With Cerebral Palsy. (DDA; Applied Behavior Analysis) TIM M. BARRETT and Susan Gase (Marysville Schools)

126. The Effects of Modeling and Fluency Contingency on Oral Reading Fluency. (Experimental Analysis) GIZEM TATARER, Ellie C. Hartman, and Jennifer J. McComas (University of Minnesota)

127. Effect of Fluency Training for Elementary Students on Retention, Endurance, and Application of Kanji Reading. (EAB; Applied Behavior Analysis) WATARU NODA and Junko Tanaka-Matsumi (Kwansei Gakuin University)

128. Computerized Instruction and Curriculum Steps to Facilitate Mathematics Facts Fluency. (Applied Behavior Analysis) JENNIFER L. WILSON, Sara Jean Doty, and Michael D. Hixson (Central Michigan University)

129. Using Repeated Practice and Error Correction Procedures Combined With Precision Teaching Measurement Approaches to Improve the Math Calculation Fluency of Middle School Students With Emotional and Behavioral Disorders. (DDA; Applied Behavior Analysis) KRISTI A. OSKAR and William J. Sweeney (University of South Dakota)

130. The Effects of a Fluency Building Activity and Culturally Specific Material on the ORF of At-Risk African American First Graders. (Applied Behavior Analysis) LENWOOD GIBSON, Gwendolyn Cartledge, and Angella Harjani Singh (The Ohio State University)

131. Tugmate: Increasing Sight Word Fluency Through a Structured Flash Card Drill. (DDA; Service Delivery) LINDSEY GUMPH, Sarah Lynne Eickholt, and Amanda Kneice (The University of Toledo)

132. A Comparison of Preferred Reading Fluency Interventions to Effective Reading Fluency Interventions as Demonstrated by Brief Experimental Analysis. (EAB; Experimental Analysis) DEBBORAH EDA SMYTH (The University of Southern Mississippi/May Institute), and D. Joe Olmi (The University of Southern Mississippi)

133. Efficacy of a Reading Intervention Package With Retained Secondary Education Students. (EDC; Experimental Analysis) TIFFANY DIANE CHANDLER and Jennifer Kazmerski (Mississippi State University) and Richard Anthony Doggett (Munroe-Meyer Institute)

134. Defining Quality Research in Education: Should ABA Weigh in on the National Dialogue? (TPC; Theory) BARBARA SCHIRMER (University of Detroit), Todd Schirmer (Rosalind Franklin University of Medicine and Science), and Alison Schirmer Lockman (Rowland Hall, St. Mark's School)

135. Quality Evaluation in the Special Education Services. (CSE; Applied Behavior Analysis) Patricia Plancarte Cansino, Patricia Ortega Silva, and Hugo Romano Torres (National University of Mexico)

136. Teaching Functional Writing Skills to Children With Minimal Speaker Repertoires: Differences in Academic and Social Repertoires. (Applied Behavior Analysis) KRISTINA VERA MONTGOMERY and Katie Baker (ABA Learning Solutions)

137. An Examination of the Effects of Two Formats of Review on Quiz Performance in a College Course. (TBA; Applied Behavior Analysis) EDWARD D. PARKER, Judah Axe, and Helen I. Cannella-Malone (The Ohio State University)

#212 Poster Session

5/25/2008
12:00 PM - 1:30 PM
South Exhibit Hall
TBA

138. Behavioral Academic and Career Counseling. (Applied Behavior Analysis) MELISSA ANNE AINSLIE and Tamina A. Stuber (Western Michigan University)

139. GRE Preparation Course. (Applied Behavior Analysis) KAROLINA PASZEK, Deanna Niemiec, Melissa Wittman, and Richard W. Malott (Western Michigan University)

140. Behavior Analysis Training System. (Applied Behavior Analysis) CAITLIN ELIZABETH O'BOYLE, Krista Gabriau, Tara Adams, and Richard W. Malott (Western Michigan University)

141. Intermediate Autism Practicum (Applied Behavior Analysis) REBECCA O'GORMAN, Katie Michelle Relph, Tialha Nover, and Richard W. Malott (Western Michigan University)

142. The Language Facilitation Training System. (Applied Behavior Analysis) REBECCA A. MARKOVITS, Jennifer M. Lonsdorf, Michelle Gagliano, Robbie J. Baldus, and Richard W. Malott (Western Michigan University)

143. Behavioral Research Supervisory System. (Applied Behavior Analysis) KELLI PERRY, Jessica Ann Irish, Chelsea A. Cronican-Walker, Tiffany M. Smiecinski, and Richard W. Malott (Western Michigan University)

144. Self-Management .(Applied Behavior Analysis) MELODY TAYLOR, Andrea M. Rau, Megan R. Baumgartner, Abby F. Mercure, and Richard W. Malott (Western Michigan University)

145. The Vocal Verbal Behavior Subsystem of the Language Facilitation Training System. (Applied Behavior Analysis) JENNIFER M. LONSDORF, Rebecca A. Markovits, Robbie J. Baldus, Michelle Gagliano, and Richard W. Malott (Western Michigan University)

146. Autism Pre-Practicum. (DDA; Applied Behavior Analysis) KELLY MARIE HANLON, Blake Grider, Michael Spears, and Richard W. Malott (Western Michigan University)

147. Behavior Systems Analysis Project. (OBM; Applied Behavior Analysis) ELIZABETH SAUR, Allison R. Mueller, Rachel Lowe, Nanette Rae LaForest, and Richard W. Malott (Western Michigan University)

148. The Chicago School's Practicum Assessment Tools. (EDC; Applied Behavior Analysis) KERIN ANN WEINGARTEN and Liz Lefebre (The Chicago School of Professional Psychology)

5/25/2008
1:30 PM - 2:20 PM
Grand Ballroom
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Walter Mischel, Ph.D.

Finding the Consistency of Social Behavior in its Stable Variability
Chair: Allen Neuringer (Reed College)

B. F. Skinner Lecturer: Dr. Walter Mischel (Columbia University)



Dr. Walter Mischel is the Robert Johnston Niven Professor of Humane Letters in Psychology at Columbia University where he has been since 1983. Before Columbia, he taught at the University of Colorado (1956-1958), Harvard University (1958-1962), and Stanford University (1962-1983). He was elected to the National Academy of Sciences in 2004 and to the American Academy of Arts and Sciences in 1991, and in 2007 was elected president of the Association for Psychological Science (APS). Mischel's work over 50 years has (1) re-conceptualized research and theory in personality and social psychology on the stability and variability of behavior and its links to situations; (2) clarified basic mechanisms underlying delay of gratification, and future-oriented self-control; and (3) traced the implications of self-control ability for development over the life course. He received the APA Distinguished Scientific Contribution Award, the Distinguished Scientist Award of the Society of Experimental Social Psychologists, the Distinguished Contributions to Personality Award of the Society of Social and Personality Psychologists, and the Distinguished Scientist Award of APA's Division of Clinical Psychology. He is past editor of *Psychological Review*, and was president of APA Division 8 (Social and Personality), and of the Association for Research in Personality.

Abstract: To build a science of the person, the most basic question is: How can one identify and understand the psychological invariance—the basic coherence and organization– that distinctively characterizes an individual and that underlies the variations in the thoughts, feelings, and actions that occur across contexts and over time? This question proved particularly difficult because discrepancies soon emerged between the expressions of consistency that were expected and those that were found. The resulting classic "personality paradox" became: How can we reconcile our intuitions—and theories—about the invariance and stability of "personality" with the equally compelling empirical evidence for the variability of the person's behavior across diverse situations? Which is right: the intuitions or the findings? I discuss some advances to answer this question since it was posed decades ago. These findings have allowed a resolution of the paradox, and provide the outlines for a conception of the underlying structure and dynamics of behavior, and its links to situations, that seems to better account for the data on consistencies and variability in the expressions of individual differences. This conception is applied to the analysis of self-control, focusing on the ability to delay gratification, and its determinants, development, and implications over the life course.

#214 B. F. Skinner Lecture Series and Scientific Foundation

5/25/2008
1:30 PM - 2:20 PM
International North
OTH; Theory

Not By Genes Alone: How Culture Transformed Human Evolution
Chair: William M. Baum (University of California, Davis)

B. F. Skinner Lecturer: Dr. Peter J. Richerson (University of California, Davis)



Dr. Peter J. Richerson is Distinguished Professor in the Department of Environmental Science and Policy at the University of California, Davis. His research focuses on the processes of cultural evolution. His 1985 book with Robert Boyd, *Culture and the Evolutionary Process*, applied the mathematical tools used by organic evolutionists to study a number of basic problems in human cultural evolution. His recent books with Boyd include *Not By Genes Alone: How Culture Transformed Human Evolution*, an introduction to cultural evolution aimed at a broad audience and *The Origins and Evolution of Cultures*, a compendium of their more important papers and book chapters. His recent publications used theoretical models to try to understand some of the main events in human evolution, such as the evolution of the advanced capacity for imitation (and hence cumulative cultural evolution) in humans, the origins of tribal and larger scale cooperation, and the origins of agriculture. He collaborates with Richard McElreath, Mark Lubell, and William Baum in an National Science Foundation funded research group devoted to the study of cultural transmission and cultural evolution in laboratory systems.

Abstract: Humans are a striking anomaly in the natural world. While we are similar to other mammals in many ways, our behavior sets us apart. Our unparalleled ability to adapt has allowed us to occupy virtually every habitat on earth using an incredible variety of tools and subsistence techniques. Our societies, heavily regulated by culturally transmitted institutions, are larger, more complex, and more cooperative than any other mammal's. In this talk, Richerson will argue that the key to understanding human behavior is a theory of cultural evolution and gene-culture coevolution that is built on Darwinian principles. Our ecological dominance and our singular social systems stem from a psychology uniquely adapted to create complex culture. Culture is neither superorganic nor the handmaiden of the genes. Rather, it is essential to human adaptation, as much a part of human biology as bipedal locomotion. Culture has played a leading rather than lagging role in human evolution. Culture creates novel environments that then act as forces of natural selection on genes. Most strikingly, our cooperative societies have led to something like the domestication of our genes.

#215 International Paper Session

5/25/2008
1:30 PM - 2:20 PM
PDR 1
CSE

Of Zoos and Hospitals: Installing Behavioral Training Programs in Community Settings
Chair: Kyong-Mee Chung (Yonsei Iniv, South Korea)

Raptor Training: A Behavior Analytic Contribution. (Service Delivery) JULIE A. GRIMES (Davidson County Community College)

Establishment and Management of a SIB Clinic: From the Scratch. (Service Delivery) KYONG-MEE CHUNG and Bo In Chung (Yonsei University, Korea)

#216 Paper Session

5/25/2008
1:30 PM - 2:20 PM
Boulevard B
CBM

The Role of Behavior Analysis in Crime Prevention
Chair: Frank Bowers (Boystown)

Evaluating the Generalization and Maintenance of Positive Peer Reporting for Peer Rejected Youth. (Service Delivery) FRANK E. BOWERS (Boystown), Clayton Cook (Girls and Boys Town/UC Riverside), and Marcia Jensen (Girls and Boys Town/University of Washington)

Attention Deficit Hyperactivity Disorder: Intervention as Crime Prevention. (Theory) Leasha Barry and TRUDI GAINES (University of West Florida)

#217 Paper Session

5/25/2008
1:30 PM - 2:20 PM
Marquette
OBM

Theory in OBM
Chair: Bess J. Puvathingal (Temple University)

Identifying and Extinguishing Dysfunctional and Deadly Organizational Practices. (Theory) THOMAS C. MAWHINNEY (University of Detroit Mercy)

When Good Pigeons (and People) Do Bad Things: Synthesizing the Literatures on Sunk Costs. (Applied Behavior Analysis) BESS J. PUVATHINGAL and Donald A. Hantula (Temple University)

#218 Symposium

5/25/2008
1:30 PM - 2:50 PM
Continental B
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Kim D. Lucker, Ph.D., BCBA

Addressing Core Deficits: Developing Social Repertoires in Children With Autism Spectrum Disorder
Chair: Kim D. Lucker (Behavior Management Consultants, Inc.)
Discussant: Sarah Robinson (Agency for Persons with Disabilities)

The Saturday Social Club: A Weekend Social Skills Group for Young Children With Autism. Kim D. Lucker and HEATHER R. MUMMAW (Behavior Management Consultants, Inc.)

Social Skills Training in a Center-Based Program for Children With Autism. Amanda Adams and KARLY MARRIOTT (California State University, Fresno)

A Computer-Based Program for Teaching Parents How to Embed Social Skills Instruction During Play Activities. MAE R. BARKER (University of Florida)

#219 Symposium

5/25/2008
1:30 PM - 2:50 PM
Waldorf
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Julie Weiss, M.S., BCBA

An Analysis of the Effectiveness of Using an Acoustical Marker (TAG) on the Acquisition of Various Skills in Children With Autism and Other Developmental Disabilities
Chair: Theresa McKeon (TAGteach International)
Discussant: Julie S. Vargas (B. F. Skinner Foundation)

Demonstration of the Effectiveness of Using a TAG to Promote Skill Acquisition for Students with Autism. JULIE S. WEISS and Myrna E. Libby (The New England Center for Children)

Teaching Eye-Contact in Response to a Peer's Initiation Using Tag Teach Peer Tutoring. KATHERINE A. JOHNSON, Elizabeth Paige Adams, and Katrina A. Fallon (Advances Learning Center)

Evaluating the Influence of TAG Teach on Increasing Self-help Skills With Individuals With Severe Developmental Disabilities. LAUREN WASANO and Sarah E. Trautman-Eslinger (STE Consultants, LLC)

#220 Symposium

5/25/2008
1:30 PM - 2:50 PM
Stevens 3
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Brian A. Iwata, Ph.D., BCBA

Can We Decrease Problem Behavior Without Extinction?
Chair: Brian A. Iwata (University of Florida)
Discussant: F. Charles Mace (University of Southern Maine)

Structural and Functional Characteristics of Attention as a Consequence for Problem Behavior. CARRIE M. DEMPSEY (California State University, Stanislaus) and Brian A. Iwata and Jennifer L. Hammond (University of Florida)

Analysis of Competing Contingencies for Escape-Maintained Behavior: Effects of Reinforcer Magnitude. JENNIFER L. HAMMOND, Brian A. Iwata, and Sarah E. Bloom (University of Florida)

Effects of Combined Antecedent Interventions on Problem Behavior Maintained by Escape. NATALIE U. ROLIDER and Brian A. Iwata (University of Florida)

#221 Symposium

5/25/2008
1:30 PM - 2:50 PM
Continental A
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Lara Delmolino, Ph.D., BCBA

Direct Measurement of Verbal Behavior to Evaluate Response to Treatment: Use of the ADOS
Chair: Suzannah J. Ferraioli (Rutgers University)
Discussant: Sandra L. Harris (Rutgers University)

Increased Frequency of Verbal Operants Following Behavioral Treatment for Preschoolers With Autism: Measurement Within a Semi-Structured Assessment. MEGAN P. MARTINS (University of Colorado) and Lara M. Delmolino (Rutgers University)

Comparison of Frequency and Interval Data Collection Methods for Measuring Improvement in the Verbal Behavior of Preschool Children With Autism. KATE E. FISKE and Lara M. Delmolino (Rutgers University)

Evaluating Progress in the Development of Verbal Behavior in Early Intervention Programs for Children With Autism Under Three. VAL DEMIRI (Douglass Developmental Disabilities Center) and Lara M. Delmolino (Rutgers University)

#222 Paper Session

5/25/2008
1:30 PM - 2:50 PM
Williford B
EDC

Educational Interventions for Young Children
Chair: Traci Cihon (The Chicago School of Professional Psychology)

Using Visual Phonics as a Strategic Intervention to Increase Literacy Behaviors for Kindergarten Students At-Risk for Reading Failure. (Applied Behavior Analysis) TRACI CIHON (The Chicago School of Professional Psychology) and Ralph Gardner, III, Dorothy Morrison, and Peter Paul (The Ohio State University)

The Effect of a Narrative-Based Language Intervention on Story Telling of Children With Developmental Disabilities. (Service Delivery) DOUGLAS B. PETERSEN and Trina D. Spencer (Utah State University)

Enhancing Nonacademic Classroom Skills for Young Children With Disabilities. (Applied Behavior Analysis) KATIE KIRKBRIDE and Judith Sylva (California State University, San Bernardino)

#223 Symposium

5/25/2008
1:30 PM - 2:50 PM
Stevens 1
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Jorge Reyes, M.S., BCBA

Evaluations of Offense Related Behavior in Sex Offenders With Developmental Disabilities
Chair: Jorge Rafael Reyes (University of Florida)
Discussant: Joel E. Ringdahl (University of Iowa)

The Use of a Mobile Plethysmograph in the Assessment of Sex Offenders With Developmental Disabilities. Jorge Rafael Reyes and Timothy R. Vollmer (University of Florida), ASTRID HALL (Seguin Unit), and Gregory Jansen (State of Florida/Seguin Unit)

The Use of Covert Assessments for Sex Offenders With Developmental Disabilities. TIMOTHY R. VOLLMER, Jorge Rafael Reyes, and Cristina M. Whitehouse (University of Florida) and Gregory Jansen (State of Florida/Seguin Unit)

The Use of a Paired-Choice Preference Assessment Format for Sex Offenders With Developmental Disabilities. JORGE RAFAEL REYES, Timothy R. Vollmer, and Andrew Samaha (University of Florida)

#224 Symposium

5/25/2008
1:30 PM - 2:50 PM
International South
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Adel C. Najdowski, Ph.D., BCBA

Evaluations of Practices Used in Behavior Analytic Interventions for Children with Autism
Chair: Adel C. Najdowski (Center for Autism and Related Disorders, Inc.)
Discussant: James E. Carr (Western Michigan University)

An Examination of Data Collection Methods in an Early Intensive Behavioral Intervention Program for Children With Autism. ADEL C. NAJDOWSKI, Ryan Bergstrom, Vardui Chilingaryan, and Susie Balasanyan (Center for Autism and Related Disorders, Inc.) and Barbara C. Aguilar (University of Nevada, Reno)

Assessing Generalization of Discrete Trial Impure Tact Training to Pure Tacts in the Natural Environment. Jonathan J. Tarbox, VARDUI CHILINGARYAN, Romolea Manucal, and Ellen Kong (Center for Autism and Related Disorders, Inc.)

A Comparison of Free Operant and Restricted Operant Procedures on Generalization of Academic Tasks With Young Children With Autism. RACHEL S. F. TARBOX, Jonathan J. Tarbox, and Amy Kenzer (Center for Autism and Related Disorders, Inc.)

#225 Symposium

5/25/2008
1:30 PM - 2:50 PM
Williford C
EDC; Applied Behavior Analysis

Evidence-Based Practice Reviews: Applying EBP Standards to Reviews of School-Based Practices
Chair and Discussant: Karen D. Hager (University of Kentucky)

Activity Schedules for Children With Autism: A Review of the Evidence Base. ALISON M. BETZ and Thomas S. Higbee (Utah State University)

A Review of Secondary Peer Tutoring: Results From Three Sets of Evidence-Based Practice Standards. DONALD M. STENHOFF (University of Kentucky)

Community and School-Based Mentoring Programs: Perils and Pitfalls In Evaluating the Evidence. BENJAMIN LIGNUGARIS/KRAFT and Ginger Kelso (Utah State University)

#226 Symposium

5/25/2008
1:30 PM - 2:50 PM
Continental C
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Gerald Harris, Ph.D., BCBA

Extending ABA Social Skills Training for Children With Autism
Chair and Discussant: Gerald E. Harris (Texas Young Autism Project)

Using Environmental Cues to Teach Volume Modulation to Young Children With Autism. KRISTEN MCCLINTOCK, Maureen Childs, Ehsan Bayat, and Gerald E. Harris (Texas Young Autism Project)

Generalization of Adult Trained Social Skills to Interactions With Typical Children. JOHN SALINAS, Ehsan Bayat, and Gerald E. Harris (Texas Young Autism Project)

Training Affective Expression Coding in a Treatment Center for Children With Autism. ALEXIS HYDE-WASHMON, Trea Drake, Catriona Cullum, and Gerald E. Harris (Texas Young Autism Project)

#227 Symposium

5/25/2008
1:30 PM - 2:50 PM
Boulevard C
CBM; Service Delivery
BACB CE Offered. CE Instructor: Daniel J. Moran, Ph.D., BCBA

FAP All Over
Chair: Daniel J. Moran (Trinity Services)
Discussant: Robert J. Kohlenberg (University of Washington)

Using FAP with Severely Mentally Ill Individuals. CARL INDOVINA, Thane Dykstra, Kim Schontz, and Daniel J. Moran (Trinity Services)

FAP with Adolescents. REO NEWRING (Girls and Boys Town) and Chauncey R. Parker (University of Washington)

FAP and Sex Offender Treatment. KIRK A.B. NEWRING (Lincoln Correctional Center)

#228 Symposium

5/25/2008
1:30 PM - 2:50 PM
Williford A
EDC; Applied Behavior Analysis

Finding the Frontier of Fluency Training: Lessons From an Animal Laboratory and Two Applied Settings
Chair: Jonathan Weinstein (University of Mississippi)
Discussant: Eric J. Fox (Western Michigan University)

Fluency and Trial Spacing: Maybe They Can Be Friends After All. MATTHEW L. PORRITT (Aubrey Daniels International) and Karen Van Wagner, Adam Rapp, and Alan D. Poling (Western Michigan University)

Program Evaluation of an After-School Tutoring Service. JONATHAN WEINSTEIN, Kelly G. Wilson, and Kate Kellum (The University of Mississippi)

Project Reach To Teach: Evaluation of Online Tutoring to At-Risk Students. ELEAZAR VASQUEZ, III, Timothy A. Slocum, April Rose Lockwood, and Linsey Gleed (Utah State University)

#229 Symposium

5/25/2008
1:30 PM - 2:50 PM
Boulevard A
CBM; Applied Behavior Analysis

Further Developments in the Assessment and Treatment of Children With Feeding Disorders
Chair: Danielle N. Dolezal (Kennedy Krieger Institute)
Discussant: Mary Louise E. Kerwin (Rowan University)

Using Descriptive Analysis to Identify and Manipulate Existing Reinforcement Schedules in the Treatment of Food Refusal. SEAN D. CASEY (Pennsylvania State University)

The Relative Effects of Adult Attention in the Treatment of Pediatric Feeding Disorders. MERRILL J. BERKOWITZ (St. Joseph's Regional Medical Center), Annmarie Marando (St. Joseph's Children's Hospital), and Peggy S. Eicher (Children's Seashore House)

Jump Start Exit Criterion. BIANCA PIZZO, Keith E. Williams, and Candace Paul (Penn State Hershey Medical Center) and Katherine Riegel (Penn State University)

#230 International Symposium

5/25/2008
1:30 PM - 2:50 PM
PDR 2
CSE; Applied Behavior Analysis

Human Objectification, Part I: Using Basic Science to Address Prejudice
Chair: Roger Vilardaga (University of Nevada, Reno)
Discussant: Steven C. Hayes (University of Nevada, Reno)

Human Objectification: A Relational Frame Theory Account of Prejudice and Stigma. ROGER VILARDAGA, Michael Levin, Mikaela J. Hildebrandt, Steven C. Hayes, and James Edward Yadavaia (University of Nevada, Reno)

Implicit Attitudes toward Gender Congruence and Ambiguity. LAUREN ROG and Patricia Bach (Illinois Institute of Technology)

Judge thy Neighbor as Thyself: An Investigation and Disruption of Verbal Processes in Anti-Muslim Prejudice. NADIA LUCAS (University of Mississippi), Chad Drake (Veterans Affairs Hospital, Togus, Maine), and Jonathan Weinstein and Kelly G. Wilson (University of Mississippi)

#231 Symposium

5/25/2008
1:30 PM - 2:50 PM
Astoria
TBA; Applied Behavior Analysis

Innovative Methods for Teaching Behavior Analysis to University Students
Chair: Laura L. Grow (Western Michigan University)

Using Siamese Fighting Fish in the Laboratory Component of a Learning Course. STEPHANIE DA SILVA (Columbus State University)

Improving the Visual Inspection Skills of College Students With a Portable Job-Aid. CANDICE M. JOSTAD and James E. Carr (Western Michigan University)

The Effects of Order of Difficulty of Client Cases on Acquisition of Functional Assessment Decision-Making Skills. MARCIE DESROCHERS (State University of New York, Brockport) and Darlene E. Crone-Todd (Salem State College)

Training Students in Applied Behaviour Analysis Through Multimedia Presentations. STEPHEN GALLAGHER and Mickey Keenan (University of Ulster) and Karola Dillenburger (The Queen's University)

#232 Symposium

5/25/2008
1:30 PM - 2:50 PM
4D
DEV; Theory

Interbehaviorism and Interbehavioral Psychology
Chair: Linda J. Hayes (University of Nevada, Reno)

Interbehaviorism as a Scientific System. MARIANNE L. JACKSON and Linda J. Hayes (University of Nevada, Reno)

Interbehavioral Investigation and Interpretation. LINDA J. HAYES (University of Nevada, Reno)

Interbehavioral Applications. MITCH FRYLING and Linda J. Hayes (University of Nevada, Reno)

Interbehaviorism and Interdisciplinary Science. YUKIKO WASHIO and Linda J. Hayes (University of Nevada, Reno)

#233 Symposium

5/25/2008
1:30 PM - 2:50 PM
Stevens 2
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Michael J. Cameron, Ph.D., BCBA

Interdisciplinary Applications of Behavior Analysis: Speech, Language, Literacy, and Mobility
Chair: Michael J. Cameron (Simmons College)

Structural Analysis and Treatment of Severe Stuttering. MICHELE D. MAYER (HMEA), Cathy J. Booth (Private Practice), and Michael J. Cameron (Simmons College)

Teaching Initiation of Language to Children With Autism Spectrum Disorders. SUSAN AINSLEIGH and Rebecca Fontaine (Simmons College)

Language, Literacy, and Applied Behavior Analysis. STEPHANIE NOSTIN (Speech Therapy Group, LLC., Beverly, MA) and Michael J. Cameron (Simmons College)

Applications of Behavior Analysis to Support Orientation and Mobility Training. MICHAEL J. CAMERON (Simmons College) and Barbara Birge and Martha Majors (Perkins School for the Blind)

#234 International Paper Session

5/25/2008
1:30 PM - 2:50 PM
PDR 3
TPC

Interpretations of Complex Human Behavior
Chair: Richard Malott (Western Michigan University)

Cooperation in the Context of Rule-Governance and Contingency Manipulation: A Theoretical Analysis. (Theory) SHARLET D. BUTTERFIELD and Ramona Houmanfar (University of Nevada, Reno)

A Contingency Analysis of Mothers' Roles Across Cultures. (Theory) THOURAYA AL-NASSER, Diana M. Delgado, and Linda J. Hayes (University of Nevada, Reno)

Confessions of a Christian Atheist. (Theory) RICHARD W. MALOTT (Western Michigan University)

#235 Symposium

5/25/2008
1:30 PM - 2:50 PM
Joliet
OBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: David Wilder, Ph.D., BCBA

Recent Research in OBM and BBS: From the Lab to the Corporate Office
Chair: David A. Wilder (Florida Institute of Technology)

The Effect of Rule Delivery on Employee Adherence to Procedures at a Residential Treatment Facility. JAMES L. SQUIRES and David A. Wilder (Florida Institute of Technology)

The Effects of Varied Versus Constant High, Medium, and Low Quality Stimuli on Performance. BYRON J. WINE and David A. Wilder (Florida Institute of Technology)

Investigating the Effects of Observer Presence on Individuals' Work-Related Behavior Both Within-Session and Across Session. ANGELA R. LEBBON and John Austin (Western Michigan University)

Improving Safety Posture Using Self-Monitoring: Some New Variations. KRYSTYNA A. ORIZONDO-KOROTKO, Shannon M. Loewy, Nicole E. Gravina, Angela R. Lebbon, and John Austin (Western Michigan University)

#236 Symposium

5/25/2008
1:30 PM - 2:50 PM
Stevens 5
VRB; Experimental Analysis

The Implicit Relational Assessment Procedure (IRAP) and Relationships Among Attitudes and Overt Behavior
Chair: Diana VanDeKreeke (Illinois Institute of Technology)

Using the IRAP to Assess the Verbal Networks of Adolescents About Smoking. SHAWN BOLES, Anthony Biglan, and Carey Black (Oregon Research Institute)

Implicit Beliefs about Smoking Consequences in Smokers and Nonsmokers: A Study With the Implicit Relational Assessment Procedure (IRAP). MONICA HERNANDEZ-LOPEZ (Universidad de Valladolid), Miguel Rodriguez-Valverde (Universidad de Jaen (Spain)), Dermot Barnes-Holmes (National University of Ireland, Maynooth), and Shawn Boles (Oregon Research Institute)

Implicit Attitudes Towards Healthy and Unhealthy Foods in Normal Weight and Overweight Adults. Patricia Bach and DIANA VANDEKREEKE (Illinois Institute of Technology) and Daniel J. Moran (Trinity Services)

Implicit and Explicit Attitudes of Clinicians Towards Clients With Serious Mental Illness. JENNIFER LOWE and Patricia Bach (Illinois Institute of Technology)

#237 International Paper Session

5/25/2008
1:30 PM - 2:50 PM
PDR 4
AUT

Trends in Service Delivery and Outcomes
Chair: Betty Fry Williams (Whitworth University)

Current Trends in ABA Services to Individuals with Autism. (Service Delivery) BETTY FRY WILLIAMS (Whitworth University) and Randy L. Williams (Gonzaga University)

A Quantitative Approach to ABA Intervention Effectiveness on Autism: An Effect Size Meta-Analysis. (Service Delivery) JAVIER VIRUÉS-ORTEGA (Instituto de Salud Carlos III) and Jose Julio Carnerero and Ana Pastor Sanz (Centro Almudaris)

Clinical Significant Effects of Behavioral Treatment for Children with Autism: An Analysis of the Published Literature Using the Reliable Change Index. (Applied Behavior Analysis) SIGMUND ELDEVIK (Center for Early Intervention)

#238 International Paper Session

5/25/2008
1:30 PM - 2:50 PM
Stevens 4
VRB

Verbal Behavior Training and Practice
Chair: Mecca Chiesa (University of Kent)

We Need a Commented Edition of Skinner's *Verbal Behavior* (1957). (Theory) Maria de Lourdes Rodrigues da Fonseca Passos (UFRJ/University of Massachusetts Medical School-Shriver Center)

Self-Rule Generation: The Effect of Observation Training. (Experimental Analysis) CRISTIN D. JOHNSTON and Linda J. Hayes (University of Nevada, Reno)

Changing the Behaviour of Adult Models: Effects on the Verbal Behaviour of a Child. (Applied Behavior Analysis) MECCA CHIESA (University of Kent)

#239 Paper Session

5/25/2008
2:00 PM - 2:20 PM
Chicago & Alton; Blackstone Hotel, Concourse Level
EAB/TPC; Applied Behavior Analysis

Bridges and Training and Communication from Animal Training.
KAYCE COVER (Syn Alia Training Systems)

#240 Tutorial

5/25/2008
2:30 PM - 3:20 PM
Grand Ballroom
CBM; Service Delivery
BACB CE Offered. CE Instructor: Michael Rapoff, Ph.D.

Developing Adherence Among Children With Chronic Health Conditions
Chair: Ann Branstetter (Missouri State University)

MICHAEL RAPOFF (University of Kansas Medical Center)



Dr. Michael Rapoff received his Ph.D. in Developmental and Child Psychology in 1980 from the University of Kansas and completed a two year postdoctoral fellowship in Behavioral Pediatrics at the University of Kansas Medical Center. Dr. Rapoff is currently Ralph L. Smith (Distinguished) Professor of Pediatrics, Vice-Chair for Research/Scholarship and Faculty Development, and Chief of the Behavioral Pediatrics division in the Department of Pediatrics at the University of Kansas Medical Center. Dr. Rapoff is a licensed psychologist in Kansas and Missouri and is listed in the National Registry of Health Service Providers in Psychology. His research interests over the past 27 years has focused on psychosocial issues affecting children and adolescents with chronic diseases, including adherence to medical regimens, pain, and psychosocial adjustment. He has been funded by National Institutes for Health and Maternal and Child Health to evaluate strategies for improving adherence to medical regimens for children with asthma and juvenile rheumatoid arthritis (JRA) and by the Arthritis Foundation for evaluating a cognitive-behavioral pain management program for children and adolescents with JRA. Dr. Rapoff has 74 publications in journals or books, including a single-authored book published in 1999 on pediatric medical adherence (*Adherence to Pediatric Medical Regimens*, New York: Kluwer/Plenum). In 2003, Dr. Rapoff received the Distinguished Scholar Award from the Association of Rheumatology Health Professionals, a division of the American College of Rheumatology, in recognition of outstanding rheumatology scholarship. Also in 2003, Dr. Rapoff was elected as a Fellow in the Society of Pediatric Psychology, Division 54 of the American Psychological Association. Dr. Rapoff is currently funded by NIH to evaluate the efficacy of a computer-based CD-ROM program (Headstrong) for treating chronic headaches in children. In addition to his research, Dr. Rapoff trains clinical psychology students in health psychology and pediatric psychology and teaches residents and medical students. He also sees patients 1½ days per week in his Behavioral Pediatrics Outreach Clinics in Lawrence and Prairie Village, Kansas.

Abstract: This tutorial is designed to provide a review of the literature regarding medical adherence among children with chronic health conditions, such as asthma and arthritis. In addition, clinical behavioral interventions which may be applied to increase adherence are presented in detail along with current outcome data.

#241 Symposium

5/25/2008
2:30 PM - 3:50 PM
PDR 1
CSE; Applied Behavior Analysis

Antecedent Events and Traffic Safety
Chair: Michelle Lynn Arnold (Western Michigan University)
Discussant: Ron Van Houten (Western Michigan University)

The Effects of an LED No Right Turn on Red Sign on Motorist Compliance with NTOR. ERICK K. A. MARMOLEJO and Ron Van Houten (Western Michigan University)

Increasing Turn Signal Use by Drivers Exiting a University Parking Garage. Michael C. Clayton and Emily Myers (Youngstown State University)

The Effects of a Rectangular Stutter Flash Beacon on Driver Speed Compliance. MICHELLE VAN WAGNER and Ron Van Houten (Western Michigan University)

#242 Symposium

5/25/2008
2:30 PM - 3:50 PM
Barbershop; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Behavioral Momentum Theory: 25 Years
Chair: Christopher A Podlesnik (Utah State University)
Discussant: John A. Nevin (University of New Hampshire)

Resistance to Change, Contrast, and Stimulus Value: A Continuing Dilemma. RANDOLPH C. GRACE (University of Canterbury)

Resistance to Change and Response Recovery. CHRISTOPHER A. PODLESNIK and Timothy A. Shahan (Utah State University)

Behavioral Momentum Research in Developmental Disabilities. WILLIAM V. DUBE (UMMS Shriver Center) and William H. Ahearn (The New England Center for Children)

#243 International Paper Session

5/25/2008
2:30 PM - 3:50 PM
Chicago & Alton; Blackstone Hotel, Concourse Level
EAB

Contemporary Research in EAB
Chair: Jay Moore (University of Wisconsin, Milwaukee)

Structural Variables in Concurrent-Chains Choice. (Experimental Analysis) JAY MOORE (University of Wisconsin, Milwaukee)

The Effects of Initial-Link Duration on Response Allocation in Concurrent Chains. (Experimental Analysis) DARREN CHRISTENSEN and Randolph C. Grace (University of Canterbury)

Numerical Discrimination and Bisection. (Experimental Analysis) LAVINIA CM TAN and Randolph C. Grace (University of Canterbury)

Errorless Learning of a Double Temporal Bisection Task. (Experimental Analysis) JOANA ARANTES and Randolph C. Grace (University of Canterbury) and Armando Machado (University of Minho)

#244 Symposium

5/25/2008
2:30 PM - 3:50 PM
Metra; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Michael Lamport Commons, Ph.D.

Immediate Value, Delay of Reinforcement, and Change in that Delay Determine Overall Value: Developmental and Clinical Implications
Chair: Michael Lamport Commons (Harvard Medical School)

General Discounting Model for Overall Value: Clinical and Developmental Implications. MICHAEL LAMPORT COMMONS (Harvard Medical School)

The Role of Immediate Value of Reinforcement on Overall Value: Clinical and Developmental Implications. ANDREW MICHAEL RICHARDSON (The Dare Institute)

The Role of Delay on Overall Value: Clinical and Developmental Implications. ANDREW MICHAEL RICHARDSON (The Dare Institute)

The Role of Change in Delay on Overall Value: Clinical and Developmental Implications. MICHAEL LAMPORT COMMONS (Harvard Medical School)

#245 Symposium

5/25/2008
2:30 PM - 3:50 PM
Boulevard B
CBM; Service Delivery

New Advances in Behavioral Activation for Depression With Ethnic Minorities
Chair: Rachel Manos (University of Wisconsin, Milwaukee)
Discussant: Jonathan W. Kanter (University of Wisconsin, Milwaukee)

The Application of Behavioral Activation Theory to Ethnic Minorities. JONATHAN W. KANTER, Laura C. Rusch, Rachel Manos, and Azara Santiago-Rivera (University of Wisconsin, Milwaukee) and Paul West (16th Street Community Health Clinic)

Measuring Avoidance: Data on Applying the Behavioral Activation for Depression Scale (BADS) to Ethnic Minorities. ANDREW BUSCH, Laura C. Rusch, Jonathan W. Kanter, Alex Czarnecki, Cristal E. Weeks, and Jesus Calvillo (University of Wisconsin, Milwaukee)

Clinical Outcomes and Implications for the Application of BA for Ethnic Minorities. LAURA C. RUSCH, Andrew Busch, Jonathan W. Kanter, Rachel Manos, William Reyes, and Azara Santiago-Rivera (University of Wisconsin, Milwaukee)

#246 Symposium

5/25/2008
2:30 PM - 3:50 PM
Marquette
OBM; Service Delivery
BACB CE Offered. CE Instructor: Cloyd Hyten, Ph.D.,

OBM in Clinics and Academia: Systems Approaches
Chair: Cloyd Hyten (University of North Texas)

Improving Administrative Operations for Better Client Service in a Medical/Behavioral Services Clinic. STACEY HACKETT and Cloyd Hyten (University of North Texas)

Systems Approaches to Improve Undergraduate Performance. ANA BARBARA NEVES, Cloyd Hyten, and Donnie M. Staff (University of North Texas) and Shane D. Isley (Families for Early Autism Treatment of Washington)

Systems Analysis to Enhance Client Throughput and Client Outcomes in a Parent Training Clinic. VALORI N. BERENDS and Cloyd Hyten (University of North Texas)

Avoiding Hourly Pay Traps: Performance Measurement and Pay in a Private Autism Clinic. CARLA M. SMITH and Cloyd Hyten (University of North Texas)

#247 Symposium

5/25/2008
2:30 PM - 3:50 PM
El; Blackstone Hotel Concourse Level
EAB; Experimental Analysis

Relational Stimulus Control in Human Participants
Chair: Rachel Kolb (University of North Carolina, Wilmington)
Discussant: Manish Vaidya (University of North Texas)

Conditional Discrimination Acquisition in Young Children: Are the Facilitative Effects of Naming Due to Stimulus Discrimination? ANNE KATHRYN STULL, Carol Pilgrim, Jason Boye, Jessica Nimocks, and Amanda Reilly (University of North Carolina, Wilmington)

An Experimental Analysis of Merging Functional and Equivalence Classes. HAROLD E. LOBO and Philip N. Chase (West Virginia University)

Analysis of Conditions Impacting Equivalence Class Merger in Young Children. REBECCA A. VEENSTRA (University of North Carolina, Wilmington and Munroe-Meyer Institute, UNMC), Carol Pilgrim, Rachel Kolb, and Kelly Linville (University of North Carolina, Wilmington)

#248 International Invited Presenters

5/25/2008
2:30 PM - 3:50 PM
International North
CSE; Service Delivery
BACB CE Offered. CE Instructor: Maria R. Ruiz, Ph.D., BCBA

Values in Behavior Analysis
Chair: Saul Axelrod (Temple University)

Abstract: Overt values statements are a relatively recent development within the field of behavior analysis. For far too long we have allowed others, primarily our critics, to describe our values for us, and it is time that we begin to speak for ourselves. Core values are important characteristics of an organization's verbal practices and as our community endeavors to build a coherent system from which to promote effective cultural practices, we are reminded that values function as guides to action and play a key role in helping us through ethical dilemmas. In order to present ourselves convincingly to our consumers and the public we need a serious debate about our values: What do we consider the most important features or contributions of behavior analysis to the culture? We will present data from a survey study of core values in a sample of ninety-four behavior analysts discuss the implications for behavior analytic practices.

Values in the Science and Practice of Behavior Analysis. GERALD L. SHOOK (Behavior Analyst Certification Board)



Dr. Gerald L. Shook is Chief Executive Officer and Founder of the Behavior Analyst Certification Board, Inc. He holds a Ph.D. in Psychology and is a Board Certified Behavior Analyst with over 35 years experience in behavior analysis.

Dr. Shook has taken an active role in developing certification in several states, as well as internationally, and has published and presented extensively in the area of credentialing and Behavior Analysis as a profession. He conducted statewide distance education university graduate training in several states and consulted nationally on development of statewide behavioral service and training systems. He currently holds adjunct appointments in the College of Education and Graduate College at Penn State.

Dr. Shook was on the Executive Council of the Association for Behavior Analysis International, where he also was Coordinator of the Legislative and Public Affairs Committee and the Affiliated Chapters Board. He was President of the Florida Association for Behavior Analysis.

He served on the Editorial Boards of *The Behavior Analyst, Journal of Organizational Behavior Management,* and *Behavior Analysis in Practice.* Dr. Shook is a Trustee of the Cambridge Center for Behavioral Studies, and a Fellow of ABAI.

He received the Florida Association for Behavior Analysis' Award for Outstanding Service; the California Association for Behavior Analysis' Award for Outstanding Contributor to Behavior Analysis; The Society for the Advancement of Behavior Analysis' Outreach Award and Award for Public Service; and the Outstanding Alumni Award from Western Michigan University.

Abstract: This session will briefly review the place of values in the science and practice of behavior analysis and it will identify some of the possible reasons why overt values statements are a relatively recent development within the field. Values will be examined within the context of professional behavior analysis and examples will be given of the integration of values into current and future professional practice.

Let's Talk Seriously About our Values: How to Reach our Consumers and Fight Off the Competition. JON S. BAILEY (Florida State University, Behavior Management Consultants, Inc., Florida Association for Behavior Analysis)



Dr. Jon S. Bailey has contributions spanning a number of areas over the past 35 years. He has mentored over 50 Ph.D. students, many of whom have gone on to careers of excellence. This is no small task because he has been the lone behavior analyst in his department for many years. He also is a superb teacher at the undergraduate level and has received numerous university awards for instructional excellence. Dr. Bailey has been the moving force behind the growth of behavior analysis throughout the state of Florida. He was a member of the state review committee for behavior analysis in the 1970s, he founded the Florida Association of Behavior Analysis in the 1980s, and he initiated the meetings of the Organizational Behavior Management Network in the 1990s. Finally, it should be noted that Dr. Bailey also is one of our field's eminent researchers. The largest proportion of his work has been published in the flagship journal of our field, *Journal of Applied Behavior Analysis.* Many of his articles were innovative in defining new areas of research for applied behavior analysts.

Abstract: For far too long we have allowed others, primarily our critics, to describe our values and it is time to go on the offensive. In order to present ourselves convincingly to our consumers and the public we need a serious debate about our values: What do we consider the most important features or contributions of behavior analysis to the culture? While others see us as "manipulative" and "controlling" many of us think of behavior analysis as promoting individual worth, independence, and choice. Our dedication to data collection, research design, and a science of behavior leaves us open to criticism from those promoting "freedom" and our commitment to the study of behavior gives a big target to the vast majority of psychologists who are promoting cognitive processes and self help as solutions most any human behavior problem. I will discuss these issues and propose several alternative ways of describing and presenting our values in an attempt to tip public opinion our way.

Values and Behavior Analytic Practices. MARIA R. RUIZ (Rollins College), Bryan T. Roche (National University of Ireland, Maynooth)

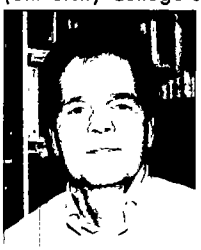


Dr. Maria R. Ruiz is a professor of psychology at Rollins College and recipient of the Arthur Vining Davis faculty award for excellence in teaching. As a licensed psychologist and Board Certified Behavior Analyst she has consulted in the field of autism and developmental disabilities for over twenty five years. Dr. Ruiz has a long standing commitment to the wide scale delivery of quality behavior analysis services. She has served the Behavior Analysis Certification Board as a panelist for the certification exam and on the certification board exam committee, testified as expert witness and chaired the State of Florida Behavior Analysis Peer Review Committee. Dr. Ruiz received her

doctorate from the University of Florida and completed a post doctoral fellowship in the Department of Psychiatry and Behavioral Biology at the Johns Hopkins School of Medicine. She has conducted laboratory research to investigate animal models of Attention Deficit Hyperactivity Disorder (ADHD) and applied behavioral research in clinical settings. Her combined interests in the conceptual analysis of behavior and social sources of behavioral control led her to develop conceptual bridges across behavior analysis and feminist psychology and her work has been published in feminist and behavioral journals. A recent extension of this interest is her collaborative work to develop behavioral methodologies applying equivalence relations in identifying behavioral processes embedded in cognitively-based implicit tests (e.g. Implicit Association Test or IAT). Dr. Ruiz has served as reviewer for *Feminism and Psychology* and currently serves on the editorial boards of *Behavior and Social Issues* and *The Behavior Analyst.*

Abstract: As scientists and practitioners behavior analysts must make frequent decisions that affect others. In concert with our scientific tradition our guide to best practice has been scientific principles. Yet scientific principles alone may not be sufficient to guide our decisions in situations with potentially conflicting outcomes. In such cases, values function as guides to action and play a key role in helping us through ethical dilemmas. The feminist research tradition has given us many examples of the confluence of science and political values and reminds us that personal, social and contextual influences or contextual values are ever present and the rules of evidence of scientific inquiry are not adequate to screen out their influence. Therefore, behavior analysts should examine the assumptions they hold when deciding between conflicting generalizations from their findings. As our community endeavors to build a coherent system from which to promote effective cultural practices, it is important to recognize that as pragmatists we are not searching for solutions that are ultimately "true" or "right". We are instead making decisions about the best possible courses of effective action. When the decision is difficult because the case is not clear-cut, behavior analysts would do well to draw from the work of pragmatist philosopher John Dewey, in particular his notions of pluralistic dialogue and communal consensus to establish acceptable means of deciding.

Normative Premises in Applied Behavior Analysis and Literature. ERIK ARNTZEN (Akershus University College), Jon A. Lokke (University College of Ostfold, Norway), Gunn Lokke (University College of Ostfold, Norway)



Prof. Erik Arntzen received his Ph.D. from University of Oslo, Norway, in February 2000. Arntzen's dissertation was focusing on variables influencing responding in accord with stimulus equivalence. He is currently Professor in Behavior Analysis at Akershus University College (AUC). Dr. Arntzen is the head of the master's program in behavior analysis at AUC. His research contributions include both basic and applied behavior analysis, with an emphasis on research in relational stimulus control and verbal behavior. He has also been interested in ethical considerations and core values in the field of behavior analysis. Dr. Arntzen is one of the editors of *European Journal of Behavior Analysis* and has served on the editorials board of several journals, including the *Journal of Applied Behavior Analysis, The Psychological Record, International Journal of Psychology and Psychological Therapy,* and *The Behavior Analyst Today.*

Abstract: Normative premises as ethics, moral, and values are parts of the reinforcement and punishment practices, and not a reified part of ourselves as may be argued in philosophy and traditional psychology. Core values are important characteristics of an organization's verbal practice. Values are materialized as aims and results and connected to ideal guiding patterns of behavior - as in professional standards (Cooper et al., 2007). Our goal in this study was to expand the descriptive knowledge about values in behavior analysis. We used a survey (Bailey, 2006) to study core values reported by groups of behavior analysts. The main findings based on the responses of 94 participants were that effective, evidence based treatment, and improving quality of life, were scored relatively high. In addition, we conducted a literature review. In accordance with the data from our first study, behavior analysts should engage in their client's values and the significance of the treatment. Goals should be taken into consideration equal to behavioral functions, reliability, and procedural integrity. The findings showed that clinical significance is mentioned in under half of the cases. We suggest that an assessment of clinical significance and the client's values should be included in clinical articles.

#249 Panel Discussion

5/25/2008
3:00 PM - 3:50 PM
Continental A
AUT/DDA; Applied Behavior Analysis

A Young Man With Autism from Istanbul, Turkey: A Case Study
Chair: Lauren Lovell (School District of Lee County)

KELLY SCHOEN (Eden Florida)
TED H GIORDANO (Eden Florida)
LAUREN LOVELL (School District of Lee County)

#250 International Paper Session

5/25/2008
3:00 PM - 3:50 PM
Boulevard A
CBM

Clinical Concerns and Applications
Chair: Tanya Douleh (Missouri State University)

Functional Analysis of Cognitive-Behavioural Techniques for Anxiety Attenuation. (Experimental Analysis) JOHN KOSMOPOULOS (JK Behaviour Consultation & Education Services; Humber College & York Central Hospital)

A Behavior Analytic Approach to Clinical Interviewing. (Applied Behavior Analysis) ANJALI VAN DRIE (Behavior Analysis and Therapy, Inc.), Carlos A. Vazquez (Behavior Analysis, Inc., Puerto Rico), Lorena Arevalo (Behavior Analysis and Therapy, Inc.), and Leah Koehler (Behavior Analysis, Inc.)

#251 Paper Session

5/25/2008
3:00 PM - 3:50 PM
International South
AUT

Current and Future Issues in Litigation Related to EIBI
Chair: Gina Green (San Diego State University)

Obtaining Health Insurance Coverage of ABA Intervention for Autism. (Service Delivery) GINA GREEN (San Diego State University)

Forensic ABA: When a Functional Behavior Assessment [FBA] is Used in Court Expert Testimony. (Applied Behavior Analysis) DAVID L. HOLMES (Lifespan Services, LLC)

#252 Paper Session

5/25/2008
3:00 PM - 3:50 PM
Continental C
AUT

Matching Tasks With Children With Autism
Chair: Christian Benavides (Helping Hands)

Task Interspersal and Performance of Matching Tasks by Preschoolers With Autism. (Applied Behavior Analysis) CHRISTIAN BENAVIDES (Helping Hands) and Claire L. Poulson (Queens College & Graduate Center of City University of New York)

A Comparison of Fluency Based Instruction Versus Discrete Trial Teaching of Multiple Exemplars to Assess Retention of Acquired Picture Labels. (Applied Behavior Analysis) JAIME NICKLAS and Ray Cepeda (Brooklyn Autism Center)

#252a Paper Session

5/25/2008
3:00 PM - 3:50 PM
Boulevard C
OTH; Theory

The Association of Professional Behavior Analysts: The Challenges and Responsibilities of Professionalism.
Chair: Janet Twyman (Headsprout)

JAMES M. JOHNSTON (Auburn University)

#253 Symposium

5/25/2008
3:00 PM - 4:20 PM
Williford B
EDC; Experimental Analysis

Advanced Instruction Based on Stimulus Equivalence (and Other Stimulus Relations): An Evidence-Based Practice?
Chair: Daniel Fienup (Illinois State University)

Accelerated Acquisition of Mathematical Relations: Construction-Based Responding. CHRIS NINNESS, Robin Rumph, Glen L. McCuller, David Lawson, and Jennifer McGinty (Stephen F. Austin State University), Sharon K. Ninness (Nacogdoches ISD), James Holland and Shauna Swinney (Stephen F. Austin State University)

Teaching Students to Identify Interaction Effects in Factorial-Design Data: An Equivalence-Class Analysis. LANNY FIELDS, Robert Travis, Liliane DeAguiar-Rocha, and Eytan David Yadlovker (Queens College & Graduate Center of City University of New York)

Efficiently Establishing Contextually-Controlled Concepts of Inferential Statistics and Hypothesis Decision Making: Lab and Classroom. DANIEL FIENUP, Thomas S. Critchfield, and Daniel P Covey (Illinois State University)

Using Stimulus Equivalence to Teach Drug Names: Empirically-Validated Learning Efficiency. TRACY E. ZINN (James Madison University) and M. Christopher Newland (Auburn University)

#254 Symposium

5/25/2008
3:00 PM - 4:20 PM
PDR 3
TPC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Michael E. Kelley, Ph.D., BCBA

Advancing Functional Analysis Technology Through Innovative Experimental
Chair: Robert LaRue (Douglass Developmental Disabilities Center)
Discussant: F. Charles Mace (University of Southern Maine)

Comparison of Analogue and Discrete-Trial Methodologies for Conducting Functional Analyses. ROBERT LARUE (Douglass Developmental Disabilities Center), Karen L. Lenard (COSAC, Center for Outreach & Services for the Autism Community of New Jersey), Meredith Bamond, Mark Palmeiri, and Mary Jane Weiss (Rutgers University), and Michael E. Kelley (University of Southern Maine)

Experimental Analysis Accounts for the Symptoms of Bi-Polar Disorders. MICHAEL E. KELLEY (University of Southern Maine) and Valerie M. Volkert and Blair Parker Hicks (The Marcus Institute)

Two Methods of "Saying No" That Avoid an Escalating Response Class Hierarchy. JAMIE MALLEY (University of Southern Maine), Kevin Lee Prager (MCCD ASAT), and Elaine Carolan and F. Charles Mace (University of Southern Maine)

#255 Symposium

5/25/2008
3:00 PM - 4:20 PM
Waldorf
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Iser DeLeon, Ph.D., BCBA

An Examination of Variables That Influence Participant Preferences A Varying Reinforcement Arrangements

Chair: Iser Guillermo DeLeon (Kennedy Krieger Institute)

Evaluating Continuity as a Valuable Dimension of Reinforcement for Children With Developmental Disabilities. MICHELLE A. FRANK (Kennedy Krieger Institute), Julie Ann Chase (University of Maryland, Baltimore County), Iser Guillermo DeLeon (Kennedy Krieger Institute), and Melissa J. Allman (Johns Hopkins University School of Medicine)

Preference of Children for Working Over Free Reinforcement. KEVIN LUCZYNSKI (The New England Center for Children and Western New England College) and Gregory P. Hanley (Western New England College)

A Further Analysis of Children's Preferences for Choice. ANNA C. SCHMIDT (University of Kansas), Gregory P. Hanley (Western New England College), and Stacy A. Layer (University of Kansas)

Sensitivity and Bias Under Conditions of Asymmetrical Effort Requirements in Academic Tasks. DEREK D. REED and Brian K. Martens (Syracuse University)

#256 Symposium

5/25/2008
3:00 PM - 4:20 PM
4D
DEV; Experimental Analysis
BACB CE Offered. CE Instructor: Timothy Weil, Ph.D., BCBA

Early Experience and Language Ability: From Observational Learning to Derived Relational Responding

Chair: Timothy M. Weil (University of South Florida)
Discussant: David C. Palmer (Smith College)

Observing Responses as Related to the Foundation of Early Higher-Order Verbal Operants. DOLLEEN-DAY KEOHANE (Columbia University Teachers College & CABAS), and R. Douglas Greer (Teachers College, Columbia University)

Precursors of Derived Relational Responding in Infancy. MARTHA PELAEZ (Florida International University)

Assessment of Derived Relational Responding With Children of Varying Language Ability. TIMOTHY M. WEIL (University of South Florida)

#257 Symposium

5/25/2008
3:00 PM - 4:20 PM
Williford A
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Kimberly Berens, Ph.D.

Establishing Generalized Outcomes Through Precision Teaching: The Benefits of Standard Measurement Practices

Chair and Discussant: Kimberly Nix Berens

Using Precision Teaching Methods to Establish Generalized Instructional Control With an Autistic Learner. TIMOTHY C. FULLER (University of Nevada, Reno & Center for Advanced Learning, Inc.), Kimberly Nix Berens (Center for Advanced Learning, Inc.), Kendra L. Rickard (University of Nevada, Reno, Center for Advanced Learning, Inc.)

Rate of Responding as a Generalized Operant. KENDRA L. RICKARD (University of Nevada, Reno, Center for Advanced L) and Kimberly Nix Berens (Center for Advanced Learning, Inc.)

Establishing Fluency of Arbitrarily Applicable Derived Relational Responding: An Application of Relational Frame Theory to Vocabulary Building With Children. NICHOLAS M. BERENS (University of Nevada, Reno/Center for Advanced Learning, Inc.), Steven C. Hayes (University of Nevada, Reno), and Kimberly Nix Berens (Center for Advanced Learning, Inc.)

#258 Symposium

5/25/2008
3:00 PM - 4:20 PM
Williford C
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Cynthia M. Anderson, Ph.D., BCBA

Evidence Based Practices Reviews: Secondary Interventions
Chair and Discussant: Cynthia M. Anderson (University of Oregon)

A Meta-Analysis of the Definition, Features and Effects of Secondary Prevention Interventions. Pei-Yu Chen and CAROL ANN DAVIS (University of Washington)

Just How Good is the Good Behavior Game? HEATHER STERLING-TURNER, Daniel H. Tingstrom, Brandy Dickerson, Nichole Weakley, and Katherine Menousek (University of Southern Mississippi)

Check-in/Check-out as a Targeted Intervention at Elementary, Middle, and High School. ROBERT H. HORNER, Anne Todd, Jessica Swain-Bradway, and Amy Kauffman (University of Oregon)

#259 Symposium

5/25/2008
3:00 PM - 4:20 PM
Continental B
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Shawn Kenyon, Master's, BCBA

Implementing Behavior Programs and Preference Assessments: How Can we Improve our Practices?
Chair: Shawn E. Kenyon (The New England Center for Children)
Discussant: Ronnie Detrich (The Wing Institute)

Evaluating the Effects of Feedback on Procedural Integrity. UTAH W. NICKEL, Paula Ribeiro Braga-Kenyon, Erin C. McDermott, Shawn E. Kenyon, Bethany L. McNamara, William H. Ahearn, and Eileen M. Roscoe (The New England Center for Children)

Increasing Procedural Integrity Through Video Self-Monitoring. KELLY A. PELLETIER (New England Center for Children/Northeastern University) and Bethany L. McNamara and Paula Ribeiro Braga-Kenyon (The New England Center for Children)

A Comparison of the Outcomes of One-Trial and Full Standard Preference Assessments. JASON CODERRE and Jason C. Bourret (The New England Center for Children)

#260 Symposium

5/25/2008
3:00 PM - 4:20 PM
Stevens 4
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Lori E. Bechner, M.A., BCBA

Increasing Skills Essential to Social and Vocational Success for Adolescents With Autism
Chair and Discussant: Peter F. Gerhardt (Organization for Autism Research)

Teaching Teamwork: Using Activity Schedule to Teach Adolescents With Autism to Work Cooperatively. ERIN B. RICHARD, Barbara Hoffmann, Hannah E. Hoch, and Bridget A. Taylor (Alpine Learning Group)

Reducing Rapid Food Consumption in an Adolescent With Autism. DIANA M. ZITELLI and Lori E. Bechner (EPIC)

Teaching Public Restroom Skills to Individuals With Autism. LORI E. BECHNER (EPIC) and Peter F. Gerhardt (Organization for Autism Research)

#261 Symposium

5/25/2008
3:00 PM - 4:20 PM
PDR 2
CSE; Service Delivery
BACB CE Offered. CE Instructor: Larry Williams, Ph.D., BCBA

Individuals With Severe Behavioral Issues in the Community: A System for Comprehensive, Behavioral Support
Chair: Robin Williams (Sierra Regional Center)
Discussant: Larry Williams (University of Nevada, Reno)

The Process of Change: Renewal of a Service Delivery System. DONALD A. JACKSON (Nevada Division of Mental Health & Developmental Services), Robin Williams (Sierra Regional Center), and Larry Williams (University of Nevada, Reno)

Systems Change: Methods and Barriers to Coordinated Service Delivery. SHARLET D. BUTTERFIELD (University of Nevada, Reno), Donald A. Jackson (Nevada Division of Mental Health & Developmental Services), and Jeremy E. Rafacz (Sierra Regional Center)

Challenges Associated With Coordinating Data Monitoring Systems for Service Delivery. JEREMY E. RAFACZ (Sierra Regional Center), and Sharlet D. Butterfield (University of Nevada, Reno)

#262 Paper Session

5/25/2008
3:00 PM - 4:20 PM
PDR 4
AUT

Procedures for Managing Problem Behavior
Chair: Brigitta Petersen (Gonzaga University

The Effects of a Token Economy and a Response Cost Procedure on the Self-Stimulations and Academic Accuracy of a Middle School Student Diagnosed With Autism. (Applied Behavior Analysis) BRIGITTA ANN PETERSEN, Cassandra Lea Green, Clare Terese Alexander, Kimberly P. Weber, and Thomas Ford Mclaughlin (Gonzaga University)

The Development of Instructional Control for a Child With Autism. (Applied Behavior Analysis). JAMIE HUGHES (Autism Consulting Services) and Karen E. Flotkoetter (Marion County Public Schools)

The Effects of a DRO Procedure in Reducing Aggression and Crotch Grabbing Behaviors for a Child With Autism. (Experimental Analysis) LEAH C. GONGOLA (Kent State University)

#263 Panel Discussion

5/25/2008
3:00 PM - 4:20 PM
4A
OTH; Applied Behavior Analysis

Professional Development Series: Research in Nonuniversity Settings
Chair: Ruth M. DeBar (The Ohio State University)

DEAN C. WILLIAMS (University of Kansas)
DAVID E. KUHN (Kennedy Krieger Institute)
D. DANIEL GOULD (New England Center for Children)
CHRISTINA WHALEN DALLAIRE (TeachTown, Inc.)

#264 Symposium

5/25/2008
3:00 PM - 4:20 PM
Joliet
OBM; Service Delivery
BACB CE Offered. CE Instructor: Kelly L. Therrien, M.S., BCBA

Readiness for the Next Level of OBM – Supporting our Community by Discussing Needs of the Outside World
Chair: Kelly L. Therrien (Continuous Learning Group)

OBM the Next Generation Revisited. KELLY L. THERRIEN (Continuous Learning Group)

Evaluating How We're Doing Preparing our Future – Your Thoughts Captured Here! AMY AYERS (Florida Tech)

Building on Where We Are: Making the Move to the Next Level of OBM. TRACY A. THURKOW (Continuous Learning Group)

#265 Symposium

5/25/2008
3:00 PM - 4:20 PM
Stevens 5
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Jonathan Tarbox, Ph.D., BCBA

Recovery from Autism: Case Studies of Best Outcome From Early Intensive Behavioral Intervention
Chair: Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Defining Recovery from Autism. Doreen Granpeesheh, JONATHAN J. TARBOX, Fernando Guerrero, Dennis Robert Dixon, Adel C. Najdowski, and Amy Kenzer (Center for Autism and Related Disorders, Inc.)

Catching-Up to Typical Development: Age-Appropriate Functioning Following Behavioral Intervention. SARAH CHO and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Early Intensive Behavioral Intervention for a Child With Autism: Another Success Story. DENISE M. RHINE and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Complete Remediation of Autism via Early Intensive Behavioral Intervention in a Toddler Diagnosed With Autism. MARY ANN CASSELL and Fernando Guerrero (Center for Autism and Related Disorders, Inc.)

#266 Symposium

5/25/2008
3:00 PM - 4:20 PM
Stevens 1
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Wendy A. Machalicek, M.Ed., BCBA

Social Skills Instruction Across the Lifespan for Persons With Developmental Disabilities
Chair: Wendy A Machalicek (University of Texas at Austin)
Discussant: Eric Rudrud (St. Cloud State University)

Training Appropriate Social Skills Through Stimulus Discrimination to an Elderly Woman With Moderate Mental Retardation. MAY L BAIRD and Chaturi Edrisinha (St. Cloud State University)

Social Skills Training to Teach Abuse Prevention for an Adult With Developmental Disabilities. CHATURI EDRISINHA and Shawn J Vesel (St. Cloud State University) and Jon J Sargeant (Opportunity Manor Inc.)

Increasing the On-Task, Play Correspondence and Social Behaviors of Children With Developmental Disabilities Using Picture Prompts and Correspondence Training on the Playground. WENDY A. MACHALICEK, Karrie Shogren, Russell Lang, Jessica Hetlinger Franco, and Mandy J. Rispoli (University of Texas at Austin)

#267 Symposium

5/25/2008
3:00 PM - 4:20 PM
Stevens 2
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Peter Sturmey, Ph.D.,

Staff Training and Developmental Disabilities
Chair: Peter Sturmey (Queens College & Graduate Center of City University of New York)
Discussant: Dennis H. Reid (Carolina Behavior Analysis & Support Center, Ltd.)

The Effects of General-Case Training and Behavioral Skills Training on the Generalization of Parents' Use of Discrete-Trial Teaching. JOHN CLAUDE WARD-HORNER and Peter Sturmey (Queens College & Graduate Center, City University of New York)

The Effects of a Behavioral Skills Training Package on Teacher Implementation of a Manding Procedure in Children With an Autism Spectrum Disorder. DARLENE NIGRO and Peter Sturmey (Queens College & Graduate Center, City University of New York)

Effects of Discontinuing Negative Punishment Procedures Among Intellectually and Developmentally Disabled Individuals. JOHN POKRZYWINSKI, Louis Veneziano, Cynthia Sparrow, Don Lehman, and William F. Steffen (Woodward Resource Center)

#268 International Symposium

5/25/2008
3:00 PM - 4:20 PM
Astoria
TBA; Theory
BACB CE Offered. CE Instructor: Christine Hoffner Barthold, Ph.D., BCBA

Technology for Technology's Sake: Technical Advances to Increase the Knowledge and Use of Behavioral Principles
Chair: Patrick S. Williams (University of Houston, Downtown)

2D or Not 2D: Is That the Question? MICHAEL KEENAN (University of Ulster)

Teaching Students About Behavioral Dynamics with Multimedia. BRADY J. PHELPS, Mandy Orth, and Brandon Rauch (South Dakota State University)

Using Distance Learning to Increase Use of Best Practice With Providers Working With Children With Autism. CHRISTINE HOFFNER BARTHOLD (University of Delaware)

Assessing Student Textual Behavior. DARLENE E. CRONE-TODD (Salem State College)

#269 B. F. Skinner Lecture Series and Scientific Foundation

5/25/2008
3:30 PM - 4:20 PM
Grand Ballroom
VRB; Experimental Analysis

Brain Pathways for Behavioral Variation and Selection in a Vocal-Learning Songbird
Chair: Matthew P. Normand (University of the Pacific)

B. F. Skinner Lecturer: Dr. Frank Johnson (The Florida State University)



Dr. Frank Johnson is an associate professor of psychology and neuroscience at the Florida State University, where his principal research activities involve the neural and behavioral mechanisms underlying vocal learning. In particular, his lab studies the zebra finch, a songbird that learns a vocal pattern much in the same way that humans acquire language. Songbirds are the preeminent animal model for human vocal learning, and they represent the only model system that allows investigation of vocal learning at cellular and molecular levels. Dr. Johnson earned his Ph.D. at the University of California, Riverside.

Abstract: Male zebra finches learn a vocal pattern during juvenile life in a manner that bears a striking behavioral resemblance to human vocal learning. Following an early tutoring phase where the song of an adult male is heard, juvenile male zebra finches begin a sensory-motor learning phase where auditory feedback is used to shape initially variable vocal sounds into the sequence of distinct note types heard earlier in life. The neural circuit that controls this learning is composed of two neural pathways that converge on a common vocal/motor output. Here, I will present the view that the interaction between these two pathways is one of ontogenetic variation and selection. Interestingly, the neural pathway responsible for generating vocal variation includes the basal ganglia, a brain region highly conserved in architecture and neurochemistry across birds and mammals. Thus, our findings in songbirds suggest a broader model, where basal ganglia function contributes to the pre-existing behavioral variation necessary for operant learning to occur.

#270 Symposium

5/25/2008
4:00 PM - 5:20 PM
Boulevard C
CBM; Service Delivery

ACT Outside the Clinic: Application of Acceptance and Commitment Therapy to Non-Clinical Populations
Chair: Regan Slater (University of Mississippi)
Discussant: Akihiko Masuda (Georgia State University)

Acceptance and Commitment Training (ACT) for Academic Success. REGAN SLATER, Emily Kennison Sandoz, Laura Ely, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

Acceptance and Commitment Therapy in the Police Force: Evaluating its Efficacy and Mechanisms for Change. LINDA BILICH and Joseph Ciarrochi (University of Wollongong), Virginia Bayliss (New South Wales Police Service), and Frank Deane (Illawarra Institute for Mental Health)

Acceptance and Commitment Training (ACT) to Address Burnout in Staff Caring for Clients with Intellectual Disabilities (ID). SCOTT BETHAY and Kelly G. Wilson (University of Mississippi)

#271 Symposium

5/25/2008
4:00 PM - 5:20 PM
Marquette
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Julie Weiss, M.S., BCBA

An Analysis of Teaching and Prompting Strategies in Teaching Children With Autism Play and Vocational Skills
Chair: Myrna E. Libby (The New England Center for Children)

A Comparison of Backward and Forward Chaining in the Acquisition of Solitary Play Skills. JULIE S. WEISS, Myrna E. Libby, William H. Ahearn, Emily Bennett, and Pamela M. Olsen (The New Engand Center for Children)

Generating Novel Vocational Skill Sequences of Responding by Teaching Components: Adduction. SARA ELLIOT, Myrna E. Libby, Julie S. Weiss, and William H. Ahearn (The New England Center for Children)

Analysis of Prompting Errors That Result in Delayed Acquisition of Play Skill Chains in Children With Autism. GREGORY PAQUETTE, Julie S. Weiss, Myrna E. Libby, and William H. Ahearn (The New England Center for Children)

Effects of Varying Levels of Treatment Integrity on Appropriate Toy Manipulation in Children With Autism. NICOLE C. GROSKREUTZ, Mark P. Groskreutz, and Thomas S. Higbee (Utah State University)

#272 Symposium

5/25/2008
4:00 PM - 5:20 PM
Stevens 3
DDA; Applied Behavior Analysis

Analyses of Children's Problem Behavior, Manding, and Task Completion during Communication-Based Interventions
Chair: Jay W. Harding (University of Iowa)
Discussant: Joe Reichle (University of Minnesota)

Mand Selection in Functional Communication Training. DAVID P. WACKER, Jay W. Harding, John F. Lee, and Wendy K. Berg (University of Iowa)

The Effects of Varying Qualities of Reinforcement on Work, Break, and Problem Behavior Choices. STEPHANIE M. PETERSON, Jessica Frieder, and Shilo Lynnette Smith (Idaho State University)

The Effect of Choice During Demand Fading. ANJALI BARRETTO, Kaisa L. Weathers, and K. Mark Derby (Gonzaga University)

#273 International Paper Session

5/25/2008
4:00 PM - 5:20 PM
Barbershop; Blackstone Hotel, Concourse Level
EAB

Behavioral Variability and Stereotypy
Chair: Lewis Bizo (Southern Cross University)

Reinforced Behavioral Variability in Humans. (Experimental Analysis) LEWIS A. BIZO and Kathleen Elizabeth Doolan (Southern Cross University)

Rats Respond at Higher Rates When Narrow Band of Response Durations is Reinforced. (Experimental Analysis) Denise Lott Arellano and JAMES KOPP (University of Texas at Arlington)

Behavioral Correlates of Equine Stereotypy Phenotype. (Experimental Analysis) MATTHEW PARKER, Edward Redhead, and Deborah Goodwin (University of Southampton) and Sebastian McBride (Royal Agricultural College)

#274 Symposium

5/25/2008
4:00 PM - 5:20 PM
Boulevard B
CBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: MaryLouise E. Kerwin, Ph.D., BCBA

Contingency Management in the Treatment of Drug Abuse
Chair: Jeffrey J. Everly (Johns Hopkins University School of Medicine)
Discussant: James S. MacDonall (Fordham University)

Reinforcing Attendance and Skills Training in Employment-Based Substance Abuse Treatment. JEFFREY J. EVERLY (Johns Hopkins University School of Medicine) and Kenneth Silverman (Johns Hopkins University)

Group Contingency Management for Cocaine Abstinence With Methadone Maintenance Clients. MARY LOUISE E. KERWIN (Rowan University), Kimberly C. Kirby, Carolyn M. Carpenedo, and Beth J. Rossenwasser (Treatment Research Institute), and Molly E. Coyle (Temple University)

Voucher-Based Reinforcement Therapy for Cigarette Smoking Cessation in Pregnant and Recently Postpartum Women. RANDALL E. ROGERS, Sarah H. Heil, Stephen T. Higgins, Ira M. Bernstein, Laura J. Solomon, and Colleen S. Thomas (University of Vermont)

#275 International Symposium

5/25/2008
4:00 PM - 5:20 PM
Metra; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Simon Dymond, Ph.D., BCBA

Derive That!: New Procedures and Approaches to the Study of Derived Relational Responding
Chair: Simon Dymond (Swansea University)

The Relational Completion Procedure: A New Way of Training and Testing Same and Opposite Relational Frames. SIMON DYMOND (Swansea University) and Robert Whelan (University College Dublin)

Training and Assessment of Relational Precursors and Abilities (TARPA): An RFT Protocol for Training and Assessment of Language Skills. IAN T. STEWART (National University of Ireland, Galway), John D. McElwee (Hanover Area School District), and Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Rapid Acquisition and Generalization of Relational Skills Among School Children Using an Innovative Combination of the REP and Yes/No Procedures. SARAH N. O'CONNOR and Bryan T. Roche (National University of Ireland, Maynooth)

A One-Comparison: Same/Different Procedure With a Difference. DAVID W. DICKINS (University of Liverpool)

#276 Panel Discussion

5/25/2008
4:00 PM - 5:20 PM
Continental C
AUT/TBA; Service Delivery
BACB CE Offered. CE Instructor: Mary E. McDonald, Ph.D., BCBA

Developing a Training and Supervision Protocol for Early Intervention Programs
Chair: Mary Ellen McDonald (Eden II Programs/ The Genesis School)

CATHERINE E. FALLEO (Director, Personal-Touch Early Intervention Program)
CHRISTOPHER E. SMITH (Rutgers University)
EILEEN CRISTIANO (Bilinguals Inc.)
JOANN FIESEL (Marion K Salomon & Associates)

#277 Symposium

5/25/2008
4:00 PM - 5:20 PM
International South
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Richard B. Graff, M.S., BCBA

Evaluating Preference for Instructional and Treatment Approaches in Individuals With Developmental Disabilities
Chair: Richard B. Graff (The New England Center for Children)

Measuring Preference for Participant-Selected Versus Experimenter-Delivered Reinforcers. AUDREY HARHOOD, Richard B. Graff, and William H. Ahearn (The New England Center for Children)

Using Children's Choice to Identify Functional Reinforcers. SHARI MARIE WINTERS and Claire Cathleen St. Peter Pipkin (West Virginia University)

Examining Preference for and Reinforcing Efficacy of Gluten- and Casein-Free Foods. MAUREEN KELLY, Dominique Maribett, and Richard B. Graff (The New England Center for Children)

Use of Concurrent Chains Preference Assessment Procedure to Evaluate Children's Preference for ABA Versus TEACCH. CARRIE M. BROWER BREITWIESER (Idaho State University), Raymond G. Miltenberger (University of South Florida), Amy Gross (Western Michigan University), Justin Breitwieser (Idaho State University), and Krystyna A. Orizondo-Korotko and R. Wayne Fuqua (Western Michigan University)

#278 Symposium

5/25/2008
4:00 PM - 5:20 PM
Continental A
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: David Wilder, Ph.D.

Evaluation of Parent and Caregiver Delivered Interventions for Young Children
Chair: David A. Wilder (Florida Institute of Technology)
Discussant: Rachel H. Thompson (The New England Center for Children)

Teaching Parents to Conduct Picture Activity Schedules. SUSAN N. LANGER, Linsley Sabielny, Cammarie Johnson, and D. Daniel Gould (The New England Center for Children)

The Effects of Behavioral Skills Training on Caregiver Implementation of a Guided Compliance Procedure. NICHOLAS I. MILES, David A. Wilder, and Kimberley L. M. Zonneveld (Florida Institute of Technology)

An Evaluation of "Reasoning" as an Antecedent Intervention to Increase Compliance Among Preschool Children. ONEINA E ABELLON, David A. Wilder, and Renee Saulnier (Florida Institute of Technology)

#279 Symposium

5/25/2008
4:00 PM - 5:20 PM
Chicago & Alton; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Gambling, Pigeons, Smokers, College Students, and the Elderly
Chair: Amber Waterman (Southern Illinois University Carbondale)

Risky Choice in a Token-Reinforcement Context: Implications for an Animal Model of Gambling.CARLA H. LAGORIO and Timothy D. Hackenberg (University of Florida)

Assessing Indices of Happiness of Slot Machine Gamblers Residing in a Nursing Home. AMBER WATERMAN and Mark R. Dixon (Southern Illinois University Carbondale)

The Effect of Nicotine When Smokers and Nonsmokers Gamble on a Slot Machine. ELLEN MEIER and Jeffrey N. Weatherly (University of North Dakota)

Can Accurate Information Alter Gambling on a Slot Machine? JEFFREY N. WEATHERLY and Ellen Meier (Uninversity of North Dakota)

#280 Symposium

5/25/2008
4:00 PM - 5:20 PM
Boulevard A
CBM; Applied Behavior Analysis

School-Based Behavioral Interventions for Children: Application to Anger, Reading and Depression
Chair: Scott T. Gaynor (Western Michigan University)
Discussant: Amy E. Naugle (Western Michigan University)

School-Based Treatment of Anger: A Comparison of the Anger Coping Program and the Anger Solutions Collection. DAVID COTTER, Courtney Dillon, and Scott T. Gaynor (Western Michigan University)

Improving Reading Fluency and Comprehension: A Comparison of Read Naturally to Education as Usual. REBECCA K. ARVANS (Western Michigan University), Patricia Steinert-Otto (Portage Public Schools), and Scott T. Gaynor (Western Michigan University)

School-Based Treatment of Child Depression: Child-Focused Behavior Therapy Plus Conjoint Behavioral Parent Training. DIKLA ECKSHTAIN and Scott T. Gaynor (Western Michigan University)

#281 International Paper Session

5/25/2008
4:00 PM - 5:20 PM
EI; Blackstone Hotel Concourse Level
EAB

Special Topics in EAB
Chair: Kennon Lattal (West Virginia University)

A Missing Link in the Evolution of the Cumulative Recorder? (Experimental Analysis) Toshio Asano (Aichi University) and KENNON A. LATTAL (West Virginia University)

What Behavior Analysts Can Learn from Neuroscience. (Theory) FRANCIS MECHNER (The Mechner Foundation)

Effect Size Indices for Single-Subject Experimental Designs: An Overview and Comparison. (Applied Behavior Analysis) OLIVER WENDT (Purdue University)

#282 Paper Session

5/25/2008
4:00 PM - 5:20 PM
PDR 1
AUT

Topics in Autism Service Delivery
Chair: Barbara Haas-Givler (Elwyn)

ABA Professionals' Knowledge and Utilization of Resources About Fragile X Syndrome. (Service Delivery) BARBARA HAAS-GIVLER, Brenda Finucane, and Elliott Simon (Elwyn)

Prevention of Autism: A Case Presentation. (Applied Behavior Analysis) KRISTIN MILLER and Monica Miyahara (F.A.C.E.S.)

Diagnosis and Treatment for Unusual Autism Spectrum Disorder Cases in a Private Practice. (Service Delivery) PATRICIA M. MEINHOLD (Private Practice)

5/25/2008
4:00 PM - 5:20 PM
International North
OBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Timothy Ludwig, Ph.D.

Total Contingency Integration: Behavioral Systems in OBM
Chair: Timothy D. Ludwig (Appalachian State University)
Discussant: Dale M. Brethower (Instituto Technologico de Sonora)

Abstract: OBM could be criticized for being dominated by microlevel analyses focused on employee behaviors and local interventions such as goals and feedback. While this approach may demonstrate the effectiveness of ABC's to impact important behavioral indicators of performance, OBM often does not take into account the fact that these behaviors occur in the context of greater organizational systems. Indeed, OBM interventions end up being demonstrations that are not often integrated into the overall system. Thus, many die out as soon as the researchers or consultants leave. We miss the bigger picture. Deming and Skinner were speaking the same language. Deming said that 80% of employee performance is due to the system. Its time for OBM to better integrate the entire organizational system into its performance solutions. This invited symposium features three distinguished systems thinkers within behavior analysis who will address how OBM and other specialties of ABA can benefit from a systems approach.

Survival Contingencies for Organizational Behavior Management. MARIA E. MALOTT (ABA International)



Dr. Maria E. Malott earned a Ph.D. in Applied Behavior Analysis from Western Michigan University in 1987. Since 1993, she has served as Executive Director and Secretary Treasurer of the Association of Behavior Analysis International (ABA International), as well as Secretary Treasurer of the Society for the Advancement for Behavior Analysis.

She is a fellow of ABA International and received the 2003 Award for International Dissemination of Behavior Analysis and the 2004 Award for Outstanding Achievement in Organizational Behavior Management. She is an adjunct faculty member at five universities and has collaborated with 33 universities around the world. She has authored and coauthored numerous articles and two books, including *Paradox of Organizational Change* (2003) and presented nearly 200 papers and workshops in 17 countries throughout North America, Latin America, Asia, Australia, and Europe.

Past experiences include her role as Vice President of Manufacturing for a plastic production company in the Midwest and managing her consulting company dedicated to process improvement and organizational management for nearly two decades in a variety of industries, including service, manufacturing, retail, education, and government. She has done organizational management work in public administration, the private sector and for educational systems.

Abstract: Where are we, OBM practitioners in large-scale, sustainable change in the corporate world? Even though several behavior analysts have been successful at large scale interventions, why as a group, haven't we been noticed or haven't had a significant impact in the business community? Why does the demand for OBM practitioners remain low or almost nonexistent in the market? Why hasn't the accelerated growth in the treatment of autism driven the demand for OBM practitioners? We are too few and progressing too slowly to be noticed and to make a difference. Although, the OBM network membership has grown 2.6 times since 2000, it remains with about 250 members. The OBM submissions to the ABA annual convention have averaged 51 in the last 14 years, remaining comparatively lower to other areas. Specialized degree programs in OBM are a hand full at the most. I believe these issues are not due to lack of marketing but rather to substance and systems design. Although we are very good at behavior change, altering the behavior of a relatively small number of individuals typically

does not have an impact in the larger system where the target behaviors take place. Although we know about behavioral maintenance, designing systems that focus on the long-term adaptation of our interventions to the evolution of the greater systems has not been our primary interest. We need more than a tool kit of behavioral contingencies; we ought to understand and manage metacontingencies of the larger systems to distinguish ourselves. Furthermore, the application of behavioral systems can help OBM survive, grow and compete in the business world as an area of application of our discipline.

The Vulnerability and Robustness of Systems Properties. INGUNN SANDAKER (Akershus University College)



Dr. Ingunn Sandaker is professor and director of the research programme "Learning in Complex Systems" at Akershus University College, Norway. She received her Ph.D. in 1997 at the University of Oslo with a grant from The Foundation for Research in Business and Society (SNF) at The Norwegian School of Economics and Business Administration (NHH). The thesis was a study on the systemic approach to major changes in two large companies; one pharmaceutical company and one petroleum company. During The Norwegian Olympic Committee's preparations for the games in Sydney and Nagano, she was head of evaluation of a programme aiming at extending female participation in management and coaching. Serving as a consultant on top level management programmes in Norwegian energy companies, her interest has been focused on management performance within a systems framework. Trying to combine the approaches from microlevel behaviour analysis with the perspective of learning in complex systems, she is managing a postgraduate masters program in behaviour analysis.

Abstract: Individual behaviour may have great impact on the organizational level of performance. This is however not necessarily so, since one common feature of what we may refer to as systems, is that its properties will be maintained over time, even though individuals may be replaced by new members of the system. The interdependencies both within and between systems calls for analysis of both the functional relations and the structures (within and between systems) that maintain behaviours described as distinct properties of a system. The process of selection within and between systems may be described in terms of vulnerability and robustness of systems properties.

This calls for another level of analysis. Even though we may say that systems are "made up of" behaviour, the complex relations of contingencies maintaining systems behaviour may not be captured within the framework of individual behaviour alone. Organizations may be viewed as complex adaptive systems. The unit of analysis is an observed functional entity - interacting with the "bigger system" of which it is a part.

The unit is defined both by its function and its structure, which calls for an analysis both with respect to its functional match with the complexity of the "bigger system" and to the character of the relations between the interacting agents. Measuring the impact of the structure in systems in terms as density, connectivity and centrality may help us understand the vulnerability (extinction) as opposed to robustness (maintenance) of systems, independent of its changing members and taking the systems level into account.

OBM Redux: The Need for a Systems Perspective. WILLIAM B. ABERNATHY (Aubrey Daniels International)



Dr. William B. Abernathy taught psychology at Ohio University and received his doctorate in I/O Psychology from The Ohio State University. He then joined Edward J. Feeney and Associates as a consultant where he worked in performance improvement with Victoria Stations Restaurants, Sovran Bank, and the Franklin Mint.

In 1981 Bill founded Abernathy & Associates, which specialized in assisting client organizations with performance measurement and feedback, performance pay, and performance improvement. Over its twenty-five year history, Abernathy & Associates consulted with over

160 organizations of all types and sizes. In 2005 Bill sold his company to Aubrey Daniels International where he is the Vice President of Performance Systems. Bill also joined the psychology faculty at Southeastern Louisiana University where he will coordinate a new masters degree in I/O Psychology with an emphasis on performance systems. He is the author of two books - *The Sin of Wages* and *Managing Without Supervising.*

Abstract: The traditional OBM intervention model was derived from experimental research and early clinical applications. The experimenter-subject and later the therapist-patient interaction translated into the supervisor-subordinate interaction in organizational applications. The underlying assumption has been that improving this interaction is the ultimate goal of OBM.

This model, if successfully applied, creates a paternalistic management group that overlooks and often underutilizes the individual employee's creative capacity or ability to respond effectively to contingencies without close supervisor guidance. Putting aside this issue, most practitioners would agree that improving and sustaining critical employee behaviors is, or should be, the test of the effectiveness of an OBM intervention. For this objective, the dyadic 'ABC' model isn't so much technically incorrect as it is woefully incomplete and insufficient.

The presenter will describe a systems view of OBM that addresses a results focused process for selecting which behaviors to manage and when; a balanced measurement tool; an expanded view of improvement strategies that includes Industrial/Organizational Psychology and Industrial Engineering; an integration of OBM with conventional human resource functions including job definition, selection, training, evaluation, promotion, and compensation; and a transition strategy designed to replace traditional bureaucratic management with a free operant, open system workplace.

#284a Scientific Foundation and Special Event

5/25/2008
4:30 PM - 7:30 PM
Stevens 5
EAB
BACB CE Offered. CE Instructor: Timothy D. Hackenberg, Ph.D.

Celebrating and Expanding our Scientific Foundations: State of the Science Addresses
Chair: Timothy D. Hackenberg (University of Florida)

Abstract: From its inception and through to the present day, progress in all areas of behavior analysis has been fueled by advances in basic science. With the successful application of behavioral principles to an ever-widening array of practical problems, however, the science behind the application is sometimes overlooked. To underscore the vital importance of science to our discipline, this year's convention will highlight and amplify the good science that has and continues to infuse the various branches of behavior analysis. The theme of this year's convention, *Celebrating and Expanding our Scientific Foundations*, weaves together a broad array of topics that speak to our scientific roots and to extensions to new areas of science and application. The keynote event in this track is a session that brings together luminaries in the field to give "State of the Science" lectures—presentations that trace the development of key ideas and concepts in a specific area of research and theory. The speakers have each made pioneering and enduring contributions to our science; at the same time, each remains active and well-positioned to comment on key developments for the future. The event promises to provide fascinating perspectives on the historical roots as well as the future directions of important scientific problems.

Choice and Conditioned Reinforcement. EDMUND FANTINO (California State University, San Diego)



Dr. Edmund Fantino received his BA in mathematics at Cornell in 1961 and his doctorate in Experimental Psychology at Harvard in 1964. He is Distinguished Professor of Psychology and of the Neurosciences Group at the University of California, San Diego. He is former Editor of the *Journal of the Experimental Analysis of Behavior* and former President of the Society for the Experimental Analysis of Behavior. His research interests lay in the field of learning and motivation, especially choice, conditioned reinforcement, self-control, temporal discounting, and sources of multiple stimulus control in humans and in pigeons. Currently he is interested in human reasoning, especially illogical thinking, problem solving, and in human observing, including the conditions under which information reinforces human behavior. He has recently developed an economic distribution game that he hopes will permit an experimental analysis of altruism. Another major interest concerns problem solving and the ease with which problem-solving behavior transfers to new situations as a function of the nature of the original learning (rule-governed or contingency-shaped). He continues his interest in operant analogues to foraging behavior, including assessment of behavioral ecology theories with operant choice technology and optimal choice in humans and pigeons.

Abstract: Psychologists have always been intrigued with the rationales underlying our decisions. Similarly, the concept of conditioned reinforcement has a venerable history, particularly in explaining behavior not tied to obvious primary reinforcers. The studies of choice and conditioned reinforcement have often developed in lockstep. Over the past decades their study has become increasingly quantitative (even complex). Yet many contemporary approaches to these fundamental topics share an emphasis on context and relative value. We trace the evolution of thinking about the potency of conditioned reinforcers from stimuli that acquire their value by pairing with more fundamental reinforcers to stimuli that acquire their value by being differentially correlated with these more fundamental reinforcers. We discuss some seminal experiments that have propelled us to the conclusion that the strength of conditioned reinforcers, as measured in choice settings, is determined by their signaling a relative improvement in the organism's relation to reinforcement.

Stimuli, Reinforcers, and Private Events. JOHN A. NEVIN (University of New Hampshire)



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

Abstract: Radical behaviorism asserts that private events are like public behavior in that they enter into similar lawful relations with similar variables. Therefore, private stimuli can enter into the control of overt behavior, and private activities can be affected by external reinforcers. Recent models of conditional discrimination propose that the private activities involved in attending to stimuli depend on reinforcement in the same way as overt responses, and that remembering involves attending to private stimuli derived from conditional cues. The same

approach can be applied to the private events involved in expecting future reinforcers. In some cases, public behavior corresponding to attending, remembering, and expecting can be identified, measured, and invoked to explain aspects of discriminative performance. When public concomitants of private events cannot be identified, however, explanation can be achieved through quantitative models which assume that reinforcement affects private activities in the same way as public behavior.

Reflections on Stimulus Control. MURRAY SIDMAN (Retired)



Dr. Murray Sidman lived a happy but otherwise unremarkable boyhood in Boston from 1923 until 1940, when he started at Columbia University. After World War II military service, he returned in 1946 to complete his B.A., and went on to a Ph.D. in 1952. His principal advisors, Fred S. Keller and W. N. Schoenfeld, had strong assists from Ralph Hefferline, Clarence Graham, and a small group of fellow graduate students. After that, he spent nine years in the exciting and productive interdisciplinary environment of the Neuropsychiatry Division at Walter Reed. He then joined the Neurology Service of the Massachusetts General Hospital for another nine years. His human and nonhuman behavioral research laboratories moved eventually to the E. K. Shriver Center and Northeastern University, where he remained as Professor of Psychology until he retired from academe, continuing his research at The New England Center for Children. Although retired from there in 2001, he continues research and writing. One outcome of his lifetime of research is his conviction that extending experimental results out of the laboratory not only adds an intrinsically valuable dimension to basic research, but is essential to its survival in a world of increasing competition for ever more limited resources.

Abstract: The topic of stimulus control is too broad and complex to be traceable within the time allowed here – less than an hour. It would probably take a two-semester course to cover just the highlights of that field's evolution. The more restricted topic of equivalence relations has itself become so broad that even an introductory summary requires more time than we have available. An examination of relations between equivalence and the more general topic of stimulus control, however, may reveal characteristics of both the larger and the more limited field that have not been generally discussed. Consideration of these features may in turn foster future developments within each area. I speak, of course, about features of stimulus control that my own experiences have made salient to me; others would surely emphasize other characteristics of the field and it is my hope that cooperative interactions among researchers and theorists who approach stimulus control from different directions will become more usual than is currently the case.

Behavioral and Brain Mechanisms in Self-Awareness. TRAVIS THOMPSON (Department of Pediatrics, University of Minnesota School of Medicine)



Dr. Travis Thompson received his doctoral training in psychology at the University of Minnesota and completed postdoctoral work at the University of Maryland with J.V. Brady and Cambridge University (UK) with Robert Hinde. His earliest work dealt with the relations among concepts from behavior analysis, ethology, and pharmacololgy. He was Director of the John F. Kennedy Center for Human Development at Vanderbilt University and Smith Professor of Psychiatry at the University of Kansas Medical Center before returning to Minnesota in 2003. He co-authored the first textbook in behavioral pharmacology with C.R. Schuster and has done basic and applied interdisciplinary research in developmental disabilities, including genetics, pharmacology, and neuroscience. He was involved in developing one of the first large-scale behavioral intervention programs for individuals with intellectual disabilities, and for the past five years has directed home-based early intervention services for young children with autism in Minnesota. He has published 225 articles and chapters and 29 books. 48 doctoral students completed their training under his mentorship. Travis has received numerous awards, including APA Division 1 Ernest Hilgard Award, Division 25 Don Hake Award and Division 33 Edgar Doll Award. He is a Fellow of the Association for Behavior Analysis International.

Abstract: Self-awareness refers to intraverbal responses based on the speaker's previous verbal behavior and discriminative responding based on the state of strength of one's own dispositions, i.e. autoclitic responding. According to cognitive and developmental theorists, a central feature of autism is lack of the ability to attribute mental states—beliefs, intents, desires, pretending, knowledge, etc.—to oneself and others, and to understand that others have beliefs, desires, and intentions that are different from one's own. This has been called theory of mind. The lack of such ability has been called "mind blindness" by Utta Frith and Simon Baron Cohen. While a colorful metaphor, it does not lend itself to amelioration of the hypothesized deficit. Intensive early behavior therapy ameliorates this deficit to a significant degree in at least half of children with autism spectrum disorders (Lovaas, 1987; Sallows and Graupner, 2005). Children with ASDs who have shown the greatest social gains are those who exhibited motor and/or vocal imitation at baseline. Imitation requires that specific structures in the Mirror Neuron System are at least partially functional. Wise et.al. (2001) has shown Wernicke's speech area is divided into several distinct functional components. The posterior superior temporal cortex is necessary for mimicry of sounds, including being able to transiently represent phonetic sequences, whether heard or internally generated and rehearsed. Iacoboni et.al. (2005) studied brain activation of typical volunteers in response to brief video vignettes of an action without a context (reaching to pick up a cup), an action with an intended consequence (drinking tea from the cup) and a context without an intended consequence (cleaning up after having tea). Activation of the superior temporal sulcus occurs to seeing a cup grasped with or without a context, much as if the person had actually been grasping a cup, i.e. it is a brain area involved in responding to biological motion. In other words, the STS plays a role in both verbal and nonverbal imitation.

Observing another person engaging in a movement produces sensations in the child doing the observing, that resemble those that occur had the child made the same movement her/himself (i.e. proprioceptive feedback). Teaching the child with an ASD to verbally tact those events, become components of self-awareness and other-awareness. These data, together with the foregoing IEBT findings suggest children with ASDs who have residual functioning of critical cells in the superior temporal sulcus of the Mirror Neuron System are amenable to profiting from therapy directed at self-awareness instruction, presumably by capitalizing upon neuroplasticity within those structures. These data, together with previous studies on the critical role of the amygdala (motivation) and orbitofrontal cortex (response-contingency relationships), suggest these three structures in combination can be enlisted through operant reinforcement procedures to create self-awareness as well as the ability to respond discriminatively to others' private events among children who otherwise are unable to exhibit such skills.

#285 International Paper Session

5/25/2008
4:30 PM - 5:20 PM
Continental B
AUT

Autism, Reading, and Math Fluency
Chair: Jennifer Loncola (DePaul University)

Autism and Reading: Implications for the Use of Visual Phonics. (Service Delivery) JENNIFER A. LONCOLA and Beverly J. Trezek (DePaul University)

Achieving Math Fluency for Children With Autism Using a Diagnostic and Prescriptive Approach. (Service Delivery) KEVIN S. CAULEY, Elizabeth Benedetto-Nasho, and Emily Foster (Step By Step Learning Group)

#286 Paper Session

5/25/2008
4:30 PM - 5:20 PM
Astoria
TBA

Contingency Management in the College Classroom
Chair: Philip Gunter (Valdosta State University)

Analysis of ABA Project Data to Demonstrate Impact on P-12 Achievement in Educator Preparation Programs. (Applied Behavior Analysis) PHILIP L. GUNTER (Valdosta State University)

Contingency Management in the Classroom. (Experimental Analysis) ALEX ZINICOLA, Alex N. Byland, Amanda N. Sorg, Allyson E. Vasi, Jessica G. Irons, and Bryan K. Saville (James Madison University)

#287 Panel Discussion

5/25/2008
4:30 PM - 5:20 PM
Williford C
EDC/OBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Deirdre Fitzgerald, Ph.D., BCBA

Increasing the Acceptance of Behavioral Interventions in Applied Settings: Lessons From the Field
Chair: Deirdre Lee Fitzgerald (Eastern Connecticut State University)

SHAWN DAVID BRYANT (The Spectrum Center)
APRIL HEIMLICH STRETZ (Headsprout)
TIMOTHY PISKURA (The New England Center for Children)

#288 Panel Discussion

5/25/2008
4:30 PM - 5:20 PM
Stevens 1
DDA/AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Frank Cicero, Ph.D., BCBA

Issues and Suggestions for Establishing a Quality ABA Community-Based Residence
Chair: Frank Cicero (Eden II Programs)

EILEEN HOPKINS (Eden II Programs)
SHARI L. SCHATZMAN (Eden II Programs)
FRANK CICERO (Eden II Programs)
NIALL JAMES TONER (Eden II Programs)

Join us at the

ABAI Social

Monday, May 26th
10:30 pm – 12:30 am
Grand Ballroom, Hilton Chicago

#289 B. F. Skinner Lecture Series and Scientific Foundation

5/25/2008
4:30 PM - 5:20 PM
Grand Ballroom
BPH; Experimental Analysis
BACB CE Offered. CE Instructor: Drake Morgan, Ph.D.

Neurobiology of Cocaine Self-Administration: Some Findings in Monkeys and Rats
Chair: Jesse Dallery (University of Florida)

B. F. Skinner Lecturer: Dr. Drake Morgan (University of Florida)



Dr. Drake Morgan obtained a Ph.D. degree in Experimental and Biological Psychology from the University of North Carolina at Chapel Hill in 1998 under the direction of Mitchell Picker, where he was trained as a behavioral pharmacologist studying the effects of opioids. He spent several years in a postdoctoral position in the laboratory of Michael Nader at Wake Forest University in the Department of Physiology and Pharmacology. Most studies here explored the role of social influences on cocaine self-administration in group-housed monkeys. Following this experience, he remained at Wake Forest University to study drug self-administration in rats, with a major focus on the influences of various self-administration histories on subsequent self-administration. Two years ago, he joined the Department of Psychiatry (Division of Addiction Medicine) at the University of Florida where he's had the pleasure to interact with the behavior analysts in the Department of Psychology. Current lines of research include studying of effects of potential pharmacotherapies for cocaine use and the long-term effects of chronic opioid administration in rats of varying ages.

Abstract: Advances in neurobiological techniques are occurring at an astonishing rate. In many respects, study of drug self-administration happens in a similar manner to the initial studies nearly 40 years ago. If the sophisticated techniques available to neuroscience are to be used to help understand drug self-administration (and potentially drug use in humans), help explain some of the interesting findings, or find biological correlates of behavioral changes, then the behavioral models used need to be equally as sophisticated, interesting and dynamic. Data from two series of experiments will be presented and discussed with reference to neurobiological correlates of the behavioral differences. In monkeys, social housing and the establishment of dominance hierarchies was used to induce neurobiological changes that were then associated with differences in cocaine self-administration. In rats, various histories of self-administration result in animals that, for example, respond to considerably higher breakpoints maintained by cocaine on a progressive ratio schedule, relative to "control" animals. Neurobiological investigation of these groups of rats can help find biological correlates related to changes in the reinforcing efficacy of cocaine (which might be related to the development of addiction in humans). The overall focus of the presentation will be to strengthen the idea the behavioral scientists need to continue developing interesting behavioral models if we are going to try to use some of the neurobiological and molecular biological techniques that are being developed in other fields of science.

#290 International Paper Session

5/25/2008
4:30 PM - 5:20 PM
Williford A
EDC

Parametric Analysis of Fluency Practices
Chair: Mecca Chiesa (University of Kent)

Unpacking Precision Teaching: Comparing the Effectiveness of Composite and Component Practice. (Experimental Analysis) MECCA CHIESA (University of Kent) and Ailie Robertson (University of Paisley)

Does Fluency Matter? A Comparison of Different Rate Criteria for Children Learning Multiplication Tables. (Applied Behavior Analysis) Teresa Clark and DENNIS J. ROSE (University of Auckland)

#291 International Paper Session

5/25/2008
4:30 PM - 5:20 PM
PDR 3
TPC

Perspectives on the Future of Behavior-Analytic Science
Chair: Richard Laitinen (Palm Springs Unified School District)

Experimental and Applied Research on Derived Conditional Relations: Converting a Subject Matter of Great Promise Into a Discipline That Transforms the Structure of Behavior Analysis. RICHARD E. LAITINEN (Palm Springs Unified School District)

Inside the Black Box: Reflections on the Future of Behavior Analysis in the XXI Century. ANDREE FLEMING-HOLLAND (Universidad Veracruzana)

#292 Panel Discussion

5/25/2008
4:30 PM - 5:20 PM
4A
OTH; Applied Behavior Analysis

Professional Development Series: Applying for Postdoctoral Positions
Chair: Aaron D. Lesser (KennedyKrieger Institute)

TIFFANY KODAK (Munroe-Meyer Institute, University of Nebraska Medical Center)
MELISSA BLANOCK MOWER (Kennedy Krieger Institute)
JENNIFER LYNNE BRUZEK (Vanderbilt University)

#294 International Poster Session

5/25/2008
5:30 PM - 7:00 PM
South Exhibit Hall
AUT

1. Effects of Visual Feedback on Parents' Completion of Clinically Recommended Hours—IEIBT and Autism. (Applied Behavior Analysis) ADRIENNE STALDER, Steffani N. Falardeaux, Melissa J. Gard, and Kristy L. Oldham (The Lovaas Institute Midwest)

2. Support Behaviors Demonstrated by Four Paraeducators to Help Children With ASD during Academic Work. (EDC; Service Delivery) ANNIE PAQUET (Université du Québec à Montréal), Celine Clement (Louis Pasteur University, Strasbourg, France), and Jacques Forget and Melina Rivard (Université du Québec à Montréal)

3. Using Feedback with Paraeducators to Increase Contrived Teaching Opportunities for Children With Autism. (Applied Behavior Analysis) CANDICE A. GIZEWSKI (The Chicago School of Professional Psychology), Rachel S. F. Tarbox (Center for Autism and Related Disorders, Inc.), and Traci Cihon and Kerry O'Connor (The Chicago School of Professional Psychology)

4. Increasing the Fluency of Paraprofessional Teaching Skills Through Self Monitoring. (Applied Behavior Analysis) JANICE R. BOLTON and Michele D. Mayer (HMEA)

5. A Review of Naturalistic Teaching Models. (DDA; Applied Behavior Analysis) KEVIN J. SCHLICHENMEYER, Matthew Newquist, and Kevin P. Klatt (University of Wisconsin, Eau Claire)

6. Staff Members' Say-Do Correspondence in Autism Support Classrooms: Verbally Stated Expertise versus Procedural Competence. (EDC; Applied Behavior Analysis) JENNIFER A. WADE, Emily B. Bisen-Hersh, Philip N. Hineline, and Saul Axelrod (Temple University)

7. The Effects of Public Posting on Increased Productivity of Classroom Staff Working With Children Diagnosed With ASD. (EDC; Applied Behavior Analysis) GILI P. RECHANY (Shema Kolainu-Hear our Voices)

8. BAAM Web Site Behavioral Video Clips for Teaching ABA Techniques: Preliminary Effectiveness Data. (TBA; Applied Behavior Analysis) HEATHER M. ANSON, Jennifer Delaney Kowalkowski, and James T. Todd (Eastern Michigan University)

9. An Analysis of Instructor Errors in Discrete-Trial Teaching of Children With Autism. (TBA; Applied Behavior Analysis) DANIEL W. MRUZEK and Tristram Smith (University of Rochester Medical Center), Rafael Klorman (University of Rochester), and Jennifer M. Wick and Michael C. Williams (University of Rochester Medical Center)

10. The Effect of Staff Training on the Implementation of Behavioral Techniques for the Management of Attention-Maintained Behavior of Children With Autism. (DDA; Applied Behavior Analysis) JAMES W. JACKSON and Jacquelyn M. MacDonald (Southern Illinois University at Carbondale), Mark R. Dixon (Southern Illinois University), and Susan Szekely (Illinois Center for Autism)

11. Instructing Students to Conduct Discrete-Trials Teaching With Confederates Simulating Children With Autism. (Applied Behavior Analysis) LINDSAY MAUREEN ARNAL and Daniela Fazzio (University of Manitoba and St. Amant Research Centre), Garry L. Martin (University of Manitoba), Dickie C. T. Yu and Lukas Keilback (University of Manitoba and St. Amant Research Centre), and Mandy Starke (University of Manitoba)

12. Measuring Indices of Happiness in a Parent Training Program. (Applied Behavior Analysis) SARAH A. EWING, Jessica L. Broome, Shahla S. Ala'i-Rosales, Jesus Rosales-Ruiz, and Jaime Goettl (University of North Texas)

13. Instructing University Students to Conduct Discrete-Trials Teaching With Confederates Simulating Children With Autism. (Applied Behavior Analysis) CARLY THIESSEN, Daniela Fazzio, and Lindsay Maureen Arnal (University of Manitoba and St. Amant Research Centre), Garry L. Martin (University of Manitoba), and Dickie C. T. Yu and Lukas Keilback (University of Manitoba and St. Amant Research Centre)

14. Discrete Trial Training: A Consultation Approach to Teacher Implementation. (EDC; Applied Behavior Analysis) DANIEL J. KRENZER and Jennifer Kazmerski (Mississippi State University), Melanie DuBard (Children's Hospital of Philadelphia), and Kristin N. Johnson-Gros (Mississippi State University)

15. Teacher Training and Consultation Program Using Internet for Children With Developmental Disabilities. (DDA; Applied Behavior Analysis) MASAHIKO INOUE (Tottori University Faculty of Medicine)

16. The Effects of Video Modeling on Teaching Students With Autism to Offer Assistance to Others. (EDC; Applied Behavior Analysis) Alicia Ritter and HILLARY WHITESIDE (The Institute for Effective Education)

17. Increasing Food Consumption Using Simultaneous Presentation and Stimulus Fading in the Absence of Escape Extinction. (DDA; Applied Behavior Analysis) Adel C. Najdowski, TAIRA LANAGAN, Katharine Gutshall, and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

18. Using Video Simulation of Self-Help Skills for Children With ASD. (CBM; Service Delivery) JEONGIL KIM (Lotus Flowers Children Center & Daegu University) and Yoon Hee Lee, Soo Ok Song, Ok Ja Lee, Min Jeong Lee, Jee Hyun Shon, and Hyun Eu Kim (Lotus Flowers Children Center, KOREA)

19. The Use of Video-Modeling to Teach Socio-Dramatic, Reciprocal Play to Children With Autism. (Applied Behavior Analysis) MARISSA R. MARTINEZ and Michele D. Wallace (California State University, Los Angeles), Sebastien Bosch (California Unified Service Providers), and Veronica Oneto (California State University, Los Angeles)

20. A Comparison of the Effect of Self- And Other-Video Modeling on the Task Completion of a Girl With Autism. (Service Delivery) COURTNEY MICHELLE MOODY (Florida Institute of Techology), Joel P. Hundert (Behaviour Institute), and Lindsay Robertson (McMaster University)

21. Facilitating Video Modeling via a Portable Handheld Device. (Service Delivery) D. REED BECHTEL (Bechtel Behavioral Services) and Susan J. Heatter (Sue Heatter & Associates)

22. Teaching Social Behaviors to Children With Autism - Independent Play. (Applied Behavior Analysis) ANNA BUDZINSKA (Institute for Child Development in Gdansk) and Marta Wojcik (Institute for Child Development)

23. Comparing the Effectiveness of Two Social Skills Interventions in Teaching Social Skills to Children With Autism. (Applied Behavior Analysis) SARA J. GERSHFELD (Scripps College) and Debra Berry Malmberg (Claremont McKenna College)

24. The Use of Video Modeling to Teach Team Sports to Children With Autism. (EDC; Applied Behavior Analysis) ERIN BURKE, David Robert Dilley, Joseph M. Vedora, and Robert K. Ross (BEACON Services)

25. The Effects of Session Probes Before Discrete Trial Teaching on the Acquisition of Receptive Labels in a Child With Autism. (DDA; Applied Behavior Analysis) LYSIANNE D. KOLT (St. Cloud State University), Lara Derksen and Marci Gorman (Lovaas Institute Midwest), and Kimberly A. Schulze (St. Cloud State University)

26. Teaching Daily Living Skills to Individuals With Autism: A Comparison of Picture and Video Prompts. (DDA; Applied Behavior Analysis) Toni Van Laarhoven, ERIKA KRAUS, amd Jesse W. Johnson (Northern Illinois University)

27. Using Video Modeling to Increase Social Interactions During Play for Children With Autism. (DDA; Applied Behavior Analysis) DANIELLE OSTROWSKY, Nicole Fouts, and Rebecca P. F. Macdonald (The New England Center for Children)

28. The Use of Adaptive Equipment to Teach Daily Living Skills. (Applied Behavior Analysis) MICHELLE HARRINGTON, Jill Hunt, and Matthew L. Israel (Judge Rotenburg Center)

29. The Effects of Social Skills Instruction and Video Self-Monitoring on a Young Child With Autism Spectrum Disorder. (EDC; Applied Behavior Analysis) KATIE M KREIMER, Linda G. Garrison-Kane, Jane E. Doelling, David Wayne Mitchell, and David Goodwin (Missouri State University)

30. Effects of Video Feedback on Reducing Problem Behavior in Children With Autism. (Applied Behavior Analysis) CHARLIE CHEN, Hui-hung Chen, and Chia-yu Chou (SEEK Education-Taipei, Inc.)

31. Teaching Reading Comprehension to an 8-Year-Old Deaf Boy With Autism. (DDA; Applied Behavior Analysis) GILAH HABER and Joseph M. Vedora (BEACON Services)

32. Establishing Creativity in Coloring in a 3-Year-Old With Autism. (EDC; Applied Behavior Analysis) STEVEN RIVERS, Trisha Ripton, and Robert K. Ross (BEACON Services)

33. Using Tactile Reinforcement to Increase Appropriate Marker Use in a 3-Year-Old With Autism. (EDC; Applied Behavior Analysis) SHARA SECUNDO, Mary Weston, Steven Rivers, and Robert K. Ross (BEACON Services)

34. Teaching a Child With Autism to Color Using a Visual Supports Fading Procedure. (EDC; Applied Behavior Analysis) TRISHA RIPTON, Steven Rivers, and Robert K. Ross (BEACON Services)

35. Teaching Quantity Concepts Without Naming. (DDA; Applied Behavior Analysis) CAMMARIE JOHNSON, Hannorah Thurman, and Susan N. Langer (The New England Center for Children)

36. The Effect of Frequency of Embedded Instruction Trials on the Skill Acquisition and Generalization of a Boy With Autismin a Full Inclusion Educational Program. (EDC; Service Delivery) DONNA C. CHANEY, Joel P. Hundert, and Karen Edwards (Behaviour Institute)

37. Educational Trial Applications of Applied Behavior Analysis. (EDC; Applied Behavior Analysis) CHRISTOPHER MUSTAKAS (Wagner College/NYCA Charter School), Elizabeth Peckenham and Jessa Delia (NYCA Charter School), and Mapy Chavez-Brown (Wagner College)

38. Comparison of Traditional Flashcard and Computer-Based Instruction for Improving Receptive Vocabulary of Children With Autism. (DDA; Applied Behavior Analysis) E. AMANDA BOUTOT (Texas State University), and Amanda Marriott (Eanes Independent School District)

39. An Innovative Computer Game to Study Attention to Linguistic and Other Stimuli in Low Functioning Autistic Children. (VRB; Applied Behavior Analysis) BERTRAM O. PLOOG, Jessica Winder, Snigdha Banerjee, Daniel Gelardi, and Patricia Brooks (College of Staten Island, City University of New York)

40. A Comparison of Two Procedures to Train Functional Conditional Discriminations in Individuals With a Pervasive Developmental Disability. (EDC; Applied Behavior Analysis) JOSLYN N. CYNKUS (Louisiana State University), Michael E. Kelley (University of Southern Maine), Laura Frederick (Georgia State University), Crystal N. Bowen (The Marcus Institute), and George H. Noell (Louisiana State University)

41. The Effects of Interspersing Tasks on Skill Acquisition and Competing Behaviors for Children With Autism. (EDC; Applied Behavior Analysis) KERRY O'CONNOR (The Chicago School of Professional Psychology), Rachel S. F. Tarbox (Center for Autism and Related Disorders, Inc.), and Traci Cihon and Candice A Gizewski (The Chicago School of Professional Psychology)

42. "Who's the Boss?": Application of Multiple Schedules With Students With ASD to Increase Instructional Compliance. (EDC; Service Delivery) SUE HEATTER (Sue Heatter & Associates) and D. Reed Bechtel (Bechtel Behavioral Services)

43. Using NLP to Teach Action Words to Young Children With Autism. (DDA; Applied Behavior Analysis) MIKE CARPENTER, Tesa T. Dahl, and Hsiaoying Chen (Nyansa Learning Corporation)

#295 Poster Session

5/25/2008
5:30 PM - 7:00 PM
South Exhibit Hall
CBM

44. ACT for Chronic Pain: Using Multiple Types of Measurement Modalities. (Applied Behavior Analysis) STACEY FILERMAN (Illinois Institute of Technology) and Kent Smallwood and Daniel J. Moran (Trinity Health Services)

45. The Permanent Solution: Parasuicidality and Experiential Avoidance. (Service Delivery) RACHAEL C. HOWARD, Regan Slater, Emily Kennison Sandoz, Crystal N. Armstrong, and Kelly G. Wilson (University of Mississippi)

46. Behavioral Congruence with Personal Values as a Predictor of Undergraduates Adjustment, Success and Retention. (Applied Behavior Analysis) Ann Branstetter, CHARLES GILPIN, and Cara Britton (Missouri State University)

47. Contextual Variations of Mindfulness: A Behavioral Model and Preliminary Results. (TPC; Theory) JEREMY WING-HEI LUK, Gareth I. Holman, and Robert J. Kohlenberg (University of Washington)

48. Contingencies in a Cognitive-Behavioral Protocol for Treating Obsessive-Compulsive Disorder. (Applied Behavior Analysis) CRISTINA BELOTTO DA SILVA, Juliana Diniz, Roseli Shavitt, Marcia Motta, and Eurípedes Miguel (University of São Paulo)

49. Effects of the Family History of Alcohol Problems on the Efficacy of a Stepped-Care Cognitive-Behavioral Motivational Model for College Students With Alcohol Problems. (EAB; Service Delivery) HORACIO QUIROGA ANAYA (Universidad Nacional Autónoma de México), Juan Jose Sanchez Sosa (National University of Mexico), and Maria Elena Teresa Medina-Mora Icaza (Instituto Nacional de Psiquiatría)

50. An Analysis of the Effectiveness and Mechanisms of Action in ACT for Substance Abuse and Dependence. (BPH; Service Delivery) KATHERINE A. PETERSON, Michael P. Twohig, and Jesse Crosby (Utah State University)

51. The Mothering of Child Abuse and Behavior Disorders: Authoritarian and Permissive Asynchrony. (Applied Behavior Analysis) ARIEL VITE and Florente López (Universidad Nacional de México)

52. ACHIEVE — A Full Inclusion Behavioral Analytic Day Treatment Model. (EDC; Applied Behavior Analysis) ADAM GOLONKA, Bryan Adams, Alexis Berry, Elaine Carolan, Nicole Derosa, Jamie Malley, Iride Piechocki, and Caroline Wallace (University of Southern Maine)

53. Treatment of Choking Phobia. (CSE; Applied Behavior Analysis) MATTHEW TYSON (Penn State Harrisburg) and Keith E. Williams (Penn State Hershey Medical Center)

54. The Effects of Contingent Reinforcement on Smoking Reduction and Cessation in a Changing Criterion Design. (Applied Behavior Analysis) JENNIFER KLAPATCH and Diana J. Walker (The Chicago School of Professional Psychology)

55. The Use of a Multiple Baseline Design and Nicotine Gum in Achieving Smoking Cessation. (BPH; Applied Behavior Analysis) Lindsey Hardie and STEPHEN RAY FLORA (Youngstown State University)

56. Predictors of Compliance to Health Habits Vary Across Cultures. (TPC; Applied Behavior Analysis) ELAINE M. HEIBY (University of Hawaii), Maxwell R. Frank (Boston Medical Center), Carrie L. Lukens (University of Hawaii at Manoa), Harald Barkhoff (University of Hawaii at Hilo), and Sungkun Cho (University of Hawaii at Manoa)

#296 Poster Session

5/25/2008
5:30 PM - 7:00 PM
South Exhibit Hall
DDA

57. How "Applied" is Applied Research on Derived Stimulus Relations? A Literature Review. (VRB; Applied Behavior Analysis) JACQUELYN M. MACDONALD (Southern Illinois University at Carbondale) and Rocio Rosales, Yors A. Garcia, and Ruth Anne Rehfeldt (Southern Illinois University)

58. Effectiveness of Emotion Recognition Training for Young Children With Developmental Delay. (Applied Behavior Analysis) ANDREW DOWNS (Central Washington University) and Paul Strand (Washington State University)

59. Teaching Conversational Skills: Using Data-Based Decision Making in Goal Selection. (EDC; Service Delivery) DANA BATTAGLIA (Eden II/Genesis School), Lewis Mazzone (Illinois State University), and Mary Ellen McDonald (Eden II/Genesis School)

60. Singing Module to Promote Expressive Communication for Children With Intellectual Challenges. (EDC; Service Delivery) JUNG YEON CHO (Daegu Cyber University) and Jeongil Kim (Lotus Flowers Children Center/Daegu University)

61. A Rapid Assessment Procedure to Identify the Functions of Verbal Operants in Children With Autism. (VRB; Applied Behavior Analysis) JENNIFER BROCK, Tiffany Kodak, and Wayne Fisher (University of Nebraska Medical Center/Munroe-Meyer Institute)

62. Teaching the Functions of Verbal Operants to Children With Autism. (VRB; Applied Behavior Analysis) KYLE PORTER (Munroe-Meyer Institute) and Tiffany Kodak and Wayne Fisher (University of Nebraska Medical Center/Munroe-Meyer Institute)

63. Generalization Between Receptive Identification and Tacting: A More Efficient Teaching Strategy? (VRB; Applied Behavior Analysis) CAITLIN V. HERZINGER (The Marcus Institute), April Kisamore (Western Michigan University), and Andrew A. Fulton and M. Alice Shillingsburg (The Marcus Institute)

64. Language Facilitating Strategies During Natural Routines. (EDC; Applied Behavior Analysis) SEKHAR S. PINDIPROLU (The University of Toledo)

65. Improving Conversational Skills Among Adults With Acquired Brain Injuries. (Applied Behavior Analysis) JULIET FLYNN and Erica Welch (Southern Illinois University), Gerald D. Faw (Center for Comprehensive Services, Inc.), and Paula K. Davis (Southern Illinois University)

66. Treating Individuals Diagnosed With Language Delay and Disorder in a Preschool Setting. (EDC; Service Delivery) TRIONA TAMMEMAGI, Deirdre M. Muldoon, Kristen A. Maglieri, Adele Lakin, Ronda Barron, Saioa Elosua, and Claire Crowley (Early Language Intervention Ltd.)

67. Evaluating Parental Adherence to Behavioral Intervention for Children With Developmental Disabilities. (Applied Behavior Analysis) CAROLYN LEIGH ZEMLICK and Michele D. Wallace (California State University, Los Angeles) and Anki Sjolund (Behavioral Building Blocks, Inc. (B3))

68. Descriptive Assessments of Caregiver-Child Interactions as an Adjunct to Functional Analyses and Function Based Treatments of Problem Behavior. (CBM; Applied Behavior Analysis) JENNIFER K. VALENTINE, Nathan Call, and Blair Parker Hicks (The Marcus Institute)

69. Risk Factors for Persistent Self-Injury: Preliminary Results From a Longitudinal Study. (Applied Behavior Analysis) DANIELLE GUREGHIAN (Kennedy Krieger Institute/University of Maryland, Baltimore County) and Patricia F. Kurtz, John M. Huete, and Michelle D. Chin (Kennedy Krieger Institute)

70. Positive Collateral Social Effects During Function-Based Treatment of Severe Behavior Problems. (Applied Behavior Analysis) TORY J. CHRISTENSEN and Joel E. Ringdahl (University of Iowa), Todd G. Kopelman (University of Iowa Hospitals and Clinics), and Jeffrey R. Luke (University of Iowa)

71. Predicting Preference for Items During Periods of Extended Access Based on Early Response Allocation. (EDC; Applied Behavior Analysis) NAIRIM C. ROJAS RAMIREZ, Amanda M. Colby, Gregory J. Swanson, and John T. Rapp (St. Cloud State University)

72. Integrity, Efficiency, and Reinforcer Quality as Criteria for Selecting Preference Assessments. (EDC; Applied Behavior Analysis) JENNIFER DAWN MAGNUSON, Shawn Vieira, and Stefanie Fillers (May Institute), Natalie Baron (Northeastern University), and Hanna C. Rue (The May Institute)

73. Does Teaching Object-Picture Matching Help Persons With Developmental Disabilities to Indicate Preferences Using Pictures? (EDC; Applied Behavior Analysis) Duong Nguyen (University of Manitoba/St. Amant), PAMELA FREGEAU (St. Amant), Dickie C. T. Yu and Toby L. Martin (University of Manitoba/St. Amant Research Centre), and Cheryl Pogorzelec (St. Amant)

74. Preference Assessments: A Comparison. (EDC; Applied Behavior Analysis) STEFANIE FILLERS (May Institute), Natalie Baron (Northeastern University), Jennifer Dawn Magnuson, Shawn Vieira, and Hanna C. Rue (The May Institute)

75. Evaluation of Relative Reinforcer Efficacy as Predicted by Reinforcer Preference. (CBM; Applied Behavior Analysis) DAWN DEATON and Nathan Call (The Marcus Institute) and Nicole M. Trosclair, Karen Rader, and Amanda M. Dahir (Louisiana State University)

76. Use of Progressive Ratio Schedules to Evaluate Social Reinforcers for the Treatment of Problem Behavior. (CBM; Applied Behavior Analysis) R. KYLE MCCRANIE, Nathan Call, Joanna Lomas, and Jonathan P. Key (The Marcus Institute)

77. The Effect of Noncontingent Reinforcement on Differential Reinforcement of Alternative Behavior During Schedule Fading. (CBM; Applied Behavior Analysis) SUSAN E. FONTENOT, Nathan Call, and Robert R. Pabico (The Marcus Institute)

78. Comparison of Fixed, Escalating, and Variable DRO in Eliminating Responding Using a Human Operant Preparation. (EAB; Experimental Analysis) AMY DAWN BLACKSHIRE and Claire St. Peter Pipkin (West Virginia University)

79. The Effect of Task Choice on Task Compliance and Escape-Maintained Problem Behavior. (EDC; Applied Behavior Analysis) JENNIFER RUSAK (University of Florida) and Iser DeLeon and Michelle Frank (Kennedy Krieger Institute)

80. The Cognitive Level of Children With Down's Syndrome (DS), Before and After Psychological Treatment. (EDC; Applied Behavior Analysis) MILAGROS DAMIÁN DÍAZ (University Autonomus of México; Campus Iztacala)

#297 International Poster Session

5/25/2008
5:30 PM - 7:00 PM
South Exhibit Hall
EAB

81. Differential Reinforcement of Behavioral Variability by Frequency-Dependent Selection of Two Interresponse Times in Rats. (Experimental Analysis) YOSUKE HACHIGA and Takayuki Sakagami (Keio University)

82. Correspondence Between Morphological and Conventional Relations. (Experimental Analysis) MARIA ISABEL MUNOZ BLANCO (University of Nevada)

83. The Effects of Jackpot Size on the Physiology of Gamblers. (Experimental Analysis) JEFFREY E. DILLEN (Our Lady of Peace) and Mark R. Dixon (Southern Illinois University)

84. Maladaptive Behaviors Following Rich-to-Lean Transitions on Multiple Schedules. (DDA; Experimental Analysis) JEFF S. STEIN, Adam T. Brewer, and Dean C. Williams (University of Kansas)

85. Wheel Running as a Reinforcer in Obese (fa/fa) and Lean Zucker Rats. (BPH; Experimental Analysis) SHILO LYNNETTE SMITH, Erin B. Rasmussen, Megan Roberto, and Becky Lynn Hansis-O'Neill (Idaho State University)

86. Initial Food Bolus Placement as a Treatment for Food Packing in Children With Feeding Disorders. (Applied Behavior Analysis) JANELLE ALLISON and David Jaquess (The Marcus Institute)

87. Instructional Programming: Facilitating the Emergence of Letter Naming. (DDA; Experimental Analysis) JANNA N. SKINNER, Tanya Baynham, Anna C. Schmidt, and Kathryn Saunders (University of Kansas)

88. Using Palm Pilots®, iPods®, and iPhones® as Data Collection Devices. (CBM; Applied Behavior Analysis) BRANDON F. GREENE and Joey Coonce (Integrated Behavioral Services)

89. Using a Brief Experimental Analysis to Inform Fluency Intervention for a Struggling Reader. (EDC; Experimental Analysis) MIMI L. MCDONNELL, Dana Wagner, Jennifer J. McComas, and Emily R. Monn (University of Minnesota)

90. Response Acquisition under Signaled Delay of Reinforcement in Temporally Defined Schedules. (EAB; Experimental Analysis) CARLOS FLORES AGUIRRE and Rebeca Mateos Morfín (Universidad de Guadalajara)

91. Decreasing Daily Caloric Intake With Self-Management. (CBM; Applied Behavior Analysis) JESSICA M. PREUSCH and Marco D. Tomasi (Florida State University)

92. Short Term Remembering in the Pigeon. (Experimental Analysis) CALEB D. HUDGINS and Manish Vaidya (University of North Texas)

93. Transfer of Respondent Elicitation Through Intersecting Equivalence Classes. (VRB; Experimental Analysis) BENIGNO ALONSO ÁLVAREZ (University of Oviedo (Spain)), Hector Martinez and Juanpablo Saracho Vargas (Universidad de Guadalajara), and Luis A. Perez-Gonzalez (University of Oviedo, Spain)

94. Establishing Equivalence Classes in Children With OTM and MTO Training Protocols. (EAB; Experimental Analysis) TORE VIGNES and Erik Arntzen (Akershus University College)

95. Advances in Untangling the Neurocircuitry of Derived Relational Responding. (DEV; Experimental Analysis) MICHAEL W. SCHLUND and Michael F. Cataldo (Kennedy Krieger Institute/Johns Hopkins School of Medicine)

96. The Emergence of Approval as Conditioned Reinforcement as a Function of Observation. (VRB; Applied Behavior Analysis) Michelle L. Zrinzo, R. Douglas Greer, and CHRISTINA MARTIN (Teachers College, Columbia University)

97. Compound Stimuli in Emergent Stimulus Relations and Equivalence. (DEV; Experimental Analysis) VINCA CARTIGNY-RIVIERE (Development, Autism), Jean-Claude Darcheville (University of Lille), and Nora Giezek (Universitie Charles De Gaulle)

98. A Schedule of Mutual Reinforcement Between Individuals. (Experimental Analysis) HIROTO OKOUCHI (Osaka Kyoiku University)

99. EAHB 2008 Student Paper Competition Winner: Effects of Stimulus Discriminability on the Acquisition of Conditional Discriminations in Adult Humans. (Experimental Analysis) YUSUKE HAYASHI (West Virginia University) and Manish Vaidya (University of North Texas)

100. Human Matching Performance in a Rock/Paper/Scissors Game: Response Allocation in a Three-Alternative Choice Situation. (Experimental Analysis) RACHEL N. CASSIDY and Brian D. Kangas (University of Florida), Manish Vaidya (University of North Texas), and Jesse Dallery and Timothy D. Hackenberg (University of Florida)

101. A Hairy Situation: Decreasing Maladaptive Behavior With Applied Behavior Analysis. (CBM; Applied Behavior Analysis) CATALINA REY and Marco D. Tomasi (Florida State University)

102. Behavior Analysis of Reciprocity: Three Studies, One Implication. (DEV; Theory) CARLOS SANTOYO (Universidad Nacional Autónoma de México)

#298 Poster Session

5/25/2008
5:30 PM - 7:00 PM
South Exhibit Hall
EDC

103. The Effects of Cross-Age Tutoring Program on the Social Skills of Tutors With Emotional Disorders and the Acquisition of English Vocabulary of Tutees. (CSE; Applied Behavior Analysis) YU-MING HSIEH and Hua Feng (National Changhua University of Education)

104. Comparison of Three Instructional Approaches to Teaching Math Skills to Secondary Students With Behavioral Disorders. (Applied Behavior Analysis) GLENNA BILLINGSLEY (Austin Independent School District) and Brenda K. Scheuermann (Texas State University)

105. The Learning of Basic Mathematical Concepts as a Function of the Method of Programmed Learning. (DDA; Applied Behavior Analysis) MARCO W. SALAS MARTINEZ, María Eugenia Prado Figueroa, Enrique Zepeta Garcia, and Esperanza Ferrant Jimenez (University of Veracuz)

106. The Effects of a Taped-Numbers Intervention on Kindergarten English Language Learners' Acquisition of Numbers. (Service Delivery) KATHERINE R. KROHN, Emily J. Fuller, and Christopher Skinner (University of Tennessee)

107. Comparing the Effects of the Observational System of Instruction to Peer Tutoring on Two Eighth Grade Students' Acquisition of Social Studies Concepts. (Applied Behavior Analysis) KRISTA CANON, R. Douglas Greer, and Meghan E. Nienstedt (Teachers College, Columbia University)

108. The Effects of Contingency Contracting on Increasing the Numbers of Correct Learn Units in Middle School Students. (Applied Behavior Analysis) Meghan E. Nienstedt and ILANA GARCIA (Teachers College, Columbia University)

109. Effects of a Peer Tutoring Procedure on the Tutor for Social Studies Tacts and Spelling Words. (VRB; Applied Behavior Analysis) Tsambika Fas and SARAH GOLDSTEIN (Teachers College, Columbia University)

110. Teaching Discrimination of Common Errors in Writing. (Applied Behavior Analysis) JILL HUNT and Michelle Harrington (Judge Rotenberg Center)

111. The Effects of Multiple Exemplar Instruction and Repetitive Writing on the Acquisition of Spelling Words. (Experimental Analysis) Darcy M. Walsh and IRENE CHAN (Teachers College, Columbia University)

112. Comparison of the Copy, Cover, and Compare Strategy to a Structured Worksheet at Increasing Spelling Outcomes. (Applied Behavior Analysis) MEGAN J. THOMPSON, Shelby R. Walsh, and Kimberly P. Weber (Gonzaga University)

113. Using an Activity Schedule to Increase Social Behavior of a Child With ADHD. (CSE; Applied Behavior Analysis) BETHANNE MILES (BEACON Services)

114. Increasing the On-Task Behavior of Secondary Students With ADHD Through Self Monitoring. (DDA; Applied Behavior Analysis) KRISTALL J. GRAHAM and Ralph Gardner, III (The Ohio State University) and Yi-Wei Hsin (Yu Da College of Business)

115. Improving Student Writing Skills Through Classroom Functional Assessment. (Applied Behavior Analysis) MELISSA ROSA (Anna Reynolds Elementary School), Deirdre Lee Fitzgerald (Eastern Connecticut State University), and Holley Duffy (Anna Reynolds Elementary School)

116. The Effects of Listener Emersion Protocol on Increasing Students Following Directions. (VRB; Applied Behavior Analysis) Janet Solorzano, MELODY ANN MESSINA, and R. Douglas Greer (Teachers College, Columbia University)

117. A Comparison of Three Types of Opportunities to Respond on Student Behavior and Active Student Responding. (Service Delivery) TODD F. HAYDON (University of Florida)

118. Effects of Two Response Card Review Procedures on Participation, Academic Achievement, and Off-Task Behavior of Fifth Grade Students in an Inclusive Classroom. (Applied Behavior Analysis) CHARLES L. WOOD, Ya-yu Lo, and Anne M. Hedrick (University of North Carolina at Charlotte)

119. The Effects of a Variable Momentary DRA on Toddler Location Prior to Meals. (Service Delivery) NICOLE M. RODRIGUEZ and Rachel H. Thompson (The New England Center for Children) and Jessica L. Haremza (University of Kansas)

120. Increasing On-Task Behavior & Assignment Completion of High School Students With Emotional and Behavioral Disorders. (DDA; Applied Behavior Analysis) PATTI R. WARD and William J. Sweeney (University of South Dakota) and Paul Malanga (Arlington Developmental Center)

121. The Effects of Response Cards on Off-Task Behaviors and Academic Performance of African American Boys With EBD. (OBM; Applied Behavior Analysis) KAREN B. PATTERSON, Susan Syverud, and Janice Seabrooks (University of North Florida)

123. Establishing Experimental Functional Analysis Skills With a Brief Training Procedure. (Experimental Analysis) JON A. LOKKE and Gunn Lokke (University College of Ostfold) and Erik Arntzen (Akershus University College)

#299 Poster Session

5/25/2008
5:30 PM - 7:00 PM
South Exhibit Hall
OBM

124. Generalization of a Treatment Package to a Residential Setting. (Applied Behavior Analysis) KYONG-MEE CHUNG (Yonsei University), Yoo Na Kim (The Catholic University of Korea's Graduate School), Joo-hee Kim (Yonsei University), and Hyun-sook Jang (Seoul Metropolitan Municipal Children's Hospital)

125. A Function-Based Treatment for a Child in a Residential Setting. (Applied Behavior Analysis) HYUN-SOOK JANG, Joo-hee Kim, and Yoo Na Kim (Private Practice) and Kyong-Mee Chung (Yonsei University)

126. Data-Based Decision Making: A Proactive Measure to Staffing an Inpatient Unit. (TPC; Service Delivery) SAMANTHA HARDESTY (Kennedy Krieger Institute), Lynn G. Bowman (Johns Hopkins University School of Medicine), and Melissa M. Shulleeta and Pamela Flamer (Kennedy Krieger Institute)

127. Reported Obstacles for Staff Use of Computer Software in an Agency Serving Individuals With Autism. (Service Delivery) AMOS EL-ROY, Frank R. Cicero, and Daphna El-Roy (Eden II Programs)

128. Improving Occurrence Agreement in an Inpatient Feeding Unit Setting. (EAB; Experimental Analysis) MELANIE H. REIS (Search Consulting, LLC.), Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County), Peter Girolami (Kennedy Krieger Institute), and James H. Boscoe (Columbus Organization)

129. Recording Data on Recording Data: A Plan That Increases Data Collection Through Applied Behavior Analysis. (EAB; Applied Behavior Analysis) CHRIS PERSEL and Mary H. Halford (Centre for Neuro Skills) and Heather A. Moore (University of North Texas)

130. Recording Accuracy in the Use of Momentary Time-Sampling and Whole Interval. (Applied Behavior Analysis) STEPHANIE P SANCHEZ, Matthew A. Taylor, Andreas C. Skourides, and Alicia M. Alvero (Queens College & Graduate Center of City University of New York)

131. Testing Prospect Theory in a Simulated Business Environment. (Experimental Analysis) JASON VAN DER HORST and Harold L. Miller, Jr. (Brigham Young University)

#300 Poster Session

5/25/2008
5:30 PM - 7:00 PM
South Exhibit Hall
VRB

132. Comparing Transfer of Stimulus Control Procedures Across Learners With Autism. (EDC; Applied Behavior Analysis) CHRISTOPHER BLOH (Kutztown University)

133. A Demonstration of the Effects of Echoic Behavior on the Emergence of Tacts in a Foreign Language. (DDA; Applied Behavior Analysis) Rocio Rosales (Southern Illinois University), Sarah M. Dunkel (Southern Illinois University, Carbondale), and Mark R. Dixon and AMANDA J. BEVER (Southern Illinois University)

134. The Effects of the Peer Tutoring and Peer Monitoring Components of the Observational System of Instruction on the Tutors and Monitors Acquisition of Tacts. (EDC; Applied Behavior Analysis) MARIA RYKLIN and Darcy M. Walsh (Teachers College, Columbia University)

135. The Verbal Summator Speaks Again. (TPC; Theory) GAIL B. PETERSON and Jeffrey M. Engelmann (University of Minnesota)

136. Using Stimulus Equivalence and Observational Learning to Teach Spanish Vocabulary. (Applied Behavior Analysis) JOLINE MARIE RAMIREZ and Ruth Anne Rehfeldt (Southern Illinois University)

137. The Effects of Multiple Exemplar Instruction Using Three-Dimensional Stimuli on the Emergence of the Speaker Component of Naming for Three-Dimensional and Two-Dimensional Stimuli. (EDC; Applied Behavior Analysis) Yasmin Helou and MARISA SAVARD (Teachers College, Columbia University)

138. The Effects of Daily Intensive Tact Instruction on the Pure Mands, Tacts, and Palilalias in Noninstructional Settings by Two Preschool Children With Developmental Disabilities. (DDA; Applied Behavior Analysis) Joann Delgado and Heysuk Lee park (The Fred S. Keller School) and JINHYEOK CHOI (Teachers College, Columbia University)

139. The Effects of the Conditioning Listening to Voices Protocol on Learn Units to Criterion of Two Pre-Listeners with Developmental Delays. (TBA; Applied Behavior Analysis) Jiwon Kang and PEI-FANG WU (Teachers College, Columbia University)

140. The Effects of Daily Intensive Tact Instruction on the Pure Mands and Tacts in Noninstructional Settings by Two Preschoolers With Disabilities. (Applied Behavior Analysis) JoAnn Delgado (The Fred S. Keller School), Mara Katra Oblak (Columbia University), and LIN DU (Teachers College, Columbia University)

141. Effect of Speaker Immersion Procedure on Independent Mands and Tact of Children With Developmental Disabilities. (EDC; Applied Behavior Analysis) HYE-SUK LEE PARK (The Fred S. Keller School), Jinhyeok Choi (Teachers College, Columbia University), and Joann Delgado (The Fred S. Keller School)

142. Tact and Mand Acquisition Through Conditional Discriminations. (VRB; Experimental Analysis) Daniela Mendonca Ribeiro, NASSIM CHAMEL ELIAS, and Celso Goyos (Federal University of Sao Carlos)

143. Acquisition of the Observational Learning Repertoire Through Peer Yoked Contingency. (Applied Behavior Analysis) Jeannine E. Schmelzkopf and TRISHNA PATEL (Columbia University, Teachers College)

144. Assessing the Function of Immediate Echolalia. (DDA; Applied Behavior Analysis) MICHAEL MCSWEENEY, William H. Ahearn, Kathleen M. Clark, Jason Coderre, Mariah Amsden, and Justin Bashaw (The New England Center for Children)

145. Acquisition of Intraverbal Behavior: Recalling Past Events. (DDA; Applied Behavior Analysis) DIANA GARCIA (The Marcus Institute), Addie Jane Findley (Louisiana State University), and M. Alice Shillingsburg (The Marcus Institute)

146. Expanding Tact Repertoires Through the Use of Descriptive Autoclitic Carrier Phrases. (DDA; Applied Behavior Analysis) MELISSA DANCHETZ, M. Alice Shillingsburg, and Crystal N. Bowen (The Marcus Institute)

147. Examination of Intellectual Capacities With an Ability to Derive Stimulus Relations. (TPC; Theory) CHRISTOPHER S. LORANCE and William P. Deal (Missouri State University)

148. Improving Generalization and Maintenance of Functional Communication Training (FCT) With the Assessment of Basic Language and Learning Skills (ABLLS). (Applied Behavior Analysis) LAUREN LLOYD WITHHART and Julia T. O'Connor (Kennedy Krieger Institute)

#303 Business Meeting

5/25/2008
7:00 PM - 7:50 PM
Waldorf

Behavior Analyst Certification Board: Status and New Developments
Chair: Gerald L. Shook (Behavior Analyst Certification Board)

Purpose: The meeting will address important developments within the Behavior Analyst Certification Board® (BACB®) relating to growth and changes in the BACB. Topics will include: new continuing education and recertification ethics and professional requirements, new update on proposed specialty credentials, and new disciplinary standards for BACB certificants. The presentation also will focus on future goals and action of the BACB.

#304 Business Meeting

5/25/2008
7:00 PM - 7:50 PM
Astoria

Behavior Analyst Online SIG
Chair: Michael Weinberg (Professional Education Resources and Conference Services)

Purpose: This is the annual meeting of the Governing Board and general membership of the Behavior Analyst Online SIG. During the meeting, we will vote for new Board Members, present a status report on the journals regarding publication activity, discuss fund raising activity to support the journals, identify editorial board slots and any new appointments needed for the journals operated by the BAO, as well as discussion of other topics regarding our mission and future directions and actions by the BAO Board.

#305 Business Meeting

5/25/2008
7:00 PM - 7:50 PM
PDR 4

Behaviorists Interested in Gambling SIG
Chair: Jeffrey N. Weatherly (University of North Dakota)

Purpose: This meeting represents the annual business meeting of the BIG SIG. Discussion will focus on developing upcoming efforts and events.

#306 Business Meeting

5/25/2008
7:00 PM - 7:50 PM
Williford B

Mid-American Association for Behavior Analysis Business Meeting
Chair: Adam Derenne (University of North Dakota)

Purpose: The Mid-American Association for Behavior Analysis (MABA) will be holding the semi-annual business meeting to discuss the 2008 convention.

#307 Business Meeting

5/25/2008
7:00 PM - 7:50 PM
PDR 3

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 co-host this meeting. Refreshments will be provided.

#308 Special Event

5/25/2008
7:00 PM - 7:50 PM
Williford A

Pilates & Yoga Workout
Chair: Kim D. Lucker (Behavior Mgmt. Consultants)

Purpose: This workout session, sponsored by the Health, Sport, 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 rigor. Please wear comfortable clothing.

#309 Panel Discussion

5/25/2008
7:00 PM - 7:50 PM
Marquette
BPH; Experimental Analysis

Professional Development Series: Introduction to the Behavioral Pharmacology of Drugs that Act on Opioid and Dopamine Receptors
Chair: Corina Jiménez-Gómez (Utah State University)

JAMES H. WOODS (University of Michigan)
GAIL WINGER (University of Michigan)

#310 Business Meeting

5/25/2008
7:00 PM - 7:50 PM
PDR 1

Technology SIG
Chair: Christina Whalen Dallaire (TeachTown, Inc.)

Purpose: The Technology SIG will meet to discuss the development of an online ABA blog, collaboration of technologies, promotion of technology within ABA, educating others about ABA through technology, webcasting ABA presentations, characteristics and traits of ABA technology, goals and objectives of Technology SIG for 2008-2009, and creation of officers and responsibilities. All who are interested in this topic are welcome to join the SIG or just attend the meeting.

#311 Business Meeting

5/25/2008
7:00 PM - 7:50 PM
PDR 2

Verbal Behavior Special Interest Group
Chair: William F. Potter (California State University, Stanislaus)

Purpose: The VB SIG is dedicated to promoting research, teaching, and general dissemination of news related to Verbal Behavior. The purpose of the meeting is to network people involved or interested in VB, as well as establish projects and activities related to VB. Everyone is invited to attend.

#311a Business Meeting

5/25/2008
7:00 PM - 7:50 PM
Boulevard B

Dissemination of Behavior Analysis SIG
Chair: Josh Pritchard (University of Nevada, Reno)

Purpose: A review of the formative 6 months of this SIG whose mission is to disseminate the science of human behavior to the public at large through the promulgation of easy to understand explanations of what exactly this science is, and help society realize the potential of this science as well as dispel myths which detract from its positive image.

#312 Scientific Foundation Panel Discussion

5/25/2008
8:00 PM - 8:50 PM
Marquette
EAB; Experimental Analysis

Professional Development Series: Bridging the Gap Between Basic and Applied Research–The Matching Law
Chair: Corina Jiménez-Gómez (Utah State University)

THOMAS S. CRITCHFIELD (Illinois State University)
MICHAEL C. DAVISON (University of Auckland)
NANCY A. NEEF (The Ohio State University)

#313 Reunion

5/25/2008
8:00 PM - 10:00 PM
Stevens 3

ACBS Gathering
Chair: Steven C. Hayes (University of Nevada, Reno)

Purpose: Founded in 2005, the Association for Contextual Behavioral Science (ACBS) is dedicated to the advancement of functional contextual cognitive and behavioral science and practice so as to alleviate human suffering and advance human well being. Composed primarily of students, practitioners, and researchers interested in ACT and RFT, ACBS encourages its members (about 700 strong) to attend ABAI and will have its fifth annual conference in Chicago immediately following ABAI.

#314 Reunion

5/25/2008
8:00 PM - 10:00 PM
Stevens 4

B. F. Skinner Foundation Reception
Chair: Julie S. Vargas (B. F. Skinner Foundation)

Purpose: To provide a meeting place for supporters of B. F. Skinner's work and heritage.

#315 Reunion

5/25/2008
8:00 PM - 10:00 PM
Continental A

Behavior Analysis Services Program (BASP)
Chair: Catherine E Williams (Behavior Analysis Services Program)

Purpose: To meet with current and former members of, and partners with, the Behavior Analysis Services Program.

#316 Reunion

5/25/2008
8:00 PM - 10:00 PM
Stevens 1

Cambridge Center Reunion
Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

Purpose: A reunion of trustees, advisors, members, and friends of the Cambridge Center; a time to reflect on the past and look to the future of our science and the mission of the Center

#317 Reunion

5/25/2008
8:00 PM - 10:00 PM
Stevens 2

The May Institute Reception
Chair: Dennis C. Russo (The May Institute)

#318 Reunion

5/25/2008
8:00 PM - 10:00 PM
Continental B

The Ogden R. Lindsley Standard Celeration Chart Share
Chair: Malcolm D. Neely (Standard Celeration Society)

Purpose: The Ogden R. Lindsley Standard Celeration Chart Share provides ALL to see, hear, and share data across the behavior spectrum using daily, weekly, monthly, and yearly Standard Celeration Charts presented rapidly on overhead transparences in spirited friendship.

#318a Reunion

5/25/2008
8:00 PM - 10:00 PM
Continental C

FSU ABA Master's Program Reunion
Chair: H. Allen Murphy (Florida State University at Panama City)

#319 ABAI Expo

5/25/2008
10:00 PM - 12:00 AM
South Exhibit Hall
ABAI Accredited Graduate Training Program

1. ABA M.A. Program at UMBC in Collaboration with the Kennedy Krieger Institute. SIGURDUR OLI SIGURDSSON and John C. Borrero (University of Maryland, Baltimore County) and Iser Guillermo Deleon and Sungwoo Kahng (Kennedy Krieger Institute)

2. Behavior Analysis at California State University, Stanislaus. WILLIAM F. POTTER, Jane S. Howard, Bruce E. Hesse, Gary D. Novak, Gina M. Pallotta, and Carrie M. Dempsey (California State University, Stanislaus)

3. 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)

4. California State University, Los Angeles. RANDY V. CAMPBELL, Michele D. Wallace, Hank Schlinger, and G. Roy Mayer (California State University, Los Angeles)

5. Department of Applied Behavioral Science at the University of Kansas. GREGORY J. MADDEN (University of Kansas)

6. Florida State University at Panama City Master's Program in Applied Behavior Analysis. Jon S. Bailey (Florida State University, Behavior Management Consultants, Inc., Florida Association for Behavior Analysis) and H. ALLEN MURPHY (Florida State University at Panama City)

7. Graduate Programs in Special Education at The Ohio State University. SHEILA R. ALBER-MORGAN, Gwendolyn Cartledge, and Ralph Gardner, III (The Ohio State University), Terri Hessler (The Ohio State University, Newark), and Moira Konrad, Helen I. Cannella-Malone, Nancy A. Neef, and Diane M. Sainato (The Ohio State University)

8. Learning Processes and Behavior Analysis at Queens College and the Graduate Center, CUNY. MICHELLE C. GARRUTO and Patricia A Moss (Queens College & Graduate Center of City University of New York)

9. Master's and Doctoral Training in Behavior Analysis at Southern Illinois University. MARK R. DIXON (Southern Illinois University)

10. Simmons College, Boston, Massachusetts: Graduate Studies in Applied Behavior. MICHAEL J. CAMERON and Susan Ainsleigh (Simmons College), Katherine A. Johnson (Advances Learning Center), Russell W. Maguire (Evergreen Center), and Ron F. Allen (Ivy Street School)

11. St. Cloud State University Applied Behavior Analysis Program. ERIC RUDRUD, Kimberly A. Schulze, John T. Rapp, and Chaturi Edrisinha (St. Cloud State University)

12. West Virginia University Behavior Analysis Program. ANNE M. FOREMAN, Natalie Rose Bruner, and Claire St. Peter Pipkin (West Virginia University)

14. Graduate Program in the Department of Behavior Analysis, University of North Texas. SHAHLA S. ALA'I-ROSALES and Cloyd Hyten (University of North Texas)

15. Western Michigan University: Graduate Programs in Behavior Analysis. JAMES E. CARR, Cynthia J. Pietras, Ron Van Houten, and R. Wayne Fuqua (Western Michigan University)

#320 ABAI Expo

5/25/2008
10:00 PM - 12:00 AM
South Exhibit Hall
ABAI Board

44. Update on ABAI's Education Board Activities. CHARLES MERBITZ (Chicago School of Professional Psychology), Jennifer L. Austin (University of Houston, Clear Lake), and John C. Borrero (University of Maryland, Baltimore County)

#321 ABAI Expo

5/25/2008
10:00 PM - 12:00 AM
South Exhibit Hall
ABAI Committee

46. ABAI Student Committee. CORINA JIMENEZ-GOMEZ (Utah State University) and Marianne L. Jackson and Erick M. Dubuque (University of Nevada, Reno)

#322 ABAI Expo

5/25/2008
10:00 PM - 12:00 AM
South Exhibit Hall
Around The World

47. Canada's First Bachelor's Degree in Behavioural Psychology. GARY A. BERNFELD (St. Lawrence College, Behavioral Psychology), Sheelagh Jamieson (St. Lawrence College), Marie Line Jobin (St. Lawrence College, Behavioral Psychology), and Andrew W. McNamara and Deborah K. Smith (St. Lawrence College)

#323 ABAI Expo

5/25/2008
10:00 PM - 12:00 AM
South Exhibit Hall
Chapter

48. ABA Spain: Training Oportunities in Behavior Analsys in Spain and Latin America. JAVIER VIRUÉS-ORTEGA (Instituto de Salud Carlos III), Tomás J. Carrasco Giménez (Universidad de Granada), Luis Antonio Pérez González (Universidad de Oviedo), Jose Julio Carnerero (Centro Almudaris), and María Ángeles Rebollar (ABA Spain)

49. Affiliated Chapters Information. R. DOUGLAS GREER and Darcy M. Walsh (Teachers College, Columbia University)

50. Alabama ABA. KENNETH W. ATKINS (Auburn University)

51. Be Yourself No Matter What They Say: Spreading the Vocabulary of BA Inside and Outside the Field of Psychology in Italy. PAOLO MODERATO and Giovambattista Presti (IESCUM, ABA Italian Chapter), Renato Gentile (Universita di Parma), and Giovanni Miselli, Francesco Pozzi, and Cristina Copelli (IESCUM, ABA Italian Chapter)

52. Behavior Analysis Association of Michigan (BAAM). JAMES T. TODD, Heather M. Anson, Jennifer Delaney Kowalkowski, and Nicole Hendriksen (Eastern Michigan University)

53. Behavior Analysis in Brazil. MARTHA HUBNER (USP Sao Paulo, Brazil)

54. California Association for Behavior Analysis. CHRISTINA WHALEN DALLAIRE (TeachTown, Inc.) and R. Gregory Nunn (UHS-Keystone Schools)

55. Chicago Association for Behavior Analysis. CHARLES MERBITZ (Chicago School of Professional Psychology), Janet C. Radcliffe (Molloy Education Center/Chicago School of Professional Psychology), and Kerin Ann Weingarten and David A. Pyles (Chicago School of Professional Psychology)

56. The Connecticut Association for Behavior Analysis. JOHN D. MOLTENI (The Center for Children with Special Needs)

57. The Experimental Analysis of Behaviour Group (EABG) - UK and Europe. JOHN CARL HUGHES (University of Wales, Bangor) and Michael Beverley (Wales Centre for Behaviour Analysis, University ofWales)

58. Florida Association for Behavior Analysis. ANTONIO R. GELABERT (Florida Agency for Persons With Disabilities), Mary M. Riordan (Behavior Management Consultants, Inc.), and Karen R. Wagner (Behavior Services of Brevard, Inc/UCF)

59. Four Corners Association for Behavior Analysis. JEFF KUPFER (Jeff Kupfer, PA), Nicole L. Bank (Developmental Behavioral Health, Inc.), Tina Hanson (Developmental Disabilities Resource Center), Anne S. Kupfer (Arizona State University), Riki L. Towle (Denver Options, Inc.), and Travis Blevins (Behavioral Services of the Rockies)

60. Georgia ABA. JESSICA PUGH (North Georgia Autism Center, Inc.)

61. Hawaii Association for Behavior Analysis. KIM A. MEYER (Hawaii State Hospital), Christine Kim-Walton (Behavior Analysts No Ka Oi), and Jessie Mitchell (BCRC)

62. Heartland ABA. TAMI L. MCDOWELL (Glenwood Resource Center), Anney R. Fahrenholz (Columbus Organization), Lera Joyce Johnson (Columbus Organization at Glenwood Resource Center), and Henry S. Roane (University of Nebraska Medical Center & Munroe-Meyer Institute)

63. IABA-Israel ABA Chapter. MICHAEL BEN-ZVI (IABA Secretary)

64. Icelandic Association for Behavior Analysis. ATLI F. MAGNUSSON (The Diagnostic and Counselling Center), Jon Gretar Sigurjonsson (National University of Ireland, Galway), Gudridur Adda Ragnarsdottir (Atferlisgreining og Kennslurádgjöf/Behavior Analy), and Thorhallur O. Flosason (Western Michigan University)

65. Kansas Association for Behavior Analysis. EDWARD K. MORRIS (University of Kansas), Claudia L. Dozier (University of Florida), Carl Conklin, Kimberly K. Bessette, and Linda Heitzman-Powell (University of Kansas), Nanette L. Perrin (Early Childhood Autism Program, CLO), and Jessica A. Royer (Partners in Behavioral Milestones)

66. Manitoba Association for Behaviour Analysis (MABA). Kirsten M. Wirth (University of Manitoba) and DANIELA FAZZIO (University of Manitoba and St. Amant)

67. The Mexican Society for Behavior Analysis. CARLOS A. BRUNER (National University of Mexico)

68. Mid-American Association for Behavior Analysis. ADAM DERENNE and Kathryn A. Flannery (University of North Dakota), James E. Carr (Western Michigan University), and Kevin P. Klatt (University of Wisconsin, Eau Claire)

69. The New Jersey Association for Behavior Analysis. MARLENE COHEN (Rutgers University), Lori E. Bechner (Educational Partnership for Instructing Children (EPIC)), and Mary Louise E. Kerwin (Rowan University)

70. New York State Association for Behavior Analysis. HELEN BLOOMER (H Bloomer Consulting)

71. North Carolina Association for Behavior Analysis. R. M. (DUKE) SCHELL (J. Iverson Riddle Developmental Center), Ruth M. Hurst (University of North Carolina Wilmington), Jennifer Deacon (NCABA), Beth Schmitt (Murdoch Center), Ya-Yu Lo (University of North Carolina at Charlotte), James Clark (J. Iverson Riddle Developmental Center), and Pamela Mims and Fred Spooner (University of North Carolina, Charlotte)

72. Norwegian ABA. TERJE GUNDHUS (Norwegian ABA) and Erik Arntzen (Akershus University College)

73. Ontario Association for Behaviour Analysis (ONTABA). JAMES PORTER (Brock University), Carobeth Zorzos (Surrey Place Centre), and Amy Barker (West Park ABI Services)

74. Polish Association for Behavior Analysis (PABA). MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology) and Agnieszka Aksamit-Ramotowska (Center for Early Intervention Step by Step, Warsaw, Poland)

74a. The PSTB Activity in 2007. Kornela Grzegorczyk- Dłuciak (Polish Association of Behavioral Therapy) and HALINA DZIEWOLSKA (Private Practice/Behavior Analyst Online)

75. SEABA: The Science of Behavior Analysis. Karen G. Anderson (West Virginia University), Adam H. Doughty (College of Charleston), P. Scott Lawrence (University of North Carolina, Greensboro), Sherry L. Serdikoff (James Madison University), and DEAN C. WILLIAMS (University of Kansas)

76. Swedish Association for Behavior Analysis (SWABA). NED CARTER (SALAR, Stockholm, Sweden)

77. 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), Hsiang-liang Hsu (Central Taiwan U. of Science and Technology), and Shu-Hwei Ke (ABA Learning Center)

78. Texas Association for Behavior Analysis. MANISH VAIDYA (University of North Texas)

79. Vermont Association for Behavior Analysis. MEGHAN L. MCGEE (The Baird Center for Children and Families), and David L. Powsner (Sd Associates LLC, Behavioral Consultation)

80. Virginia Association for Behavior Analysis. SHERRY L. SERDIKOFF (James Madison University)

81. WisABA-Wisconsin Association for Behavior Analysis. ROGER F. BASS (Carthage College), Matthew E. Andrzejewski (University of Wisconsin, Madison), William J. Murray (Wisconsin DHFS), and Corrine R. Donley (University of Wisconsin, Oshkosh Retired)

#324 ABAI Expo

5/25/2008
10:00 PM - 12:00 AM
South Exhibit Hall
Graduate Training Program

13. Graduate Internet Coursework in Behavior Analysis at the University of North Texas. LESLIE S. BURKETT, Sigrid S. Glenn, Janet Ellis, and Brook B. Wheetley (University of North Texas)

16. Western Michigan University: APA-Accredited Clinical Psychology Program. LINDA A. LEBLANC, Scott T. Gaynor, Amy E. Naugle, C. Richard Spates, and R. Wayne Fuqua (Western Michigan University)

17. Western Michigan University: Industrial Organizational Psychology Program. JOHN AUSTIN, Alyce M. Dickinson, Eric J. Fox, and Heather M. McGee (Western Michigan University)

18. ABA Master's Program at California State University Fresno. AMANDA ADAMS and Criss Wilhite (California State University, Fresno)

18a. ABA Training Opportunities at the New England Center for Children. Rachel H. Thomspon and D. Daniel Gould (New England Center for Children)

19. Advanced Training at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine. Jennifer Abraham and KYLE W. BOERKE (The Johns Hopkins University School of Medicine) and Jennifer L. Crockett and Michael F. Cataldo (Kennedy Krieger Institute)

20. Applied Behavior Analysis at the University of Houston, Clear Lake. JOHN PUGH, Dorothea C. Lerman, and Jennifer L. Austin (University of Houston, Clear Lake)

21. Applied Behavior Analysis Master's Program at the University of South Florida. KIMBERLY V. WEISS, Jessica Thompson, and Betsy M. Zamora (University of South Florida)

22. Behavior Analysis and Behavior Therapy Graduate Training at Eastern Michigan University. JAMES T. TODD (Eastern Michigan University)

23. Behavior Analysis at California State University, Sacramento. BECKY PENROD, Caio F. Miguel, Helene Burgess, and Robert G. Jensen (California State University, Sacramento)

24. Behavior Analysis at Jacksonville State University. WILLIAM L. PALYA, Steven I. Dworkin, Heidi L. Eyre, Todd L. McKerchar, Paige M. McKerchar, and Steven C. Stout (Jacksonville State University)

25. Behavior Analysis at James Madison Univeristy. SHERRY L. SERDIKOFF (James Madison University)

26. Behavior Analysis at Temple University. EMILY B. BISEN-HERSH, Philip N. Hineline, Jennifer A. Wade, Derek Wilkinson, Betsy Wurstner, Saul Axelrod, Donald A. Hantula, and Ralph Spiga (Temple University)

27. Behavior Analysis at the Florida Institute of Technology. JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology & ABA Tech) and Elbert Blakely, Ada C. Harvey, Mark T. Harvey, Patrick E. McGreevy, Pamela L. Neidert, and David A. Wilder (Florida Institute of Technology)

28. Behavior Analysis at UNC Wilmington. CAROL PILGRIM, Christine Hughes, Ruth M. Hurst, and Raymond C. Pitts (University of North Carolina, Wilmington)

29. Behavior Analysis in Norway; Post Graduate Education "Master's in Learning in Complex Systems". BRITT ANDERSEN and Arne Terje Gulbrandsen (Akershus University College, Norway)

30. Centre of Applied Disability Studies at Brock University, St. Catharines, Ontario. MAURICE FELDMAN, Rosemary A. Condillac, Tricia Corinne Vause, Dorothy Griffiths, Frances Owen, and Maureen Connolly (Brock University)

31. Clinical Health Psychology Doctoral Program With Specialty in Applied Behavior Analysis at East Carolina University. JEANNIE GOLDEN (East Carolina University)

32. Graduate Programs at the University of Minnesota. Jennifer J. McComas and MIMI L. MCDONNELL (University of Minnesota)

33. Graduate Programs in Special Education at the University of Nevada, Las Vegas. RENEE K. VAN NORMAN, Deborah Russell Carter, Matthew Tincani, and Shannon Crozier (University of Nevada, Las Vegas)

34. Graduate Training in Applied Behavior Analysis at George Mason University. THEODORE A. HOCH (Northern Virginia Training Center) and Michael M. Behrmann and Johannes Rojahn (George Mason University)

35. Graduate Training in Behavior Analysis at Stephen F. Austin State University. ROBIN RUMPH, Chris Ninness, Glen L. McCuller, Jill Bonner, April Echols, Jennifer McGinty, Shauna Swinney, and James Holland (Stephen F. Austin State University)

36. Graduate Training in Special Education at Gonzaga University. KIMBERLY P. WEBER, Anjali Barretto, K. Mark Derby, Thomas Ford McLaughlin, and Randy L. Williams (Gonzaga University)

37. Masters Programme in Applied Behaviour Analysis at the University of Wales, Bangor, UK. J. CARL HUGHES (University of Wales), Steve Noone and Sandy Toogood (Wales Centre for Behaviour Analysis, School of Psychology, University of Wales, Bangor), and Marguerite L. Hoerger, Richard P. Hastings, Pauline Horne, and Corinna F. Grindle (University of Wales Bangor)

38. Rowan University ABA Programs. MARY LOUISE E. KERWIN and Michelle Ennis (Rowan University)

39. The Chicago School of Professional Psychology. CHARLES MERBITZ, Traci Cihon, John W. Eshleman, Sandy MacLeod, David A. Pyles, Denise Ross, and Diana J. Walker (The Chicago School of Professional Psychology)

40. The Low Incidence Disabilities and Autism Program at Sam Houston State University. VALERIE ANDERSON-GRIGG, Sarah J. Holmes, Patricia Hitt, and Barbara A. Metzger (Sam Houston State University)

41. The Special Education Program at Penn State. DAVID L. LEE, Richard M. Kubina, Jr., and Youjia Hua (The Pennsylvania State University)

42. University of North Florida. Karen B. Patterson (University of North Florida) and SARAH ROBINSON (Agency for Persons with Disabilities)

43. University of the Pacific Masters Program in Applied Behavior Analysis. Matthew P. Normand, HOLLY AYN WHITE, and Cris T. Clay (University of the Pacific)

#325 ABAI Expo

5/25/2008
10:00 PM - 12:00 AM
South Exhibit Hall
Other Organization

82. ACES Early Intensive Behavioral Intervention. JAMES A. HOKO, Donn Sottolano, Jill G. Emmerich, Caryn Mello-Kennedy, Cara M. Cappalli, Coral E. Lee, Krystl Giordano, and Lisa Tereshko (ACES - EIBI)

83. AdvoServ Residential Programs. JAMES F. MCGIMSEY, Terry J. Page, Gretchen S. Thwing, Cheryl L. Ecott, and David M. Wilson (AdvoServ)

84. Behavioral Intervention in Autism: An Online BCBA Curriculum. RICHARD K. FLEMING (University of Massachusetts Medical School, Shriver Center), Charles Hamad (University of Massachusetts Medical School), Richard Siegel (University of Massachusetts, Lowell), Charlotte Mandell (University of Massachusetts), and Cheryl Gray and Leslie A. Morrison (University of Massachusetts Medical School, Shriver Center)

85. Clinic 4 Kidz: Intensive Home-Based Pediatric Feeding Disorders Program. ANGELA PRUETT, Meeta R. Patel, and Jennifer Leigh King (Clinic 4 Kidz)

86. Division 25 of the American Psychological Association. ERIC A. JACOBS (Southern Illinois University, Carbondale)

87. Early Language Intervention Ltd. DEIRDRE M. MULDOON, Kristen A. Maglieri, Triona Tammemagi, and Joel Nudi (Early Language Intervention Ltd.)

88. The Academy for Precision Learning. ALISON L. MOORS (Academy for Precision Learning)

89. Autism Behavioral Research Individualized Treatment & Education (ABRITE). Ginger Wilson, Janice K. Doney, and John Frederick (The ABRITE Organization)

90. Tri-Valley Academy. ZOE E. LLOYD (Tri-Valley Academy Bergenfield Public Schools)

91. ASAT: Association for Science in Autism Treatment. DAVID A. CELIBERTI (Private Practice)

92. The New Jersey Center for Outreach and Services for the Autism Community (COSAC). LINDA S. MEYER, Tamara A. Bannon, and Barbara Wells (COSAC)

#326 ABAI Expo

5/25/2008
10:00 PM - 12:00 AM
South Exhibit Hall
SIGs

93. Autism SIG and Parent Professional Partnership SIG. RUTH M. DONLIN (Private Practice)

94. Applied Animal Behavior Special Interest Group. JENNIFER L. SOBIE (American Society fro the Prevention of Cruelty to Animals)

95. Behavior Analyst Online SIG. MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

96. Behavioral Gerontology Special Intrest Group. JONATHAN C. BAKER and Paige Raetz (Western Michigan University)

97. Behavioral Medicine SIG. CRAIG A. THOMAS (Neuro Behavioral Treatment Systems, LLC.) and Joseph D. Cautilli (Children Crisis Treatment Center/St. Joseph's University)

98. Behaviorists for Social Responsibility. SARAH K. MOORE and Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago) and Richard F. Rakos (Cleveland State University)

99. Clinical Behavior Analysis SIG. THOMAS J. WALTZ (University of Nevada, Reno)

100. The Special Interest Group for Behavior Analysis in Crime & Delinquency. JOSEPH D. CAUTILLI (Children Crisis Treatment Center/St. Joseph's University)

101. The Developmental Behavior Analysis SIG. MARTHA PELAEZ (Florida International University)

102. Dissemination of Behavior Analysis SIG. JOSH PRITCHARD (University of Nevada, Reno), Melissa Nosik (TEAM Centers), and Linda Hayes (University of Nevada, Reno)

103. Evidence-Based Practices SIG Business. TERI LEWIS-PALMER (Independent Consultant) and Randy Keyworth (The Wing Institute)

104. Experimental Analysis of Human Behavior SIG. CYNTHIA J. PIETRAS (Western Michigan University), Eric A. Jacobs (Southern Illinois University-Carbondale), Manish Vaidya (University of North Texas), and Christy A. Alligood (University of Kansas)

105. Instructional Design SIG Anyone? GUY S. BRUCE (Appealing Solutions, LLC)

106. Interbehaviorists in ABA. YUKIKO WASHIO and Mitch Fryling (University of Nevada, Reno)

107. NeuroSIG: Neuroscience Special Interest Group. SIMON DYMOND (Swansea University) and Michael W. Schlund (Kennedy Krieger Institute/Johns Hopkins University School of Medicine)

108. The Organizational Behavior Management (OBM) Network. JOHN AUSTIN (Western Michigan University)

109. Positive Behavior Support SIG. ROBERT F. PUTNAM (The May Institute, Inc.)

110. Practitioner Issues in Behavior Analysis SIG: Building a Profession for Behavior. JOSEPH D. CAUTILLI (Children Crisis Treatment Center/St. Joseph's University)

111. Rehabilitation and Independent Living SIG. MICHAEL P. MOZZONI (Learning Services Corporation)

112. Sex Therapy and Educational Programming SIG (STEPSIG). BOBBY NEWMAN (Room to Grow)

113. The Standard Celeration Society (SCS). Michael Fabrizio (Fabrizio/Moors Consulting), NICHOLAS M. BERENS (University of Nevada, Reno/Center for Advanced Learning, Inc.), Abigail B. Calkin (Calkin Consulting Center), Sandy MacLeod (Standard Celeration Society), Charles Merbitz (Chicago School of Professional Psychology), and Richard M. Kubina, Jr. (The Pennsylvania State University)

114. Technology SIG. CHRISTINA WHALEN DALLAIRE (TeachTown, Inc.)

115. Speech Pathology SIG (SPABA). JAMIE M. SEVERTSON (Western Michigan University), Barbara E. Esch (ESCH Behavior Consultants, Inc.)

116. Verbal Behavior - Special Interest Group. SARAH A. LECHAGO and Season Almason (Western Michigan University)



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MONDAY, MAY 26

Day Schedule

ABA Business Meeting

Sessions

Presidential Address

Business Meetings

ABA Social

Monday, May 26

	ROOM	7 AM :00	7 AM :30	8 AM :00	8 AM :30	9 AM :00	9 AM :30	10 AM :00	10 AM :30	11 AM :00	11 AM :30	12:00 PM - 1:30 PM	1:30 PM - 2:30 PM
Lower Level	South Exhibit Hall			Registration, Continuing Education, START, and Exhibitors								POSTER SESSIONS	Reg, CE, START, Exhibits
	Northeast Exhibit Hall					Bookstore							
	Stevens 1					#332 DDA Ch: Ringdahl		#380 DDA Ch: Slifer					#420 AUT Ch: Sainato
	Stevens 2					#337 DDA Ch: Roane BACB		#374 DDA Ch: Bourret BACB					#415 AUT Ch: Sallows BACB
	Stevens 3					#339 DDA Ch: Heal BACB		#376 AUT Ch: Ellis BACB					#407 OTH Ch: Gardenier BACB
	Stevens 4					#349 VRB Ch: Rodriguez-Valverde		#379 AUT Ch: Golden BACB					#406 AUT Ch: Hughes BACB
	Stevens 5					#354 VRB Ch: Hammonds		#384 VRB Ch: Esch BACB					#431 VRB Ch: Speckman BACB
1st Floor	Continental A					#355 AUT Ch: Winson		#387 AUT Ch: Jones BACB					#423 AUT Ch: Kuperstein BACB
	Continental B					#340 AUT Ch: Zeug		#375 AUT Ch: Gamblin BACB					#416 AUT Ch: Symon BACB
	Continental C					#352 AUT Ch: Littleton BACB		#373 AUT Ch: Sloan BACB					#429 AUT Ch: Martineau BACB
2nd Floor	International North					#330 OTH FRIMAN BACB		#360 OBM * ANGER BACB		#392 BPH * WOOLVERTON BACB			#403 DEV * KILLEEN BACB
	International South					#334 AUT Ch: Kahng BACB		#364 AUT Ch: Taylor BACB					#410 AUT Ch: Townsend BACB
	Boulevard A					#336 CBM Ch: Normand BACB		#382 CBM Ch: Olson BACB					#430 CBM Ch: Meyers BACB
	Boulevard B					#338 CBM Ch: McComas		#365 CBM Ch: Gilpin					#434 CBM
	Boulevard C					#333 CBM Ch: Plumb		#368 CBM Ch: Polk					#405 CBM Ch: Crosby
	Grand Ballroom					#328 EAB ROTHBLAT *		#359 CBM * VALENSTEIN BACB		#391 TBA * BURKETT BACB			#404 EDC * SLOCUM LvG
3rd Floor	Williford A			#327 ABA Business Mtg.			#357 EDC Ch: Hughes		#372 EDC Ch: Kourea				#424 EDC Ch: Lane BACB
	Williford B					#331 EDC Ch: Winborn-Kemmerer			#370 EDC Ch: Axe				#428 EDC Ch: Oliver
	Williford C					#353 EDC Ch: Detrich			#383 EDC Ch: Bruce BACB				#414 EDC Ch: Gardner
	Waldorf					#343 EDC Ch: Robbins BACB			#378 EDC Ch: Johnson BACB				#422 EDC Ch: Lobo BACB
	Astoria					#347 TBA Ch: Cameron BACB			#369 TBA Ch: Favell BACB				#425 TBA Ch: Mudford
	PDR 1					#351 CSE Ch: Newman			#363 CSE Ch: Watson				#417 CSE Ch: Geller
	PDR 2					#345 CSE Ch: Wilhite BACB			#366 CSE Ch: Sereno BACB				#408 CSE Ch: Houmanfar
	PDR 3					#342TPC Ch: Wagner BACB			#385 TPC Ch: Tincani				#409 TPC Ch: Fryling
	PDR 4					#348 TPC Ch: Burgos			#389 CSE Ch: Zane BACB				#402 INT / #432 INT
	PDR 5	Speaker Ready Room											
	PDR 6	Speaker Ready Room											
	Joliet					#356 OBM Ch: Rivard			#381 OBM Ch: Camden				#411 OBM Ch: Lees
	Marquette					#335 OBM Ch: McNeal BACB			#367 OBM Ch: Sasson BACB				#426 OBM Ch: Stuber
	4A					#329 OTH BACB Ch: Blenkush		#361 OTH Ch: Fad		#390 OTH Ch: Gibbs			#421 OTH Ch: Sweeney
	4B												
	4C												
	4D					#344 DEV Ch: Greer BACB			#388 DEV Ch: Novak				#419 DEV Ch: Keohane BACB
4th Floor	4E	START Job Interview Rooms (Interviews should be scheduled at the START Jobs desk in the South Exhibit Hall)											
	4F												
	4G												
	4H												
	4I												
	4J												
Blackstone Hotel	EI					#341 EAB Ch: Murphy			#371 EAB Ch: Blesbrouck				#413 EAB Ch: Jones
	Chicago & Alton					#346 EAB Ch: Schneider			#377 EAB Ch: Hahs				#427 EAB Ch: Muir
	Metra							#362 EAB Ch: Gannon BACB		#393 EAB			#418 EAB Ch: McClure
	Barbershop					#350 EAB Ch: Sigurjonsson BACB			#386 EAB Ch: Schlinger BACB				#412 EAB Ch: Yankelevitz
	Inspiration Studio						#358 BPH Ch: Jimenez-Gomez						#433 BPH

LEGEND

- = B. F. Skinner Lectures
- = Special and Invited Events
- * = Science Series
- BACB = Session available for BACB CE (for certified behavior analysts)
- Ch: = Chairperson

Monday, May 26

ROOM	2:30 - 3:00	3 PM :00	3 PM :30	4 PM :00	4 PM :30	5 PM :00	5 PM :30	6 PM - 7:30 PM	7:30 PM - 8:30 PM	8:30 PM - 10:30 PM	
South Exhibit Hall	Registration, Continuing Education, START, and Exhibitors							POSTER SESSIONS			
Northeast Exhibit Hall	Bookstore										
Stevens 1	#420 Cont'd	#449 DDA Ch: Winston									Lower Level
Stevens 2	#415 Cont'd	#444 AUT Ch: Fabrizio BACB									
Stevens 3	#407 Cont'd	#452 OTH Ch: Blenkush BACB									
Stevens 4	#406 Cont'd	#440 AUT Ch: Suchowierska BACB									
Stevens 5	#431 Cont'd	#445 AUT Ch: Schooley									
Continental A	#423 Cont'd		#458 AUT Ch: Wallace BACB						#481 BACB Univ. Contacts		1st Floor
Continental B	#416 Cont'd		#462 AUT Ch: O'Reilly BACB						#488a NY State ABA		
Continental C	#429 Cont'd		#464 AUT Ch: Rapp BACB								
International North	#436 DDA ROANE TBACB		#467 VRB Ch: Poling BACB								2nd Floor
International South	#410 Cont'd		#457 AUT Ch: Roscoe BACB								
Boulevard A	#430 Cont'd	#450 CBM Ch: Fuqua BACB									
Boulevard B	#434 CBM Ch: Bonow		#459 CBM Ch: Twohig						#491 Prof. Issues in BA		
Boulevard C	#405 Cont'd	#438 CBM	#463 CBM Ch: Fletcher						#482 Education and Treatment		
Grand Ballroom	#432 CSE Ch: Pennypacker BACB			#430 CSE WEINBERG BACB		#71 Presidential Address BACB				Behavioral Bash 10:30PM - 12:30AM	
Willliford A	#424 Cont'd	#448 EDC Ch: White BACB							#483 FABA Task Force		3rd Floor
Willliford B	#428 Cont'd	#455 EDC Ch: Spencer							#493a TBA SIG		
Williford C	#414 Cont'd	#456 EDC Ch: Alber-Morgan							#492 Rehab SIG		
Waldorf	#422 Cont'd	#451 EDC Ch: Belfiore BACB							#489 OBM Network		
Astoria	#425 Cont'd	#454 TBA Ch: Virues-Ortega							#485 Inter-Behaviorists SIG		
PDR 1	#417 Cont'd	#443 CSE Ch: Lord							#480 ABA Spain		
PDR 2	#408 Cont'd	#441 CSE Ch: Mattaini							#493 Wisconsin ABA		
PDR 3	#409 Cont'd	#447 TPC Ch: Ray							#487 Mississippi ABA		
PDR 4	#435 INT								#488 Missouri ABA		
PDR 5	Speaker Ready Room										
PDR 6	Speaker Ready Room										
Joliet	#411 Cont'd		#466 OBM Ch: Rost						#484 OTH Keller		
Marquette	#426 Cont'd	#442 OBM Ch: Snow BACB							#490 PDS Ch: Groskreutz		
4A	#421 Cont'd	#439 PDS Ch: Dubuque		#470 PDS Ch: Fuller							4th Floor
4B											
4C											
4D	#419 Cont'd		#446 DEV Ch: Gewirtz BACB								
4E	START Job Interview Rooms (Interviews should be scheduled at the START Jobs desk in the South Exhibit Hall)										
4F											
4G											
4H											
4I											
4J											
EI	#413 Cont'd		#460 EAB Ch: Pietras								Blackstone Hotel
Chicago & Alton	#427 Cont'd		#468 EAB Ch: Udell								
Metra	#418 Cont'd	#453 EAB Ch: Hyland									
Barbershop	#412 Cont'd		#465 EAB Ch: McDowell								
Inspiration Studio	#433 BPH Ch: Locey		#461 BPH Ch: Weaver								

#327 Special Event

5/26/2008
8:00 AM - 8:50 AM
Williford A

ABAI Business Meeting
Chair: Janet Twyman (ABAI President and Practice Board Coordinator)

- R. Douglas Greer (Affiliated Chapters Board Coordinator)
- Timothy D. Hackenberg (Science Board Coordinator)
- Ramona Houmanfar (Senior Program Co-Chair) and William Heward (Program Board Coordinator)
- Maria E. Malott (Executive Director/Secretary Treasurer)
- Charles Merbitz (Education Board Coordinator)
- Carol Pilgrim (Publications Board Coordinator)
- Rachel Tarbox (Membership Board Coordinator)
- Janet S. Twyman (ABAI President and Practice Board Coordinator)

#328 B. F. Skinner Lecture Series and Scientific Foundation

5/26/2008
9:00 AM - 9:50 AM
Grand Ballroom
EAB; Experimental Analysis

Object Recognition by Dolphins
Chair: James S. MacDonall (Fordham University)

B. F. Skinner Lecturer: Dr. Herbert L. Roitblat (OrcaTec LLC)



Dr. Herbert L. Roitblat received his B.A. in Psychology from Reed College in 1974, and his Ph.D. in Experimental Psychology from the University of California, Berkeley, in 1978. He was an Assistant Professor of Psychology at Columbia University from 1978 to 1985. He then joined the faculty at the University of Hawaii. In 1999 Roitblat co-founded DolphinSearch, an information retrieval company in Ventura, California. In 2002, he left Hawaii to work full time on DolphinSearch. DolphinSearch used neural network principles to help lawyers identify documents that were relevant to the case they were litigating. In 2006, he co-founded a new information retrieval company, OrcaTec, where he is currently a Principal. OrcaTec provides consulting and software to government and businesses concerning information retrieval and knowledge management.

Abstract: Characterizing the information that dolphins receive and how they use that information in object recognition present special challenges. The dolphin biosonar system is so different from our own perceptual system that we are not overly bound by own experiences and expectations. This difference allows us to examine fundamental questions about the nature of perception. Vision is for most humans, such a primary sense, that it compels perceptual scientists to view other senses in relation to vision. However, the information that a dolphin gets through its biosonar is nearly as complex as the information we receive through vision—object structure and material composition—but it comes through a different sensory modality. This talk will consider the similarities and differences between human and dolphin perception and what we can learn from these relations about perception in general.

#329 Symposium

5/26/2008
9:00 AM - 9:50 AM
4A
OTH; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Nathan Blenkush, Ph.D., BCBA

The Case for Contingent Skin Shock
Chair: Nathan Blenkush (Judge Rotenberg Center)
Discussant: F. J. Barrera (Private Consultant Practice)

A Risk Benefit Analysis of Medication, Restraint, and Contingent Skin Shock. NATHAN BLENKUSH (Judge Rotenberg Center)

Can All Problem Behaviors be Treated Without Contingent Skin Shock? GREG TODISCO (Judge Rotenberg Center)

The Value of Contingent Skin Shock With Cognitively Typical Students. PATRICIA RIVERA (Judge Rotenburg Center)

#330 Tutorial

5/26/2008
9:00 AM - 9:50 AM
International North
OTH; Service Delivery
BACB CE Offered. CE Instructor: Patrick C. Friman, Ph.D.

Behavior Analysis in the Mainstream of Human Life: Now is the Time
Chair: F. Charles Mace (University of Southern Maine)

PATRICK C. FRIMAN (Father Flanagan's Girls and Boys' Town)



Dr. Patrick C. Friman received his Ph.D. from the University of Kansas under the Mentorship of Drs. Montrose M. Wolf and Edward R. Christophersen. He is Director of Clinical Services Father Flanagan's Boys Home and a Clinical Professor of Pediatrics at the University of Nebraska School of Medicine. He has held faculty positions at the University of Nevada as well as Johns Hopkins and the University of Pennsylvania Schools of Medicine. He is the outgoing Editor of *The Journal of Applied Behavior Analysis* and is on the editorial boards of nine other peer-reviewed scientific journals. He has published more than 150 scientific papers most of which involve behavior disorders of childhood in general, and behavioral pediatrics in particular. Generally, Dr. Friman's research addresses the gap between outpatient well child medical care on one side, and referral-based clinical child psychologic and psychiatric care on the other. The gap includes behavior problems that bedevil parents, are outside the core curriculum used to train pediatricians, and yet are not sufficiently serious to warrant serious psychiatric diagnosis. For example, his research on solving bedtime problems was published in the *Archives of Pediatrics and Adolescent Medicine*, and presented at a large press conference in New York City, sponsored by the American Medical Association, at which the Surgeon General of the United States presented Dr. Friman to the press. His most recent book is *Good Night, Sweet Dreams, I Love You: Now Get in Bed and Go to Sleep.*

Abstract: Skinner's vision for behavior analysis was that it would become a mainstream science pertinent to both the minor and major problems of everyday human life. Clearly his vision has not been realized. Behavioral analysis has produced extraordinary findings in its basic domain and made multiple major contributions in several applied domains—but the best known of these contributions have been in the tails of the normal distribution of human problems (e.g., developmental disabilities). General applicability of behavior analysis to human problems is still seen as very limited by those outside the field. If behavior analysis is to become a mainstream science it will simply have to address more mainstream problems. Potential examples are virtually limitless. Behavioral methods can be or have been used to address such

problems as the behavior problems of powerful despots who have yet to graduate from kindergarten, soiling, and wetting—not just in children but also in the aged, other behavior problems in the elderly, sleep and sleeplessness, anxious behavior, depressed behavior, and—no kidding—male fertility. This presentation will cover a range of problems that have either benefited from or could benefit from behavior analysis and that are extensive both in terms of the frequency of their occurrence and their relevance to mainstream human life.

#331 Symposium

5/26/2008
9:00 AM - 10:20 AM
Williford B
EDC; Applied Behavior Analysis

An Evaluation of School-Based Interventions and Behavioral Consultation Services
Chair: Lisa C. Winborn-Kemmerer (University of Louisville)
Discussant: Stephanie M. Peterson (Idaho State University)

Distance Consultation Services for Students With Challenging Behaviors. KELLY M. VINQUIST, David P. Wacker, Todd G. Kopelman, Sheri Milligan Smith, Linda J. Cooper-Brown, Jim Porter, and Patrick Romani (University of Iowa)

Stimulus Fading Within a Targeted Group Intervention. AMY L. CAMPBELL and Cynthia M. Anderson (University of Oregon

Keeping Them Out of Special Ed: A Model for Prereferral Assessment and Intervention for Young Children With Challenging Behavior. JENNIFER L. AUSTIN (University of Houston, Clear Lake), Ryan T. O'Connor (California State University, Fresno), and Daniel LeSage (University of Houston, Clear Lake)

#332 Symposium

5/26/2008
9:00 AM - 10:20 AM
Stevens 1
DDA; Applied Behavior Analysis

Assessment and Treatment of Biologically-Based Problem Behavior
Chair: Joel E. Ringdahl (University of Iowa)

Assessment and Treatment of Biologically-Based Problem Behavior: Is Impulsivity a Defining Characteristic of Brain Injury? SARAH M. DUNKEL (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

Assessment and Treatment of Biologically-Based Severe Behavior Problems: Lesch-Nyahn and Donnai-Barrow Syndromes. CAITLIN SMITH, Henry S. Roane, Wayne Fisher, Kelly J. Bouxsein, and Tyree L. Starks (Munroe-Meyer Institute)

Assessment and Treatment of Biologically-Based Severe Behavior Problems: Joubert Syndrome. JEFFREY R. LUKE, Joel E. Ringdahl, Todd G. Kopelman, and Tory J. Christensen (University of Iowa)

Assessment and Treatment of Biologically-Based Severe Behavior Problems: Short Chain Hydroxy Acyl-CoA Dehydrogenase Deficiency. JOANNA LOMAS (The Marcus Institute), Michael E. Kelley (Marcus Institute/Emory University), and Danielle Bradley (The Marcus Institute)

#333 Symposium

5/26/2008
9:00 AM - 10:20 AM
Boulevard C
CBM; Applied Behavior Analysis

Assessment of ACT Processes: Values and Psychological Flexibility
Chair: Jennifer Plumb (University of Nevada Reno)

Assessing Values in Clinical Samples: Utility for Case Conceptualization. JENNIFER PLUMB, Steven C. Hayes, and Lindsay Martin (University of Nevada, Reno), and Lorraine Platka-Bird (Private Practice)

Using the Bulls-Eye to Measure Values Attainment and Believability. TOBIAS LUNDGREN, JoAnne Dahl, and Lennart Melin (University of Uppsala, Sweden)

The Role of Values in Reducing Workplace Stress and Increasing Quality of Life. MIKAELA J. HILDEBRANDT, Roger Vilardaga, Steven C. Hayes, and Jason Brian Luoma (University of Nevada, Reno), Barbara S. Kohlenberg (University of Nevada School of Medicine), Nancy Roget (CASAT, University of Nevada, Reno), and Jacqueline Pistorello and Tami R Lazzarone (University of Nevada Reno)

Measuring Psychological Flexibility in People With Chronic Pain. RIKARD K. WICKSELL, Gunnar Olsson, and Lennart Melin (Astrid Lindgren Children's Hospital, Karolinska University Hospital, Sweden)

#334 Symposium

5/26/2008
9:00 AM - 10:20 AM
International South
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: SungWoo Kahng, Ph.D.

Behavioral Acquisition in Children With Autism Spectrum Disorder
Chair: SungWoo Kahng (Kennedy Krieger Institute)

Using Virtual Reality to Teach Street Crossing Skills to Children With Autism Spectrum Disorders. TINA R. GOLDSMITH and Linda A. LeBlanc (Western Michigan University)

Increasing Independent Responding in Children With Autism Spectrum Disorder Through Delayed Prompting. NICOLE LYNN HAUSMAN and SungWoo Kahng (Kennedy Krieger Institute), Einar T. Ingvarsson (Youngstown State University), and Samantha Hardesty and Terri S. Parsons (Kennedy Krieger Institute)

An Investigation of Treatment Integrity Failures During Discrimination Training. ELIZABETH S. ATHENS, Timothy R. Vollmer, and Jorge Rafael Reyes (University of Florida)

An Evaluation of Procedures for Increasing Item Engagement and Decreasing Automatically Reinforced Problem Behavior. ERIN LEIF, Eileen M. Roscoe, Heather Morrison, and William H. Ahearn (The New England Center for Children)

#335 Symposium

5/26/2008
9:00 AM - 10:20 AM
Marquette
OBM; Service Delivery
BACB CE Offered. CE Instructor: Manuel A. Rodriguez, M.S., BCBA

Behavioral Approaches in Complex Settings
Chair: Travis G. McNeal (Continuous Learning Group)
Discussant: Ramona Houmanfar (University of Nevada, Reno)

Complexities in Organizations – A Case Study of Driving Behavioral Changes in a Complex Environment. MANUEL A. RODRIGUEZ (Continuous Learning Group)

Implementing Technological Improvements: Aligning the Consequences. TRAVIS G. MCNEAL (Continuous Learning Group)

Behavioral Cusps in OBM? What, Why, and How! FRANCISCO GOMEZ (Continuous Learning Group)

#336 Symposium

5/26/2008
9:00 AM - 10:20 AM
Boulevard A
CBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Matthew Normand, Ph.D., BCBA

Behavioral Interventions for Health and Fitness
Chair: Matthew P. Normand (University of the Pacific)
Discussant: Raymond G. Miltenberger (University of South Florida)

Increasing Physical Activity Through Self-Monitoring, Goal-Setting, and Feedback. MATTHEW P. NORMAND (University of the Pacific)

Increasing Calorie Expenditure Through Task Clarification, Goal Setting, Self-Monitoring, and Feedback. JEANNE DONALDSON (Florida Institute of Technology) and Matthew P. Normand (University of the Pacific)

Reducing Calorie and Fat Consumption Through Task Clarification and Individualized Feedback. MATTHEW RUSSELL OSBORNE (Florida Institute of Technology) and Matthew P. Normand (University of the Pacific)

#337 Symposium

5/26/2008
9:00 AM - 10:20 AM
Stevens 2
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Henry S. Roane, Ph.D., BCBA

Current Research in Applied Behavioral Economics
Chair: Henry S. Roane (Munroe-Meyer Institute)

A Behavioral Economic Approach to Preference Assessments. MARY ELLEN FANNAN (EPIC School) and Patrick R. Progar (Caldwell College)

Assessing Demand Elasticity for Positive Reinforcers Against Concurrently Available Avoidance of Task Demands. MANDY M. TRIGGS, Iser Guillermo DeLeon, Michelle A. Frank, and Meagan Gregory (Kennedy Krieger Institute), Melissa J. Allman (Johns Hopkins University School of Medicine), and Abbey Carreau (Kennedy Krieger Institute)

Temporal Discounting Predicts Student Responsiveness to Exchange Delays in a Classwide Token Economy. DEREK D. REED, Brian K. Martens, Lauren Axelrod, and Lauren McClenney (Syracuse University)

Behavioral Economic Manipulations in a Closed Token Economy. KATHRYN G. HORTON and Jason C. Bourret (The New England Center for Children)

#338 Symposium

5/26/2008
9:00 AM - 10:20 AM
Boulevard B
CBM; Applied Behavior Analysis

Factors Related to Treatment Adherence by Careproviders and Teachers
Chair: Jennifer J. McComas (University of Minnesota)
Discussant: John C. Borrero (University of Maryland, Baltimore County)

Adherence to Behavioral and Medical Treatment Recommendations by Parents of Children With Autism Spectrum Disorders. TIMOTHY R. MOORE and Frank J. Symons (University of Minnesota)

Teacher Burnout Factors as Predictors of Adherence to Behavioral Intervention. PEGGY E. GAITAN, LeAnne Denise Johnson, and Jennifer J. McComas (University of Minnesota) and Joseph Wehby (Vanderbilt University)

A Descriptive Evaluation of Long-Term Treatment Integrity. Maire K. Arkoosh and K. MARK DERBY (Gonzaga University), David P. Wacker and Wendy K. Berg (University of Iowa), and T. F. McLaughlin and Anjali Barretto (Gonzaga University)

#339 Symposium

5/26/2008
9:00 AM - 10:20 AM
Stevens 3
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Nicole A. Heal, Ph.D., BCBA

Factors That Influence Occurrence of Data Collection, Observer Accuracy, and Measures of Interobserver Agreement
Chair: Nicole Heal (The May Institute)

Antecedent and Consequence Strategies to Increase Data Collection Among School Staff. CATHERINE COTE (The May Center for Education and Neurorehabilitation), Gary M. Pace (The May Institute), and Serra R. Langone (The May Center for Education and Neurorehabilitation)

Using Visual Performance Feedback Without Additionally Arranged Incentives in Increasing Amount of Data Collection. JAMES E COOK, Amelia McGoldrick, Sima Hansalia, and Jason C. Bourret (The New England Center for Children)

Applying Signal Detection Theory to the Study of Observer Accuracy and Bias in Behavioral Assessment. ALYSON N. HOVANETZ and Dorothea C. Lerman (University of Houston, Clear Lake), Allison Tetreault (West Virginia University), Hilary J. Karp, Angela Mahmood, Maggie Strobel, and Shelley Kay Mullen (University of Houston, Clear Lake), and Alice A. Keyl (Utah State University)

Evaluations of Interobserver Agreement. ANDREW SAMAHA, Timothy R. Vollmer, and Amanda Bosch (University of Florida)

#340 Symposium

5/26/2008
9:00 AM - 10:20 AM
Continental B
AUT; Applied Behavior Analysis

From Instructional Control to Instructional Agreement: Data Based Methods for Increasing Child Participation in Early and Intensive Behavioral Interventions
Chair: Nicole Zeug (University of North Texas)
Discussant: Michael Fabrizio (Organization for Research and Learning)

Listen to Me, Interventionist! AMANDA C. BESNER, Sarah E. Pinkelman, Donna Dempsey, and Shahla S. Ala'i-Rosales (University of North Texas)

Lets Make This More Interesting, Interventionist! NICOLE ZEUG, Jessica L. Broome, Jesus Rosales-Ruiz, and Shahla S. Ala'i-Rosales (University of North Texas)

Good Job, Interventionist! JESSICA L BROOME, Amanda C. Besner, Nicole Zeug, Lashanna Brunson, Robin Kuhn, Sarah A. Ewing, Shahla S. Ala'i-Rosales, and Jesus Rosales-Ruiz (University of North Texas)

#341 Symposium

5/26/2008
9:00 AM - 10:20 AM
El; Blackstone Hotel Concourse Level
EAB; Experimental Analysis

Habituation to the Reinforcer and Within-Session Changes in Responding
Chair: Eric S. Murphy (University of Alaska Anchorage)
Discussant: Frances K. McSweeney (Washington State University)

Effects of Activity-Based Anorexia Procedure on Within-Session Changes in Nose-Poke Responding. KENJIRO AOYAMA (Doshisha University)

Within-Session Changes in Responding of Dwarf Hamsters (*Phodopus campbelli*). MICHELLE SCOTT-WEBER, Gwen Lupfer-Johnson, and Eric S. Murphy (University of Alaska Anchorage)

More on Dishabituation of Operant Responding. AMY KENZER (Center for Autism and Related Disorders, Inc.) and Timothy C. Fuller and Patrick M. Ghezzi (University of Nevada, Reno)

#342 Panel Discussion

5/26/2008
9:00 AM - 10:20 AM
PDR 3
TPC/TBA; Service Delivery
BACB CE Offered. CE Instructor: Karen R. Wagner, Master's, BCBA

Mentoring: It Takes a Behavioral Community to Shape a Good Behavior Analyst
Chair: Karen R. Wagner (Behavior Services of Brevard, Inc./University of Central Florida)

KAREN R. WAGNER (Behavior Services of Brevard, Inc./University of Central Florida)
CYDNEY JO YERUSHALMI (The Florida Agency for Persons with Disabilities)
SHARON ESTILL OLDER (Adapt Behavior Services, Inc.)
MERRILL WINSTON (Professional Crisis Management, Inc.)

#343 Symposium

5/26/2008
9:00 AM - 10:20 AM
Waldorf
EDC; Service Delivery
BACB CE Offered. CE Instructor: Joanne K. Robbins, Ph.D.

Morningside Academy: What's New?
Chair: Joanne K. Robbins (Morningside Academy)

Morningside's Four Levels of Assessment. JULIAN GIRE and Kent Johnson (Morningside Academy)

Towards Genre-Specific Curriculum Based Assessment: Tracking the Acquisition of Genre Writing Skills Over the School Year. MARIANNE DELGADO (Morningside Academy)

The Correlation Between Reading Comprehension and Oral Retelling. Jennifer Reilly, SHILOH ISBELL, and Joanne K. Robbins (Morningside Academy)

Morningside Academy's Math Facts Program: Overview and Inquiry. GEOFFREY H. MARTIN (Morningside Academy)

#344 Symposium

5/26/2008
9:00 AM - 10:20 AM
4D
DEV; Experimental Analysis
BACB CE Offered. CE Instructor: R. Douglas Greer, Ph.D.

Naming: A Verbal Developmental Cusp and Stage
Chair: R. Douglas Greer (Teachers College, Columbia University)

Emergence of Naming for 2-D and 3-D Stimuli: A Comparison of Multiple and Single Exemplar Instruction. NIRVANA PISTOLJEVIC and R. Douglas Greer (Teachers College, Columbia University)

An Investigation of the Source of Reinforcement for Naming. JENNIFER LONGANO and R. Douglas Greer (Teachers College, Columbia University)

Reading Comprehension and Naming. TRACY L. REILLY LAWSON and R. Douglas Greer (Teachers College, Columbia University)

Emergence of 2D and 3D Naming in Middle School Students. YASMIN HELOU and R. Douglas Greer (Teachers College, Columbia University)

#345 International Symposium

5/26/2008
9:00 AM - 10:20 AM
PDR 2
CSE; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Criss Wilhite, BCBA

Parent Support Systems
Chair: Criss Wilhite (California State University, Fresno)

Evidence-Based Support Systems for Parents of Children With ASD in Australia. VICKI BITSIKA (Bond University) and Christopher F. Sharpley (University of New England)

Dancing with My Baby: Parent Training for Toddlers With ASD. SHAHLA S. ALA'I-ROSALES (University of North Texas)

Parenting Programs at Fresno State. CRISS WILHITE, David Hebert, Jason Alan Marshall, and Katharine Woods (California State University, Fresno)

#346 Symposium

5/26/2008
9:00 AM - 10:20 AM
Chicago & Alton; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Patterns Everywhere: Sequential Analysis and What It Can Do in Applied and Basic Behavior Analysis
Chair: Susan M. Schneider (Florida International University)
Discussant: Alliston K. Reid (Wofford College)

Sequential Analysis and the Matching Law: Molecular Patterns in Three Species. SUSAN M. SCHNEIDER (Florida International University)

Sequential Analysis Within Single Case Experimental Designs in Home and School: Connecting Behavior and Physiological Arousal. JOHN HOCH, Jennifer J. McComas, Timothy R. Moore, and Frank J. Symons (University of Minnesota)

Sequencing the Behavioral Unit: Conditional Probabilities in Basic and Applied Settings. SCOTT S. HALL (Stanford University)

#347 Symposium

5/26/2008
9:00 AM - 10:20 AM
Astoria
TBA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Susan A. Ainsleigh, Ed.D., BCBA

Pedagogical Approaches for Teaching Behavior Analysis in Higher Education
Chair: Michael J. Cameron (Simmons College)

Instructional Design for Teaching Behavior Analysis. MICHAEL J. CAMERON and Russell W. Maguire (Simmons College)

Supervision of Graduate Students in Applied Behavior Analysis: Program Design, Implementation, and Evaluation. SUSAN AINSLEIGH (Simmons College)

Preparing for Examinations: A Comparison of Strategies for Studying and Corresponding Test Performance. REBECCA FONTAINE (Needham Public Schools) and Susan Ainsleigh and Michael J. Cameron (Simmons College)

Promoting Applied Stimulus Control Research: Supporting Graduate Student Research in Stimulus Class Formation. TERRI BRIGHT, Russel W. Maguire, and Michael J. Cameron (Simmons College)

#348 International Paper Session

5/26/2008
9:00 AM - 10:20 AM
PDR 4
TPC

Philosophical Issues Regarding Behavior Analytic Concepts
Chair: José E. Burgos (CEIC - University of Guadalajara)

Why Operants Cannot be Individuals. (Theory) JOSÉ E. BURGOS (CEIC, University of Guadalajara)

Sets and Individuals are not as Different as you Think. (Theory) JOSÉ E. BURGOS (CEIC, University of Guadalajara)

Response Strength as a Behavior-Analytic Construct. (Theory) RAQUEL ALO and Kennon A. Lattal (West Virginia University)

#349 International Symposium

5/26/2008
9:00 AM - 10:20 AM
Stevens 4
VRB; Experimental Analysis

Recent Developments within the Relational Responding Paradigm: False Memories, Cognitive Biases, and Rebound Effect
Chair: Miguel Rodriguez-Valverde (Universidad de Jaen)

Analysis of the Misinformation Effect on False Memories. Rafael Moron, Carmen M. Luciano Soriano, Sonsoles Valdivia-Salas, and FRANCISCO J RUIZ-JIMENEZ (University of Almería)

Derived Relational Intrusions Following Training. PAUL GUINTHER and Michael J. Dougher (University of New Mexico)

Relational Responding in the Emergence and Maintenance of Cognitive Biases. SONSOLES VALDIVIA-SALAS and Carmen M. Luciano Soriano (University of Almería) and John P. Forsyth (University at Albany, State University of New York)

Academic Self-Concept and Suppression of Self-Relevant Thoughts. OLGA GUTIERREZ MARTINEZ (Universidad de Granada), Carmen Luciano (University of Almería), and Pablo Santos (University of Granada)

#350 International Symposium

5/26/2008
9:00 AM - 10:20 AM
Barbershop; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Denis O'Hora, Ph.D., BCBA

Recent Theoretical Developments and Empirical Findings From Beyond the Borders of Behavior Analysis
Chair: Jon Gretar Sigurjonsson (National University of Ireland, Galway)
Discussant: Mark Galizio (University of North Carolina, Wilmington)

Lessons from Psycholinguistics: Current Trends and Findings From Mainstream Psychologies of Language. DENIS P. O'HORA (National University of Ireland, Galway) and Richard A C Dale (University of Memphis)

Manipulating Biological Variables: Some Noteworthy Advances in Cognitive Neuroscience. JON GRETAR SIGURJONSSON and Denis P. O'Hora (National University of Ireland, Galway), Geraldine Leader (National University of Ireland), and Ian T. Stewart (National University of Ireland, Galway)

Concept Acquisition, Categorisation, and Stimulus Equivalence: A Review of Current Cognitive and Behaviour Analytical Literature, With Implications for Future Research. BRIAN WILLIAM SLATTERY, Ian T. Stewart, and Denis P. O'Hora (National University of Ireland, Galway)

#351 Symposium

5/26/2008
9:00 AM - 10:20 AM
PDR 1
CSE; Service Delivery

Sex! Behavior and Relationships From an Applied Behavior Analytic Perspective
Chair and Discussant: Bobby Newman (Room to Grow)

Sexuality Instruction and Learners With ASD. PETER F. GERHARDT (Organization for Autism Research)

Assessing Implicit Attitudes Regarding Normative and Non-Normative Sex Terms. FAWNA STOCKWELL (The Chicago School of Professional Psychology)

Teaching Parameters of Social Interactions Across Social Networks Through Equivalent Relations. SHARI DAISY (Simmons College)

#352 Symposium

5/26/2008
9:00 AM - 10:20 AM
Continental C
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Ann Filer, M.Ed., BCBA

Show Me: An Experimental Validation of Direct Instruction Procedures for Children With Developmental Disabilities
Chair: Robert F. Littleton, Jr. (Evergreen Center)
Discussant: Robert K. Ross (BEACON Services)

Fluency Training: The Comparative Effects of Direct Instruction and Reinforcement Procedures on Mathematics and Reading Fluency in Children With Developmental Disabilities. WENDY L. KOZMA (BEACON Services) and Gordon A. DeFalco (Evergreen Center)

Who, What, Where, and When: Direct Instruction Finds the Answer to These Questions. WENDY L. KOZMA (BEACON Services) and Gordon A. DeFalco (Evergreen Center)

Individual or Group Instruction? The Winner is . . . ANN FILER and Katie H Artiano (BEACON Services) and Gordon A. DeFalco (Evergreen Center)

#353 Symposium

5/26/2008
9:00 AM - 10:20 AM
Williford C
EDC; Service Delivery

Sustainable Programs: In Search of the Elusive
Chair: Ronnie Detrich (Wing Institute)
Discussant: Teri Palmer (Private Practice)

What We Know About Sustaining Programs. RANDY KEYWORTH, Jack States, and Ronnie Detrich (The Wing Institute)

Sustainability Through the Looking Glass: Shifting Contingencies Across Levels of a System. JACK STATES, Randy Keyworth, and Ronnie Detrich (The Wing Institute)

Treatment Integrity and Program Fidelity: Necessary but Not Sufficient to Sustain Programs. RONNIE DETRICH, Randy Keyworth, and Jack States (The Wing Institute)

#354 International Paper Session

5/26/2008
9:00 AM - 10:20 AM
Stevens 5
VRB

Theoretical Issues in Verbal Behavior
Chair: Frank Hammonds (Troy University)

In Short-Term Memory, Miller's Magical Number 7 Plus or Minus 2 is Just 2. (Experimental Analysis) SRINIVASAN MAHADEVAN and John C. Malone (University of Tennessee)

Competent or Incompetent? The Behavioralization of Competency. (Theory) KEVIN D. JACKSON (State of Florida) and Emily Dickens and Monica Watkins (Mentally Retarded Defendant Program/Agency for Persons with Disabilities)

Verbal Behavior and Learning without Awareness. (Experimental Analysis) FRANK HAMMONDS (Troy University)

#355 Symposium

5/26/2008
9:00 AM - 10:20 AM
Continental A
AUT; Service Delivery

Utilizing Behavioral Principles for Building a Statewide System of Care for Persons With ASD
Chair: Georgia Winson (The Hope Institute for Children and Families)

Applying a Transactional Systems Model to Autism Services. LORI VALLELUNGA (The Hope Institute for Children and Families)

Building a Coordinated, Statewide System of Care for Persons With ASD. GEORGIA WINSON (The Hope Institute for Children and Families)

Impacting Public Policy Through Legislation and System-Level Advocacy Efforts. JOSEPH NYRE (The Hope Institute for Children and Families)

Evaluating a Statewide System of Care. DAVID CAIN and Lori Vallelunga (The Hope Institute for Children and Families)

#356 Symposium

5/26/2008
9:00 AM - 10:20 AM
Joliet
OBM; Applied Behavior Analysis

Utilizing Organizational Behavior Management and Industrial and Organizational Psychology Measurement Methodologies to Improve Customer
Chair: Amanda R. Rivard (Central Michigan University)
Discussant: Carl M. Johnson (Central Michigan University)

Improving Customer-Service Using Industrial and Organizational Psychology and Organizational Behavior Management in Submarine Sandwich Shops. MICHAEL N. KEPHART, Drew Sands, and Justin Gonzalez (Central Michigan University)

Evaluating the Customer Service and Satisfaction Relationship in Coffee Shops using Survey and Observational Methods. AMANDA R. RIVARD (Central Michigan University)

The Effects of a Performance Management System Involving Feedback and Intervention on College Student-Staffed Convenience Stores. ERIC O'ROURKE (Central Michigan University)

#357 International Paper Session

5/26/2008
9:30 AM - 10:20 AM
Williford A
EDC

Using SAFMEDS to Improve Math Performance
Chair: John Carl Hughes (University of Wales, Bangor)

Increasing Math Basic Skills Using Fluency Based Instruction and Precision Teaching. (Applied Behavior Analysis) JOHN CARL HUGHES (University of Wales, Bangor) and Michael Beverley (Centre for Behaviour Analysis, University of Wales)

Fluent Performance of Multiplication Facts in Two Learning Channels and Written Test Performance by Three Students With Mild Mental Retardation. (Applied Behavior Analysis) SANG SEOK NAM (California State University, San Bernardino) and Mimi Spruill (Georgia ABA)

#358 Symposium

5/26/2008
9:30 AM - 10:50 AM
Inspiration Studio; Blackstone Hotel, 5th Floor
BPH; Experimental Analysis

Choice Procedures in Behavioral Pharmacology
Chair: Corina Jiménez-Gómez (Utah State University)
Discussant: Karen G. Anderson (West Virginia University)

Effects of Acute and Repeated Morphine on Delay Discounting in Lewis and Fischer 344 Rats. NATALIE ROSE BRUNER and Karen G. Anderson (West Virginia University)

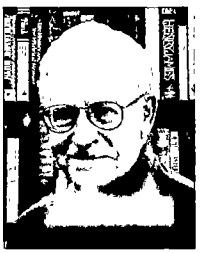
Matching Law Analysis of Rats' Alcohol Self-Administration in a Free-Operant Choice Procedure. CORINA JIMENEZ-GOMEZ and Timothy A. Shahan (Utah State University)

Post-Reinforcer Response Patterning in Pigeons and Monkeys: Interaction Between Response and Reinforcer Type. MIKHAIL KOFFARNUS (University of Michigan), Jonathan L Katz (NIDA Intramural Research Program), and James H. Woods (University of Michigan)

5/26/2008
10:00 AM - 10:50 AM
Grand Ballroom
CBM; Service Delivery
BACB CE Offered. CE Instructor: Elliot Valenstein, Ph.D.

Blaming the Brain
Chair: Jonathan W. Kanter (Department of Psychology/University of Wisconsin, Milwaukee)

B. F. Skinner Lecturer: Dr. Elliot Valenstein (University of Michigan)



Dr. Elliot Valenstein is a professor emeritus of psychology and neuroscience at the University of Michigan. His theories challenge the conventional assumption that mental illness is biochemical, rejecting the simpleminded 'chemical imbalance' theories used by drug companies in marketing their products, contending people should be suspicious of such claims while suggesting the targets of the marketing are usually medicating themselves unnecessarily.

In his 1998 book, *Blaming the Brain: The Truth about Drugs and Mental Health*, Valenstein argues that while psychotropic drugs sometimes do work, they do not even begin to address the real cause of mental disorders, since in his view biochemical theories are an entirely "unproven hypothesis" used to excuse what he sees as often unconscionable marketing practices of the drug industry. Valenstein acknowledges a combination of medications and psychotherapy often offers the best chance of success at treating common disorders, but stresses no one knows exactly why.

Valenstein examines the various special interests behind the ascent in the latter half of the 20th century of purely biopsychiatric hypotheses, which appeal strongly to pharmaceutical companies. Their commercial motives are driven by the enormous, multibillion dollar stakes involved in the intensely competitive marketing for such drugs as Prozac, Zyprexa, and Zoloft. Aggressive marketing, Valenstein contends, has dramatically changed practices in the mental health profession. He explores other aspects of the growing influence of drug companies, which sponsor research, lobby government officials, market directly to both consumers and primary care physicians (the primary prescribers of psychiatric drugs), and pressure psychiatric journals to downplay studies casting doubt on drug safety and efficacy.

In 2000, Valenstein presented "A Critique of Current Biochemical Theories of Mental Illness" as the keynote speaker at the Behavior Analysis Association of Michigan (BAAM) convention.

In his 1986 book *Great and Desperate Cures: The Rise and Decline of Psychosurgery and Other Radical Treatments for Mental Illness*, Valenstein explores the history of lobotomy's heyday, in the 1940s and 1950s, while questioning the legitimacy of widespread use of such unproven medical treatments. The truth, says Valenstein, is that we are only at the dawn of an understanding of mental illness. "The factors that fostered (the operations') development and made them flourish," explains Valenstein, "are still active today."

Abstract: It has been said that explaining the mental illness has changed from blaming the mother to blaming the brain. The latter refers to the wide acceptance of the theory that abnormal brain chemistry can explain mental illness. The talk will include a look at the biochemical theories of mental illness by reviewing some of the historical roots, examine the logic and empirical evidence used to support these theories, and discuss why these theories are so popular.

5/26/2008
10:00 AM - 10:50 AM
International North
OBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: W. Kent Anger, Ph.D.

Funding Behavioral Research
Chair: Alicia M. Alvero (Queens College & Graduate Center of City University of New York)

W. KENT ANGER (Oregon Health & Science University), and OLIVER WIRTH (Center for Disease Control/National Institute for Occupational Safety and Health)



Dr. W. Kent Anger is an experimental psychologist who worked at the National Institute for Occupational Safety and Health (NIOSH) in Cincinnati and joined the Center for Research on Occupational and Environmental Toxicology (CROET) at Oregon Health & Science University in 1989 where he is a Senior Scientist and Associate Director and has been continuously funded by federal grants for the last 16 years. He is responsible for CROET's outreach program while maintaining an active, funded research program. Dr. Anger specializes in identifying nervous system effects of chemical exposure and computer-based training to prevent accidents and hazards leading to disease or dysfunction in the workplace. He has authored over 75 publications and served in an advisory role for the World Health Organization, National Research Council, and National Institutes of Health, among other organizations. Present grant support from NIOSH and NIEHS is focused on effectiveness of computer-based training in managers and blue collar workers and assessing effects of pesticide exposures on the nervous system in agricultural workers.



Dr. Oliver Wirth is a Research Psychologist in the Health Effects Laboratory Division of the National Institute for Occupational Safety and Health (NIOSH). He received his B.A. in psychology from the University of Maryland Baltimore County, an M.A. in clinical psychology from the University of Dayton, and a Ph.D. in psychology from West Virginia University. Dr. Wirth is currently Assistant Coordinator for the NIOSH intramural research program pertaining to work-related musculoskeletal disorders. In this capacity, he has been participating in an initiative to revise the National Occupational Research Agenda (NORA), which will help guide NIOSH-sponsored research into the next decade. Some of his time is spent in the laboratory working with a multidisciplinary team of investigators to develop animal models for the study of injuries or illnesses caused by repeated exposures to repetitive work, vibration, and respiratory toxicants such as welding fumes. Dr. Wirth recently obtained NIOSH funding to support several research projects pertaining to behavioral safety – a topic area that he is attempting to promote within the Institute.

Abstract: This invited tutorial will present useful information regarding funding for behavioral research. Dr. Oliver Wirth, a Researcher at National Institute for Occupational Safety and Health (NIOSH), will discuss the current atmosphere at NIOSH regarding funding behavioral safety research. He will provide strategies and tactics for increasing successfully funded grant applications. Dr. Kent Anger, a Senior Scientist and Associate Director from Oregon Health and Science University, will share his successful experiences with obtaining federal extramural funding. He will demystify the process of submitting a successfully funded grant from the identification of a fundable line of research to interpretation of the application review. This will be a unique experience to hear perspectives from both sides of the grant application process.

#361 Symposium

5/26/2008
10:00 AM - 10:50 AM
4A
OTH; Applied Behavior Analysis

Understanding Well-Being in Zoos and Aquariums: Applied Research in Action
Chair and Discussant: Otto C. Fad (Busch Gardens)

Life History Insights Obtained from Captive Cateceans. STEVEN T. CLARK (SeaWorld)

Enhancing the Psychological Well-Being of Captive Orangutans using Computer-Based Cognitive Tasks. SUZANNE MACDONALD (York University) and Heidi Marsh (York University/The Toronto Zoo)

Foraging and Walruses: An Examination of Functional Enrichment at the Indianapolis Zoo. EDUARDO J. FERNANDEZ and William D. Timberlake (Indiana University)

#362 International Symposium

5/26/2008
10:00 AM - 11:20 AM
Metra; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Maria Ruiz, Ph.D., BCBA

Implicit Relational Testing: Developing Functional Behavioral Tools for the Implicit Identification of Verbal and Social History
Chair: Steven Robert Gannon (National University of Ireland, Maynooth)

Implicit Relational Tests: Deconstruction and Reconstruction of the Implicit Association Test (IAT) Based on Derived Relational Responding. MARIA R. RUIZ (Rollins College), Bryan T. Roche (National University of Ireland, Maynooth), and Amanda Gavin (University of Teesside)

Building an Implicit Relational Test: A Rule-Based Matching Test for the Identification of Socially-Established Verbal Relations. AMANDA GAVIN (University of Teesside), Bryan T. Roche (National University of Ireland, Maynooth), and Maria R. Ruiz (Rollins College)

An Improved Implicit Relational Test for Measuring Socially Sensitive Verbal Relations Regarding Children and Sexuality. AMANDA GAVIN (University of Teesside), Bryan T. Roche (National University of Ireland, Maynooth), and Maria R. Ruiz (Rollins College)

How Reliable are Implicit Tests? Analyzing the Stability of Verbal Categorization Responses across Multiple Exposures to an Implicit Association Test and an Implicit Relations Test. Maria R. Ruiz, MELISSA BERNARDO, and Jordan Rice (Rollins College), Bryan T. Roche (National University of Ireland, Maynooth), and Amanda Gavin (University of Teesside)

#363 International Paper Session

5/26/2008
10:30 AM - 11:20 AM
PDR 1
CSE

It's Everyone's Business: Behavioral Interventions to Reduce Domestic Electricity Consumption
Chair: Patricia Watson (University of Ulster)

Using Positive Reinforcement Strategies to Induce Investment in Energy Efficient Appliances. (Applied Behavior Analysis) DEBORAH ROY (University of Ulster)

Combining Feedback and Goal-Setting Interventions to Reduce Domestic Electricity Consumption. (Applied Behavior Analysis) PATRICIA WATSON and Julian C. Leslie (University of Ulster)

#364 Symposium

5/26/2008
10:30 AM - 11:50 AM
International South
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Hannah Hoch, Ph.D., BCBA

Assessment and Treatment of Stereotypic Behavior in Individuals With Autism
Chair: Bridget A. Taylor (Alpine Learning Group)
Discussant: Craig H. Kennedy (Vanderbilt University)

Antecedent Assessment and Treatment of Stereotypic Motor Movements Correlated with Visual Stimuli in a Young Boy With Autism . HANNAH HOCH, Bridget A. Taylor, and Grace Cheon (Alpine Learning Group)

The Effects of Tact Training and Response Interruption/Redirection on Appropriate and Undesirable Vocalizations. CANDACE COLON, William H. Ahearn, Kathy Clark, and Jessica Masalsky (The New England Center for Children)

Using an NCR Schedule and Response Interruption to Decrease Stereotypic Behavior in an Adult With Autism . FRANK R. CICERO (Eden II Programs)

#365 Paper Session

5/26/2008
10:30 AM - 11:50 AM
Boulevard B
CBM

Behavior Analysis in Rehabilitation of Traumatic Brain Injury
Chair: Charles Gilpin (Missouri State University)

Need for Behavioral Consultation and Training in Acute Rehabilitation Settings: Results of a Survey of Acute Brain Injury Facilities. (Experimental Analysis) LISA KREBER (Centre for Neuro Skills)

Integration of Behavioral Analysis Within Traumatic Brain Injury Rehabilitation: Reduction of Psychoactive Medication and Cost-Benefit Experience. (Applied Behavior Analysis) CHRIS PERSEL (Centre for Neuro Skills)

Outcome Measurement: The Impact on Length of Stay and Goal Achievement in Neurobehavioral Rehabilitation. (Applied Behavior Analysis) MICHAEL P. MOZZONI PHD./BCBA (Learning Services Corporation)

Creating a Novel Measure of Everyday Problem Solving for Individuals with TBI Using Rasch Analysis. (Applied Behavior Analysis) JULIA KAY WAID-EBBS amd Craig Velozo (Rehab Science, University of Florida/NF-SG Veterans Health System), Linda Shaw (Rehab Counseling/Phhp/UF), Jay Rosenbek (Rehab Science, University of Florida/NF-SG Veterans Health System), Diane Kendall (Communication Sciences and Disorders/NF-SG Veterans Health System), and Shelley Heaton (Clinical Psychology, University of Florida)

#366 Symposium

5/26/2008
10:30 AM - 11:50 AM
PDR 2
CSE; Service Delivery
BACB CE Offered. CE Instructor: Kimberly Crosland, Ph.D., BCBA

Behavioral Approaches to Improving the Quality of Life for Teens in Foster Care
Chair: Michelle Sereno (University of South Florida)
Discussant: Hewitt B. Clark (University of South Florida)

I Don't Mean No Disrespect...Interaction Tools for Young Adults Class: A Pilot Study Investigating Effects of a Modified Positive Behavioral Parenting Curriculum on Acquisition of Conflict Resolution Skills in Teens and Young Adults. MICHELLE SERENO, Laraine Winston, Camille Pedone, and Shannon Shea (University of South Florida)

Social Skills Training With Typically Developing Adolescents: Measurement of Skill Acquisition. JESSICA THOMPSON, Kimberly Crosland, Stacie Neff, Kimberly V. Weiss, and Betsy M. Zamora (University of South Florida)

Use of the Youth Interaction Tool With Habitual Runaway Youth: Successes and Failures. DAVID GELLER, Terresa A. Kenney, Michael Cripe, Jessica L. Colon, Hewitt B. Clark, and Kimberly Crosland (University of South Florida)

#367 Symposium

5/26/2008
10:30 AM - 11:50 AM
Marquette
OBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Marco D. Tomasi, Ph.D.

Behavior-Based Security and Safety: Improving Homeland Security With Behavior Analysis
Chair: Joseph R. Sasson (MedAxiom)
Discussant: John Austin (Western Michigan University)

Behaviorally Impoverished Work Environments: The Implications of Extinction and Monotony for Safety and Security. RYAN B. OLSON (Oregon Health and Science University) and Matthew C. Bell (Santa Clara University)

Behavior Analysis and Airport Security: Effects of the Random Anti-Terrorism Measure System on Vigilance. MARCO D. TOMASI (Florida State University) and Jon S. Bailey (Florida State University, Behavior Management Consultants, Inc., Florida Association for Behavior Analysis)

Intelligence, Security, and the Application of Behavior Analysis. GARY M. JACKSON (Science Applications International Corporation)

#368 Symposium

5/26/2008
10:30 AM - 11:50 AM
Boulevard C
CBM; Applied Behavior Analysis

Body Image, Psychosis, and Trauma: A Collection of Treatment Outcome Studies
Chair and Discussant: Kevin L. Polk (Veterans Affairs Hospital, Togus, Maine)

One Session Group Intervention for Body Image Dissatisfaction in College Women: A Comparison of Psycho-Education, Cognitive Therapy, and Acceptance and Commitment Therapy. ALIX TIMKO (Towson University) and Julia Hormes, Elizabeth Roth, Jaclyn Limerakis, and Vanessa Chekroun (University of Pennsylvania)

Acceptance and Commitment Therapy in the Treatment of Psychosis. MARTA FLISS and Patricia Bach (Illinois Institute of Technology)

A Week-Long Group Administration of ACT for Traumatized Combat Veterans: Processes and Outcomes. CHAD DRAKE, Kevin L. Polk, and Jerold Hambright (Veterans Affairs Hospital, Togus, Maine)

#369 Panel Discussion

5/26/2008
10:30 AM - 11:50 AM
Astoria
TBA/EDC; Service Delivery
BACB CE Offered. CE Instructor: Siri Ming, M.A., BCBA

Bridging the Gap: Using Distance Technologies for Technology Transfer
Chair: Judith E. Favell (AdvoServ)

SIRI MING (Humboldt County Office of Education)
VICCI TUCCI (Tucci Learning Solutions, Inc.)
KRISTEN COPELAND (Private Consultant)
KIRSTEN K. YURICH (The Vista School)

#370 International Paper Session

5/26/2008
10:30 AM - 11:50 AM
Williford B
EDC

Bringing Out the Best in Educational Personnel
Chair: Judah Axe (The Ohio State University)

Improving Behavioral Consultation With Resistance Reduction and Applied Behavior Analysis: A Review. (Theory) JUDAH AXE (The Ohio State University)

A Method to the Madness: Maximizing Overlaps With Service Providers. (Applied Behavior Analysis) KARRIE GRAMA (Behavior Consultant)

Elementary Teacher Stress and Challenging Student Behavior. (Experimental Analysis) RICHARD G. LAMBERT and Annette Ullrich (University of North Carolina, Charlotte) and Megan O'Donnell (Arizona State University)

#371 International Paper Session

5/26/2008
10:30 AM - 11:50 AM
El; Blackstone Hotel Concourse Level
EAB

Contemporary Issues in Stimulus Control I
Chair: Jeremy Biesbrouck (University of Nevada, Reno)

Stereotyping as Transformation of Function: Does Public Compliance With Stereotypes Lead to Their Private Acceptance? (Experimental Analysis) BRIAN WILLIAM SLATTERY (National University of Ireland Galway) and Ian Thomas Tyndall (AMCD/National University of Ireland Galway)

Effects of Conditioning History on Selective Stimulus Control by Elements of Compound Discriminative Stimuli. (Experimental Analysis) CAROLYN S. RYAN (Institute for Children with Autism/Queens College & Graduate Center of City University of New York) and Nancy S. Hemmes and Bruce L. Brown (Queens College & Graduate Center of City University of New York)

The Relative Control of Component Dimensions of Compound Tactile Stimuli in Equivalence Relations. (Experimental Analysis) JEREMY A. BIESBROUCK, Larry Williams, Marianne L. Jackson, and David Joe Melarkey (University of Nevada, Reno)

Derived Relations and Electrophysiological Activity: Individual Alpha Frequencies during Training and Testing of Equivalence Classes. JON GRETAR SIGURJONSSON (National University of Ireland, Galway), Geraldine Leader (National University of Ireland), and Denis P. O'Hora and Ian T. Stewart (National University of Ireland, Galway)

#372 International Paper Session

5/26/2008
10:30 AM - 11:50 AM
Williford A
EDC

Early Reading Intervention
Chair: Lefki Kourea (California State University, Fresno)

Follow up Study of the Effects of a Supplemental Reading Intervention on the Reading Skills of Urban Elementary Learners. (Applied Behavior Analysis) ANGELLA HARJANI SINGH, Gwendolyn Cartledge, and Lenwood Gibson (The Ohio State University)

Do They Differ or Not? Investigating the Responsiveness of ELL and Non-ELL Students. (Service Delivery) LEFKI KOUREA (California State University, Fresno) and Gwendolyn Cartledge (The Ohio State University)

Outcomes of a Longitudinal Early Reading Intervention on At-Risk Urban Learners. (Service Delivery) LEFKI KOUREA (California State University, Fresno) and Gwendolyn Cartledge (The Ohio State University)

#373 Symposium

5/26/2008
10:30 AM - 11:50 AM
Continental C
AUT; 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: Donna L. Sloan (Rutgers University, Douglass Developmental Disabilities Center)
Discussant: Richard M. Kubina, Jr. (Pennsylvania State University)

The Effects of Precision Teaching With Frequency Building of Fine Motor Skills on the Performance of Functional Life Skills in Adolescents and Adults With Autism . MARLENE COHEN, Donna L. Sloan, and Lara M. Delmolino (Rutgers University)

The Effects of Precision Teaching With Frequency Building of Language Component Skills on the Performance of Language Composite Skills in Adolescents and Adults With Autism . Marlene Cohen, MARY SENS-AZARA, and Donna L. Sloan (Rutgers University)

Evaluating Maintenance in Skills Trained With and Without Rate Building. MARY JANE WEISS and Meredith Bamond (Rutgers University)

#374 Symposium

5/26/2008
10:30 AM - 11:50 AM
Stevens 2
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Jason Bourret, Doctorate

Examination of Data Analysis Methods
Chair: Jason C. Bourret (The New England Center for Children)
Discussant: William H. Ahearn (The New England Center for Children)

Within- Versus Between-Session Examination of Responding During Extinction. JENNIFER N. FRITZ, Brian A. Iwata, and Griffin W. Rooker (University of Florida)

Within-Session Response Patterns as Predictors of Treatment Outcome. GRIFFIN W. ROOKER, Brian A. Iwata, and Jennifer N. Fritz (University of Florida)

Comparison of Proportional and Exact Agreement in Measuring Improvement in Data Collection. STACIE BANCROFT and Jason C. Bourret (The New England Center for Children)

#375 Symposium

5/26/2008
10:30 AM - 11:50 AM
Continental B
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Jennifer Camblin, M.Ed., BCBA

Fighting to Survive in a School for Children With Autism : A Data Presentation of Effective Tactics to Teach Students With Autism
Chair: Jennifer Camblin (The Faison School for Autism)

Call in the Reinforcements! Effective Tactics to Increase the Verbal Behavior in Students. KATHERINE MATTHEWS (The Faison School for Autism)

In the Trenches: Effective Tactics to Teach Academic, Social, Play, and Daily Living Skills. ADAM WARMAN (The Faison School for Autism) and Beth Braddock (Virginia Commonwealth University)

Winning the Hearts and Minds: Effective Adaptations for Community Based Instruction. DANIEL IRWIN (Virginia Commonwealth University, Autism Center) and Adam Warman (The Faison School for Autism)

Fire in the Hole! Effective Assessment and Behavior Intervention Planning. ANNA M. YOUNG and Jennifer Camblin (The Faison School for Autism)

#376 Symposium

5/26/2008
10:30 AM - 11:50 AM
Stevens 3
AUT; Service Delivery
BACB CE Offered. CE Instructor: Frank Bird, M.Ed., BCBA

Innovative Approaches That Address Challenging Behavior in Individuals With Disabilities
Chair: James T. Ellis (Melmark New England)
Discussant: Frank L. Bird (Melmark New England)

Systematic Fading of Protective Equipment for Self-Injurious Behavior. SILVA T. ORCHANIAN, John Demanche, Frank L. Bird, and Florence D. DiGennaro Reed (Melmark New England)

Utilizing a Self-Management Treatment Package to Decrease Stereotypic Behavior in a Student With PDD. TIFFANEY M. ESPOSITO, Stephanie Falcone, Jessica Rocco, and Sarah Gowen (Melmark New England)

Systematic Fading of Protective Equipment Worn by Staff. SILVA T. ORCHANIAN, Frank L. Bird, Helena L. Maguire, and Florence D. DiGennaro Reed (Melmark New England)

#377 Symposium

5/26/2008
10:30 AM - 11:50 AM
Chicago & Alton; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Insight to Various Factors Affecting Gambling Behavior
Chair: Adam Hahs (Southern Illinois University)

Effect of Confederate Presence, Betting and Play When Participants Play Blackjack. CASEY LEE MCDOUGALL, Guy Keener, and Jeffrey N. Weatherly (University of North Dakota)

The Effects of Peer-Modeling on Amount and Placement of Bets in a Modified Roulette Game. ADAM D. HAHS, Becky L. Nastally, Nicholas Mui Ker Lik, Mark R. Dixon, and Mollie Horner-King (Southern Illinois University)

The Effect Risking Money has on Laboratory Gambling Behavior. ELLEN MEIER and Jeffrey N. Weatherly (University of North Dakota)

Reversing Derived Rule Governed Slot Preferences. BECKY L. NASTALLY and Mark R. Dixon (Southern Illinois University)

#378 Symposium

5/26/2008
10:30 AM - 11:50 AM
Waldorf
EDC; Service Delivery
BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

Instructional Design: What's New?
Chair: Kent Johnson (Morningside Academy)

Instructional Design in Educating Children and Youth. BRADLEY G. FRIESWYK (BGF Performance Systems), John E. Humphrey (Cedar Rapids Schools), Philip N. Chase (West Virginia University), Kent Johnson (Morningside Academy), andGuy S. Bruce (Appealing Solutions, LLC)

Instructional Design Issues in Programming and Software Development. DONNY NEWSOME (University of Nevada, Reno) and Leslie S. Burkett (University of North Texas)

Instructional Design in Higher Education. Stephen Eversole (Behavior Development Solutions), Emily Leeming (University of Nevada Reno), Marilyn B. Gilbert (Performance Engineering Group), and Matthew L. Porritt (Aubrey Daniels International)

Instructional Design for Parents and Teachers of Children With Autism and Developmental Disabilities. RICHARD K. FLEMING (Shriver Center/University of Massachusetts Medical School) and Vicci Tucci (Tucci Learning Solutions, Inc.)

#379 Symposium

5/26/2008
10:30 AM - 11:50 AM
Stevens 4
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Jeannie Golden, Ph.D., BCBA

Literacy, Anxiety, and Video Modeling: Innovations in Behavior Analysis for Children With Autism Spectrum Disorder
Chair: Jeannie Golden (East Carolina University)
Discussant: Scott C. Cross (Lovaas Institute)

A Comparison of Self, Other, and Subjective Video Models for Teaching Individuals With Autism . TONI VAN LAARHOVEN and Jesse W. Johnson (Northern Illinois University), Leslie Zurita (Drauden Point Middle School, Plainfield Consolidated School District), and Kristin Grider and Katie Grider (Northern Illinois University)

Increasing Academic Participation, Reducing Classroom Anxiety: Applying ABA with Students With Asperger's Syndrome in Public Schools. ROBERT K. ROSS and Molly Griffin (BEACON Services)

Literacy in Children With Autism: Strategies That Facilitate Rather Than Sabotage Comprehension. LORI STUART (Behavioral Consultation & Psychological Services)

#380 Symposium

5/26/2008
10:30 AM - 11:50 AM
Stevens 1
DDA; Service Delivery

Methods for Teaching Children With Autism and Other Developmental Disorders to Cooperate With Health Care Procedures
Chair: Keith J. Slifer (The Kennedy Krieger Institute/Johns Hopkins University)
Discussant: Anthony J. Cuvo (Southern Illinois University)

Desensitization and Shaping Compliance With Routine Vision Screening in Children with Developmental Disabilities. NANCY M. SIMER and Anthony J. Cuvo (Southern Illinois University)

Counter-Conditioning to Reduce Behavioral Distress and Increase Compliance with Venipuncture for Children With Autism or Other Developmental Disabilities. LANA L. HARDER (Texas Children's Hospital), Melissa H. Beck (Kennedy Krieger Institute), and Melissa Ann DeMore and Keith J. Slifer (The Kennedy Krieger Institute/Johns Hopkins University)

Behavioral Intervention to Increase Compliance With Electroencephalographic (EEG) Procedures in Children With Autism and Related Disabilities. ROBIN ANNE FRUTCHEY (Kennedy Krieger Institute), Kristin T. Avis (University of Alabama, Birminham), Melissa A. Meyers (Kennedy Krieger Institute), and Keith J. Slifer (The Kennedy Krieger Institute/Johns Hopkins University)

#381 Paper Session

5/26/2008
10:30 AM - 11:50 AM
Joliet
OBM

OBM Approaches to Influencing Absenteeism and Customer Service
Chair: Matthew Camden (Appalachian State University)

Effects of Individual and Group Contingency Interventions on Absenteeism Rates in Adolescent Part-Time Employees. (Applied Behavior Analysis) MELODY BERKOVITS, Alicia M. Alvero, and Peter Sturmey (Queens College & Graduate Center of City University of New York)

Increasing Customer Service Behaviors With Task Clarification and Managerial Feedback. (Applied Behavior Analysis) ANNA ALAINE RICE, John Austin, and Nicole E. Gravina (Western Michigan University)

Absenteeism in Healthcare: Using Metacontingencies to Reinforce Attendance With Certified Nursing Assistants. (Applied Behavior Analysis) MATT C. CAMDEN and Timothy D. Ludwig (Appalachian State University)

#382 Symposium

5/26/2008
10:30 AM - 11:50 AM
Boulevard A
CBM; Service Delivery
BACB CE Offered. CE Instructor: Ralph L. Olson, Ph.D., BCBA

Optimizing Applied Behavior Analysis Services
Chair: Ralph Olson (Pathways Community Mental Health)

There's Got to Be a Better Way: One Agency's Self-Assessment of Applied Behavior Analysis Services. RALPH OLSON, Louis A. Bersine, Jeffrey C. Brittain, Denise Clark, and Laurel R. Kniskern (Pathways Community Mental Health)

Pathways' Behavioral Psychology Services: Conceptual Foundations and Practical Implementation. Ralph Olson, LOUIS A. BERSINE, Jeffrey C. Brittain, Denise Clark, and Laurel R. Kniskern (Pathways Community Mental Health)

Collaborative Problem Solving at the Practice and Systems Levels – Building a Training Wheel. Ralph Olson, Louis A. Bersine, Jeffrey C. Brittain, DENISE CLARK, and Laurel R. Kniskern (Pathways Community Mental Health)

Several Years Into the Adventure: Progress, Perspective, and Prognosis. Ralph Olson, Louis A. Bersine, JEFFREY C. BRITTAIN, Denise Clark, and Laurel R. Kniskern (Pathways Community Mental Health)

#383 Symposium

5/26/2008
10:30 AM - 11:50 AM
Williford C
EDC; Service Delivery
BACB CE Offered. CE Instructor: Guy S. Bruce, Ed.D., BCBA

Practices of Effective Schools
Chair: Guy S. Bruce (Appealing Solutions, LLC)
Discussant: Henry S. Pennypacker (University of Florida)

Using Objective Outcome Measures to Promote Student Achievement in the Pennsylvania Verbal Behavior Project. WILLIAM A. GALBRAITH (PA Training and Technical Assistance Network)

Data-Driven Management for the 21st Century: Watch the Children - All of Them, All of the Time. BAKER MITCHELL, Mark Cramer, and Jesse Smith (The Roger Bacon Academy)

Practices of Effective Schools. GUY S. BRUCE (Appealing Solutions, LLC) and Libby M. Street (Central Washington University)

#384 International Symposium

5/26/2008
10:30 AM - 11:50 AM
Stevens 5
VRB; Applied Behavior Analysis
BACB CE Offered. CE Instructor: John Esch, Ph.D., BCBA

Procedures to Increase Expressive Language
Chair: John W. Esch (ESCH Behavior Consultants, Inc.)

Increasing Vocal Variability With a Lag Schedule. JOHN W. ESCH and Barbara E. Esch (ESCH Behavior Consultants, Inc.) and Jessa R. Love (Western Michigan University)

Effects of Extinction on the Rate and Variability of Vocalizations. ALICE SHILLINGSBURG (The Marcus Institute/Emory University School of Medicine), and Amber L. Valentino, Diana Garcia, and Crystal N. Bowen (The Marcus Institute)

Is Receptive Language a Prerequisite for Teaching Expressive Language? A Review of Experimental Findings. ANNA I. PETURSDOTTIR (Texas Christian University) and James E. Carr (Western Michigan University)

Can we Teach Abstract Thinking to Children With Autism ? GLADYS WILLIAMS (CIEL, SL), Anna Beatriz Müller Queiroz and Daniel Carvalho de Matos (Applied Behavioral Consultant Services), Monica Rodriguez Mori (CIEL, SL), Kim Vogt (David Gregory School), and Manuela Fernandez Vuelta (CIEL, SL)

#385 Paper Session

5/26/2008
10:30 AM - 11:50 AM
PDR 3
TPC

Professional and Methodological Issues in Applied Behavior Analysis
Chair: Matthew Tincani (University of Nevada)

Social Validity: Current Status and Practice. (Applied Behavior Analysis) RUTH M. DEBAR and Helen I. Cannella-Malone (The Ohio State University)

The Relationship of Positive Behavior Support and Applied Behavior Analysis: An Empirical Perspective. (Applied Behavior Analysis) MATTHEW TINCANI (University of Nevada) and Kevin J. Filter (Minnesota State University)

Have Behavior Analysts Increased and Maintained. (Applied Behavior Analysis) AMANDA E. GULD (The Ohio State University)

#386 Symposium

5/26/2008
10:30 AM - 11:50 AM
Barbershop; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Henry Schlinger, Ph.D., BCBA

Responding Under Ratio Schedules of Reinforcement: What Causes the Pause?
Chair: Hank Schlinger (California State University, Los Angeles)

Postreinforcement or Preratio Pause: What's in a Name? HANK SCHLINGER (California State University, Los Angeles)

Fixed-Ratio Schedules of Reinforcement: The Role of Conditioned Inhibition in Pausing. ADAM DERENNE and Kathryn A. Flannery (University of North Dakota)

Interactive Effects of Response Requirements and Reinforcer Magnitude on Fixed-Ratio Pausing. JESSICA B. LONG, Harold E. Lobo, and Michael Perone (West Virginia University)

Why Pausing Matters. MICHAEL PERONE (West Virginia University)

#387 Symposium

5/26/2008
10:30 AM - 11:50 AM
Continental A
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Christopher Jones, Ph.D.

Social Communication and Social Cognition in the Developing Child With Autism : Observations and Interventions
Chair: Christopher Jones (University of Puget Sound)
Discussant: Ilene S. Schwartz (University of Washington)

Why "Look at that!" Does Not Always Work as a Measure of Joint Attention for Children With Autism . CHRISTOPHER JONES (University of Puget Sound) and Ilene S. Schwartz (University of Washington)

"Friendship Group": A Classroom Approach to Teaching Social Skills to Young Children With Autism . RINAMARIE S. LEON-GUERRERO (University of Washington)

ASD and Self-Management of Executive Function Skills. PENNY WILLIAMS (University of Washington)

#388 Symposium

5/26/2008
10:30 AM - 11:50 AM
4D
DEV; Service Delivery

Teaching Behavioral Development in a Nonbehavioral World: Development Across the Lifespan
Chair: Gary D. Novak (California State University, Stanislaus)

Teaching Child Development with Fidelity to Behavior Analysis. SCOTT T. GAYNOR, Alison Moses Renu, Marchion Hinton, and Andrew Riley (Western Michigan University)

Teaching Adolescent Psychology From a Behavioral Perspective. PATRICE MARIE MILLER (Salem State College)

Teaching Human Development for the Helping Professions: Toward an Evidence-based Practice, Natural Science Approach. PETE PETERSON (Johnson County Community College)

Teaching a Graduate Seminar in Lifespan Development From a Behavioral Systems Perspective. GARY D. NOVAK (California State University, Stanislaus)

#389 Symposium

5/26/2008
10:30 AM - 11:50 AM
PDR 4
CSE; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Thomas Zane, Ph.D., BCBA

The ABAI Practice Board: Addressing Issues Relevant to Practice
Chair: Thomas L. Zane (The Center for Applied Behavior Analysis at The Sage Colleges)
Discussant: Catherine A. Bryson (Board of Cooperative Education, Albany)

Views From Academia. MICHAEL F. DORSEY (The Vinfen Corporation)

Views From the Real World. CATHERINE A. BRYSON (Board of Cooperative Education, Albany)

Putting the ABAI Practice Board Into Practice. JANET TWYMAN (Headsprout)

#390 Symposium

5/26/2008
11:00 AM - 11:50 AM
4A
OTH; Theory

All Things Great and Small: Education and Employment in Applied Animal Behavior
Chair: Margaret H. Gibbs (Leash & Collar DT)
Discussant: Jennifer L. Sobie (American Society for the Prevention of Cruelty to Animals)

The Silent Sector: Behavior Analysis and Animal Sheltering. CARMEN BUITRAGO and Kristen Collins (American Society for the Prevention of Cruelty to Animals)

Companion Animal Behaviour Counseling: Provision Within the Profession. ELIZABETH ANNE MCBRIDE (University of Southampton)

Career Opportunities in Marine Mammal Science and Husbandry. KENNETH T. RAMIREZ (John G. Shedd Aquarium)

#391 Tutorial

5/26/2008
11:00 AM - 11:50 AM
Grand Ballroom
TBA; Service Delivery
BACB CE Offered. CE Instructor: Leslie S. Burkett, Ph.D.

Creating and Managing Distance Learning Courses for Behavior Analysis
Chair: Pamela G. Osnes (Behavior Analysts, Inc.)

LESLIE S. BURKETT (University of North Texas)



Dr. Leslie S. Burkett is Project Coordinator for the graduate certificate distance learning courses at the Department of Behavior Analysis, University of North Texas. She earned her master's in Behavior Analysis and doctorate in Information Science, both at the University of North Texas. Inspired 20 years ago by Sigrid Glenn's visionary plan to use the computer to implement B. F. Skinner's teaching machine, Dr. Burkett has collaborated with Dr. Glenn to develop a highly successful program of courses designed to build complex behavior analytic repertoires using highly interactive, multichannel, multimedia online instruction. As a result, Dr. Burkett has experience in most aspects of distance learning, participating as instructional designer and developer, computer programmer, Web Site developer, and course administrator for 25 semesters. She has shared research data as well as instructional and technological techniques related to online distance learning through many ABAI presentations over the past 15 years.

Abstract: Distance learning is here to stay and growing fast. To "grow" our field and compete in today's educational world, "we happy few" need to embrace this opportunity to disseminate our knowledge into remote areas and provide courses for degrees and certification requirements. This tutorial will provide an overview of what it takes to set up and manage distance learning courses. Topics of the tutorial include: the instruction, delivery methods, technology, costs, and ongoing course administration with the focus on student learning. Based on our own extensive experience at the University of North Texas as well as research on how others handle their online courses, the tutorial addresses these questions: Where do I start? What's involved? What's different about "distance" learning? Can I do it myself, or what kind of help do I need? What kinds of instruction work best? How much will it cost? Will students be successful learners? How will I know?

#392 B. F. Skinner Lecture Series and Scientific Foundation

5/26/2008
11:00 AM - 11:50 AM
International North
BPH; Experimental Analysis

BACB CE Offered. CE Instructor: William Woolverton, Ph.D.

The Choice to Take a Drug of Abuse: Contributions of Research With Nonhumans
Chair: John M. Roll (Washington State University)

B. F. Skinner Lecturer: Dr. William L. Woolverton (University of Mississippi Medical Center)



Dr. William L. Woolverton is a Professor in the Department of Psychiatry and Human Behavior at the University of Mississippi Medical Center. Trained as a behavioral pharmacologist, he has maintained a multi-disciplinary research effort that has included both pharmacological and behavioral analysis of factors that influence drug self-administration and drug discrimination by nonhuman subjects. He has published over 160 scientific papers and approximately 30 book chapters. He is well known for his work on the relationship between monoamine neurotransmitters and stimulant abuse, and for his study of the behavioral determinants of the choice to self-administer a drug. He received several awards

acknowledging his research contributions. His service and teaching activities include membership on the Board of Directors of the College on Problems of Drug Dependence, several NIH Study Sections, and mentorship of numerous pre- and postdoctoral fellows in behavioral pharmacology and addiction research.

Abstract: Much of behavior, including self-administration of abused drugs, may be conceptualized as involving a choice among available alternatives. Laboratory research involving nonhumans has substantially contributed to our understanding of the behavioral determinants of drug choice. It has been demonstrated that the relative magnitude of drug and non-drug reinforcers, as well as relative cost, frequency and probability of reinforcement can all influence the choice to take a drug. Recent research has suggested that the choice to self-administer a drug may be strongly influenced by the rate at which the value of delayed reinforcers is discounted. Research with nonhumans has much to contribute to our understanding of this conceptualization. In addition to helping us understand environmental determinants of drug abuse, basic research with can help suggest behavioral treatment strategies that may be useful alone or in conjunction with pharmacological treatment.

#393 Paper Session

5/26/2008
11:30 AM - 11:50 AM
Metra; Blackstone Hotel, Concourse Level
EAB/VRB; Theory

EAHB-SIG Distinguished Career Award: A. Charles Catania.

A. CHARLES CATANIA (University of Maryland, Baltimore County)

#394 Poster Session

5/26/2008
12:00 PM - 1:30 PM
South Exhibit Hall
AUT

1. Using Functional Communication Training to Reduce Self-Injurious Behavior of a Child With Autism. (DDA; Applied Behavior Analysis) Yiu M. Fung, Chaturi Edrisinha, and SHAWN J. VESEL (St. Cloud State University)

2. Assessment and Treatment of Space Invading in an Adult With Autism and Severe Mental Retardation. (DDA; Applied Behavior Analysis) DAVID MATTHEW HARRISON (Bay Cove Human Services/Northeastern University)

3. Extended Functional Analysis of Aggression Maintained by Specific Forms of Attention. (Applied Behavior Analysis) FRANK L. BIRD and Lisa Studer (Melmark New England)

4. Effects of a Knowledge and Support Intervention on Aggressive Acts in Siblings of Individuals Diagnosed With Autism. (CBM; Applied Behavior Analysis) Gwen M. Martin (May Institute)

5. Increasing Chews Per Bite in a Child With a Pediatric Feeding Disorder. (DDA; Applied Behavior Analysis) Katharine Gutshall, JOHN GALLE, and Taira Lanagan (Center for Autism and Related Disorders, Inc.)

7. Separate and Combined Effects of Visual Schedules and Extinction Plus Differential Reinforcement on Problem Behavior Occasioned by Transitions. (EDC; Applied Behavior Analysis) MELISSA WATERS, Dorothea C. Lerman, and Alyson N. Hovanetz (University of Houston, Clear Lake)

8. Problematic Urination in an Adult With Autism. (DDA; Applied Behavior Analysis) MICHAEL R. MAYTON and Stacy L. Carter (Tennessee Technological University) and Anthony Menendez (Cleveland State University)

9. Response-Response Relations: The Effects of Blocking versus Preventing Stereotypy on the Occurrence of Aggression. (Applied Behavior Analysis) PAUL A. NIESEN and David E. Kuhn (Kennedy Krieger Institute)

10. The Efficacy of ECT in Treating Catatonic Symptoms in People With Autism. (EDC; Applied Behavior Analysis) NICOLE C. DEVOS and Marilyn D. Cataldo (The Kennedy Krieger Institute)

11. The Use of Functional Communication Training and Differential Reinforcement to Reduce Attention-Maintained Aggression. (DDA; Service Delivery) AMBER BRUNS and Andrea Hewitt (Children's Care Hospital and School)

12. Decreasing Elopement Behavior While Increasing Appropriate Replacement Behaviors in a Student Diagnosed With Autism, (TBA; Applied Behavior Analysis) PATRICIA A. FINNEY, Keri Butters, and Colleen Mooney (Melmark New England)

13. A Virtual Functional Analysis of Property Destruction. (DDA; Applied Behavior Analysis) JUAN CARLOS LOPEZ, Tim Biermaas, and Rich Cappo (Melmark)

14. Effects of a Long-Term Treatment Package to Address Tantrum Behavior in a Child With PDD/NOS. (Applied Behavior Analysis) KERI BUTTERS (Melmark New England)

15. Reducing Pica Behavior by Teaching Functional Play Routines With Play-Doh. (EDC; Applied Behavior Analysis) ERIN WALKER, Steven Rivers, and Robert K. Ross (BEACON Services)

16. The Effects of Demand Manipulation on Escape-Maintained Behavior. (DDA; Applied Behavior Analysis) AMANDA LYN BRIDGEMAN and Frances A. Perrin (Bancroft NeuroHealth)

17. Evaluation of Two Communicative Response Modalities During Functional Communication Intervention for a Young Child With Autism and Self-Injurious Behavior. (Applied Behavior Analysis) STACY ERIN DANOV, Ellie C. Hartman, Jennifer J. McComas, and Frank J. Symons (University of Minnesota)

18. Using Structural Analyses to Identify the Influence of Competing Stimuli. (Applied Behavior Analysis) ERIC FRANTINO (Queens College & Graduate Center of City University of New York/Johns Hopkins University), Lauren Schnell (Queens College & Graduate Center of City University of New York/Quality Services for the Autism Community), and Ronald Lee (Quality Services for the Autism Community)

19. Reduction Through Recreation: Utilizing Recreation and Leisure Skills to Decrease Self-Stimulatory Behaviors in an Individual With Autism. (DDA; Service Delivery) STEVEN M. NIEBLAS (Delaware Autism Program) and Edel Drevno (Sussex Consortium, Delaware Autism Program)

20. Assessment and Treatment of Undesired Vocalizations Exhibited by a Child With Autism. (DDA; Applied Behavior Analysis) DAVID J. SHAW (Behavior Analysis, Inc.)

21. Treatment of Aggression Exhibited by a 10-Year-Old Child With Autism Without Physical Restraint. (VRB; Applied Behavior Analysis) GAIL WAYMAN, Holly Ramsey, Ashley Gomez, and Kelly McClendon (Wayman Learning Center)

22. The Effects of Delay to Reinforcement on Problem Behavior and Appropriate Requests for Tangibles. (DDA; Applied Behavior Analysis) ALFRED BREWIN, IV, Christina M. Vorndran, Frances A. Perrin, and Jenna Taylor (Bancroft NeuroHealth)

23. The Effects of Noncontingent Self-Restraint on Self-Injury. (DDA; Applied Behavior Analysis) SABRINA MORALES and Denise Marzullo (Bancroft NeuroHealth) and Patrick R. Progar (Caldwell College)

24. Evaluating the Relationship Between Food Sensitivities and Problem Behavior. (DDA; Applied Behavior Analysis) JOHN MORTENSEN and William A. Flood (May South, Inc.)

25. Generalizing Delays to Reinforcement Across Settings. (DDA; Applied Behavior Analysis) NICHOLAS M. CIFUNI and Frances A. Perrin (Bancroft NeuroHealth) and Patrick R. Progar (Caldwell College)

26. Comparison of Reinforcement Alone and in Combination With Redirection for Treating Automatically-Reinforced Stereotypy. (DDA; Applied Behavior Analysis) GESELL GAVIDIA, Eileen M. Roscoe, and Aimee Giles (The New England Center for Children)

27. The Effects of Sensory Activities on Aggression. (DDA; Service Delivery) JULIE A. KLUSMANN, OTR/L, Jodie Eining, OTR/L, Amber Bruns, BCABA, and Paul Graumann, MS CCC-SLP (Children's Care Hospital and School)

28. The Importance of Setting Event Identification: The Impact of Pollen Count on Rates of Maladaptive Behavior of Learners With Autism. (DDA; Applied Behavior Analysis) Suzannah J. Ferraioli, RYAN MADIGAN, Melissa Ortega, David Kieval, Nathan Lambright, and Mary Jane Weiss (Rutgers University) and Robert LaRue (Rutgers University, Douglass Developmental Disabilities Center)

29. Self-Injury in an 8-Year-Old With Autism: Determining Differential Function Across Settings and Caregivers. (Applied Behavior Analysis) SHELBY EVANS, Jennifer Miller, and Megan Swett (Heartspring)

30. The Treatment of Severe Aggressive and Destructive Behavior of an Adolescent Female Within a Special Education Classroom. (CSE; Applied Behavior Analysis) JONATHAN IVY (Intermediate Unit #13)

31. Reduction of Noncommunicative Vocalizations Using Response-Cost and Delayed Response. (EDC; Service Delivery) ERIN F. STABNOW and Vicki L. Isler (Children's Care Hospital and School)

32. Decreasing Vocal Stereotypy of Preschoolers Diagnosed With Autism. (DDA; Service Delivery) Catherine Kitts-Martinez Parrish and Ian Santus (Beaumont Hospitals, CARE Program) and Ivy M. Chong (Beaumont Hospitals, HOPE Center)

33. Use of Independent Group Contingencies to Decrease Disruptive Behaviors in Children With Pervasive Developmental Disorders. (EDC; Applied Behavior Analysis) CRYSTAL COLES and Jenny Tuzikow (Devereux CARES)

34. Decreasing Challenging Behavior Through Functional Communication Training. (DDA; Applied Behavior Analysis) BRENDAN C. KEENAN, Amy Fredrick, and Jessica Woods (Devereux New Jersey)

35. Functional Analysis and Treatment of Inappropriate Vocalizations Using a Speech Generating Device for a Child With Autism Spectrum Disorder. (DDA; Applied Behavior Analysis) JESSICA HETLINGER FRANCO, Russell Lang, Mark F. O'Reilly, and Jeffrey Michael Chan (University of Texas at Austin) and Jeffrey S. Sigafoos (University of Tasmania)

36. An Attempt to Assess Response Blocking and Other Interventions as Abolishing Operations for Vocal Stereotypy. (Service Delivery) JONATHAN W. KIMBALL, Laura Casey, and Mike Bell (Woodfords Family Services)

37. Using Behavior Contracting for a Function-Based Treatment for Noncompliance in a Student With Asperger's Disorder. (EAB; Applied Behavior Analysis) Erin Perry, Heather Sterling-Turner, and Neelima Gutti (The University of Southern Mississippi)

38. "Give me a Break": Teaching a Functional Equivalent Behavior to an Elementary Student Exhibiting Aggression. (EDC; Applied Behavior Analysis) JANET A. BUTZ (Collaborative Autism Resources & Education) and Cyndi Short, Sara Staszesky, and Debra Cummins Roth (Tomball Independent School District)

39. The Successful Transfer of Treatment Effects From Restraint to Less Restrictive Procedures. (EDC; Applied Behavior Analysis) JEFFREY S. GARITO (Penn ABA) and Richard M. Foxx (Pennsylvania State University)

40. The Implementation of a Differential Reinforcement of Other Behaviors Procedure in a Child With Autism. (Applied Behavior Analysis) ALLISON GARSKE (St. Cloud State University), Hanna C. Rue (The May Institute), and Chaturi Edrisinha (St. Cloud State University)

41. Establishing a Simple Simultaneous Discrimination of Letters in an Adolescent With Autism. (DDA; Applied Behavior Analysis) DANIEL CARVALHO DE MATOS (Applied Behavioral Consultant Services), Gladys Williams (CIEL, SL), and Anna Beatriz Müller Queiroz and Maria Amalia Andery (Pontifícia Universidade Católica de São Paulo)

42. Using the Whole Blocking Procedure With Multiple Exemplars to Teach Object Selection. (DDA; Applied Behavior Analysis) Gladys Williams and Monica Rodriguez Mori (CIEL, SL), and Kimberly Vogt, Stephen John Wuensch, and LYDIA MEKJIAN (David Gregory School)

43. Tacting It Is and It Is Not in a MTS Task Using Color Discrimination. (DDA; Applied Behavior Analysis) GLADYS WILLIAMS (CIEL, SL), Anna Beatriz Müller Queiroz (Pontifícia Universidade Católica de São Paulo), Jennie W. Keller (Applied Behavioral Consultant Services), Daniel Carvalho de Matos (Pontifícia Universidade Católica de São Paulo), and Kim Vogt (David Gregory School)

44. Teaching Children With Autism to Behave as Listeners in the Discrimination Task of You and Me. (DDA; Applied Behavior Analysis) Gladys Williams (CIEL, SL), Anna Beatriz Müller Queiroz and Daniel Carvalho de Matos (Pontifícia Universidade Católica de São Paulo), Monica Rodriguez Mori (CIEL, SL), JENNIE W. KELLER (Applied Behavioral Consultant Services), and Kim Vogt (CIEL, SL)

45. Procedure to Teach Generalized Identity Matching to Sample to a Child With Autism. (EAB; Applied Behavior Analysis) MARIA REBOLLAR and Luis A. Perez-Gonzalez (University of Oviedo, Spain)

46. Testing the Effects of a Pairing Procedure on Conditioning Puzzles. (EDC; Applied Behavior Analysis) R. Douglas Greer, Jacqueline Maffei-Lewis, and CYNDI GIORDANO (Teachers College, Columbia University)

#395 Poster Session

5/26/2008
12:00 PM - 1:30 PM
South Exhibit Hall
CBM

47. Treating Qatari Children With Traumatic Brain Injury for Verbal. (Applied Behavior Analysis) HAKAM M. KAIR, Tarek Abdullah Masood, and Bilal Ahmad Al-Shallakh (Shafallah Center for Children with Special Needs)

48. Exploring the Impact of Reinforced Suppression on the Temporal Distribution of Tics. (Applied Behavior Analysis) CHRISTINE A. CONELEA, Chris Bauer, Douglas W. Woods, and Josh Kemp (University of Wisconsin, Milwaukee)

49. A Preference Assessment of Qualities of Attention Delivered From Care Providers to Children: An Analysis of "Saying Versus Doing". (CSE; Applied Behavior Analysis) Micael E. Burnett, REBECCA A. CRAWFORD, Audra F. Gentz, and Andrew W. Gardner (Northern Arizona University)

50. Analysis of an Attention Deficit-Hyperactivity Disorder (ADHD) Assessment With the Use of Antecedent Manipulation. (Service Delivery) JENNIFER KAZMERSKI, Kristin N. Johnson-Gros, and Keever Gartman (Mississippi State University)

51. An Evaluation of a Concurrent Schedule to Increase Self-Feeding in Children Diagnosed With Feeding Disorders. (DDA; Applied Behavior Analysis) VICTORIA STEWART (University of Nebraska Medical Center), Cathleen C. Piazza (Munroe-Meyer Institute), Kristi D. Murphy (University of Nebraska Medical Center, Munroe-Meyer Institute), and Heather Kadey (The Marcus Institute)

52. Clicking to Decrease Behavior: A Pilot Study on Habit Reduction in Adults. (EAB; Applied Behavior Analysis) DIANA J. WALKER and Vinh Dang (The Chicago School of Professional Psychology)

53. Effects of Behavioral Treatments to Children With Intestinal Failure. (DDA; Applied Behavior Analysis) LARA BARNETT (University of Nebraska Medical Center, Munroe-Meyer Institute), Cathleen C. Piazza (Munroe-Meyer Institute), Kristi D. Murphy (University of Nebraska Medical Center, Munroe-Meyer Institute), and Heather Kadey (The Marcus Institute)

54. Effects of Self-Monitoring on Mealtime Behaviors of a 9-Year-Old Boy With Food Refusal. (DDA; Applied Behavior Analysis) PING WANG, Emily Sangkavasi, and Peter Girolami (Kennedy Krieger Institute)

55. Effect of a Paired Choice Stimulus Preference Assessment on Decreasing Food Neophobia. (Applied Behavior Analysis) ADRIANNA M. AMARI and Bridget G. Gibbons (Kennedy Kreiger Institute) and Keith J. Slifer (Kennedy Krieger Institute/Johns Hopkins University)

56. A Comparison of Molar versus Spoon Placement to Increase Mouth Cleans. (Applied Behavior Analysis) JOHN ROCK, Danielle N. Dolezal, and R. Meredith Elkins (Kennedy Krieger Institute)

57. Using a Treatment Package to Decrease Expulsion in Children With Feeding Problems. (DDA; Applied Behavior Analysis) JENNIFER LEIGH KING, Meeta R. Patel, and Angela Pruett (Clinic 4 Kidz)

58. Using an Antecedent Assessment to Treat Feeding Problems in Children. (DDA; Applied Behavior Analysis) ANGELA PRUETT, Meeta R. Patel, and Jennifer Leigh King (Clinic 4 Kidz)

#396 Poster Session

5/26/2008
12:00 PM - 1:30 PM
South Exhibit Hall
DDA

59. Treatment of Catatonic Behaviors in Two Children With Autism. (Applied Behavior Analysis) MARIE ANDACHTER, Sungwoo Kahng, Atasha Jackson, and Kaitlin Coryat (Kennedy Krieger Institute) and Katharine Gutshall (Center for Autism and Related Disorders)

60. Incentive-Based Behavioral Programming to Address High Risk Self-Injurious Behavior. (CBM; Applied Behavior Analysis) PHYLLIS NODEL and John M. Guercio (Missouri Department of Mental Health)

61. Decreasing Self-Injurious Behavior During Feeding for a Child With Developmental Disabilities and Visual Impairments. (Applied Behavior Analysis) LAUREN LLOYD WITHHART and Julia T. O'Connor (Kennedy Krieger Institute)

62. Treatment of Disruptive Mealtime Behaviors. (Applied Behavior Analysis) ANNA E. CHIRIGHIN, Sungwoo Kahng, Amber Mendrez, and Kimberly Strzegowski (Kennedy Krieger Institute)

63. An Intervention Based on a Functional Assessment for a Child With PDD-NOS and Aggressive Behaviors. (EDC; Applied Behavior Analysis) MIYUKI NOGUCHI (Miyazaki Women's Junior College) and Fumiyuki Noro (University of Tsukuba, Japan)

64. Application of Differential and Noncontingent Reinforcement to Increase Compliance With Wearing Assistive Devices. (Applied Behavior Analysis) SANDRA L GINDER and Joel E. Ringdahl (University of Iowa), Todd G. Kopelman (University of Iowa Hospitals and Clinics), and Tory J. Christensen, Terry Falcomata, and Jeffrey R. Luke (University of Iowa)

65. Examining the Efficacy of Aripiprazole With and Without Behavioral Therapy on Reducing Problem Behavior. (CBM; Applied Behavior Analysis) Louis P. Hagopian, Dennis Robert Dixon, and MELISSA M. SHULLEETA (Kennedy Krieger Institute) and Lynn G. Bowman (Johns Hopkins University School of Medicine)

66. A Method for Assessing the Effects of Verbal Feedback and Reinforcement in Combination With Redirection Procedures on the Occurrence of Problem Behavior. (Applied Behavior Analysis) TENIEKA BLAND, Stephanie A. Contrucci Kuhn, and Barbara Tomlian (Kennedy Krieger Institute)

67. Treatment of Dropping and Aggressive Behavior During Transitions. (Applied Behavior Analysis) JANIE E. WEBB (Kennedy Krieger Institute) and Lynn G. Bowman (Johns Hopkins University School of Medicine)

68. Behavioral Intervention for Improving Gait of Persons With Acquired Brain Injury. (DDA; Applied Behavior Analysis) MOLLIE HORNER-KING, Adam D. Hahs, Mark R. Dixon, Anita Daneshdoost, and Mary Ellen Garner (Southern Illinois University)

69. Effects of Self-Monitoring to Treat Self-Injury and Inappropriate Vocalizations. (EDC; Applied Behavior Analysis) SCOTT A. RODERICK (Private Practice)

70. Evaluation of Body-Pressure Intervention for Self-Injury in Autism. (EAB; Applied Behavior Analysis) Shannon S. Doughty (Carolina Coast Behavioral Services) and ADAM H. DOUGHTY (College of Charleston)

71. The Effects of Wearing a Weighted Vest on Aggressive and Self-Injurious Behavior. (CSE; Applied Behavior Analysis) WAYNE C. PIERSEL and Shelby Evans (Heartspring)

72. Behavior Analysts and the Ethics of Touch in Residential Facilities for Adults With Intellectual Disability. (Service Delivery) JAMES KUHAGEN (Northern Virginia Training Center)

73. Function-Based Behavior Support for Students With Batten Disease. (EDC; Applied Behavior Analysis) Wendy Bills (Murray School District) and ROB O'NEILL (University of Utah)

74. The Development of Language of Children With Down's Syndrome (DS). (EDC; Applied Behavior Analysis) MILAGROS DAMIÁN DÍAZ (University Autonomus of México; Campus Iztacala)

75. Fetal Alcohol Spectrum Disorders (FASD) and Promising Behavioral Intervention Strategies. (EDC; Applied Behavior Analysis) AJEET S. CHARATE and Kim Shontz (Association for Behavioral and Cognitive Therapies)

76. Treatment of Severe Problem Behavior Exhibited by Children Diagnosed With CHARGE Syndrome. (Applied Behavior Analysis) KATHRYN JANN (Kennedy Krieger Institute/University of Maryland, Baltimore County), SungWoo Kahng and Nicole Lynn Hausman (Kennedy Krieger Institute), Kyong-Mee Chung (Yonsei University), and Mandy M. Triggs (Kennedy Krieger Institute)

78. The Outcome of ABA Solution Program for Children With Pervasive Developmental Disorders. (CBM; Applied Behavior Analysis) KENJI OKUDA (Ohka Gakuen University)

79. Relations Between Behavioural Measures and Other Factors in Impulsivity in Adolescents with Emotional and Behavioural Difficulties. (EAB; Applied Behavior Analysis) JESSICA CLAIRE BRADFORD and Phil Gee (University of Plymouth) and Stephen Lea (University of Exeter)

80. Emotion Recognition Accuracy and Fluency in Preschoolers With Developmental Delay. (Applied Behavior Analysis) ANDREW DOWNS, Kathryn Rau, and Elida Fernandez (Central Washington University)

#397 Poster Session

5/26/2008
12:00 PM - 1:30 PM
South Exhibit Hall
EAB

81. Effects of Response-Pacing Contingencies on the Value of a Variable-Interval Schedule. (Experimental Analysis) WESLEY P. THOMAS (West Virginia University/Utah State) and Leigh Anne Schrimpf and Michael Perone (West Virginia University)

82. The Costs of Remembering: Effects of a "Memory Aid" on Performance in Delayed Matching-to-Sample Procedure. (Experimental Analysis) RACHEL N. CASSIDY, Timothy D. Hackenberg, Glen M. Sizemore, Anthony L. DeFulio, and Brian D. Kangas (University of Florida)

83. Individual Differences in Reward Sensitivity During Group Foraging: Does Competitiveness Predict Sensitivity to Reward? (TPC; Experimental Analysis) VALERI FARMER-DOUGAN (Illinois State University) and James D. Dougan (Illinois Wesleyan University)

84. Response Resurgence: A Selective Review and Some New Findings. (TPC; Experimental Analysis) GABRIELLA OKEN and Adam H. Doughty (College of Charleston)

85. The Effect of Environmental Enrichment on Learning a Simple Discrimination. (Experimental Analysis) LORI BARNES (Western Michigan University) and Kathryn M. Potoczak (Shippensburg University)

86. Response-Class Formation in an African Penguin (*Spheniscus demersus*). (Experimental Analysis) KAZUCHIKA MANABE, Takashi Kawashima, Naomi Yatsuda, and Kiyoshi Asahina (Nihon University)

87. The Development of Equivalence via Shared Stimulus Functions. (Experimental Analysis) CHRISTOFFER EILIFSEN (Akershus University College), Manish Vaidya (University of North Texas), and Erik Arntzen (Akershus University College)

88. Does Simple Discrimination Training Facilitate the Acquisition of Conditional Discriminations in Young Children? (Experimental Analysis) JASON BOYE, Rachel Kolb, Carol Pilgrim, Simone Bullock, and Grace Mayer (University of North Carolina, Wilmington)

89. Foraging Strategies in the Radial-Arm Maze: Changes in Global Prey Density. (EAB; Experimental Analysis) Felipe Cabrera, ROBERTO P. MACIEL, and Felix A. Castellanos (Universidad de Guadalajara)

90. Is Activity-Based Anorexia Dependent of Specific Deprivation? (CBM; Experimental Analysis) Hector Martinez and IRIS LORENA GOMEZ SANCHEZ (Universidad de Guadalajara)

91. Transfer of Sequential Response With Compound Stimuli. (Experimental Analysis) MICHIKO NAKAMURA and Koichi Ono (Komazawa University)

92. Examining Immediate and Delayed Reinforcement in a Contingency Management. (Experimental Analysis) KRISTIN A. KIEL, J. Philip Erb, Brantley P. Jarvis, Jessica Greta Marie Irons, and Sherry L. Serdikoff (James Madison University)

93. Blocking and Overshadowing Effects When Lure-Training Dogs. (TPC; Experimental Analysis) LAURA KATHARINE DAVIS (University of Illinois) and Jennifer L. Sobie (The American Society for the Prevention of Cruelty to Animals)

94. Preratio Pausing Following Rich-to-Lean Transitions on Multiple Schedules in Fischer 344 and Lewis Rats. (Experimental Analysis) ADAM T. BREWER, Patrick Steven Johnson, Jeff S. Stein, Jonathan Pinkston, Dean C. Williams, and Gregory J. Madden (University of Kansas)

95. Effects of Gestational Undernutrition on Progressive Ratio Schedules of Sucrose Reinforcement: A Replication. (Experimental Analysis) CHRISTOPHER KREBS and Erin B. Rasmussen (Idaho State University)

96. Water-Based Conditioned Reinforcement in a Schedule-Induced Drinking Situation. (Experimental Analysis) CHRISTIAN LOPEZ GUTIERREZ and Carlos A. Bruner (Universidad Nacional Autonoma de Mexico)

97. Recominative Generalization of Within-Syllable Units: Short and Long Vowel Sounds. (EDC; Applied Behavior Analysis) MEGAN N. SHOWALTER WEAVER, Christy A. Alligood, Janna N. Skinner, Tanya Baynham, Anna C. Schmidt, and Kathryn Saunders (University of Kansas)

98. A Simple Response Model of Pavlovian Conditioning. (TPC; Theory) STEVEN C. STOUT (Jacksonville State University)

99. Dynamic Modeling of Individual Acquisition Patterns on an Operant Task in Mice. (BPH; Experimental Analysis) JAIME ROBLES and Cristina Vargas-Irwin (Virginia Commonwealth University)

100. Matching-to-Sample and Equivalence Associations in Horses. (TPC; Experimental Analysis) ERIN STEIN, Sarah Albert, Vera Kazaniwskyj, and Amy Fischer (The University of Illinois) and Jennifer L. Sobie (The American Society for the Prevention of Cruelty to Animals)

101. Conditional Discrimination and Stimulus Equivalence: Effects of Suppressing Derived Symmetrical Responses on the Emergence of Transitivity. (TPC; Experimental Analysis) AARON A. JONES (Intermountain Centers for Human Development) and Sigrid S. Glenn (University of North Texas)

102. Preference Pulses: The Effects of Postreinforcer Blackouts. (Experimental Analysis) MICHELLE E. BANICEVICH, Michael C. Davison, and Douglas Elliffe (University of Auckland)

#398 Poster Session

5/26/2008
12:00 PM - 1:30 PM
South Exhibit Hall
EDC

103. ABA in Alabama's Public Schools. (Applied Behavior Analysis) Jennifer S. Phillips and HEATHER CHANDLER (The Learning Tree, Inc.)

104. Professional Profile of Psychologist in Mexico: An Analysis of Job Vacancies. (TBA; Service Delivery) ROSALVA CABRERA, Hortensia Hickman, and Guadalupe Mares (FES Iztacala-National University of Mexico)

105. Preparing School Psychologists for Work in Preschool Settings. (Service Delivery) CYNTHIA HUGHES, Talia Johnson, and David W. Barnett (University of Cincinnati)

106. Training School Psychologists for Practice in Response to Intervention. (Service Delivery) TALIA JOHNSON, Cynthia Hughes, and Renee Hawkins (University of Cincinnati)

107. Student Research at Gonzaga University 1978-2008. (TBA; Applied Behavior Analysis) T. F. MCLAUGHLIN, Kimberly P. Weber, K. Mark Derby, Anjali Barretto, and Randy L. Williams (Gonzaga University)

108. Hitting the Books: Applying Behavior Analysis to Increase the Study Behaviors of College Students. (EAB; Applied Behavior Analysis) JENNIFER L. CSENGE and Marco D. Tomasi (Florida State University)

109. Comparing Effects of One-Attempt Versus Three-Attempt On-line Quizzes on College Students' In-Class Quiz Performance. (Applied Behavior Analysis) MADOKA ITOI, Christopher D. Yawn, Lilian C. Rodrigues, Temple Sharese Lovelace, and Moira Konrad (The Ohio State University)

110. A Comparison of Interteaching and Lectures: Does the Quality of Interteaching Matter? (EAB; Applied Behavior Analysis) HEATHER R. MOSIER, Melissa A. Cartun, and Christine Hughes (University of North Carolina, Wilmington)

111. Training Strategies Used to Train New Researchers in Chemistry. (EDC; Applied Behavior Analysis) MARÍA ANTONIA PADILLA VARGAS and Verónica de Fátima Loera Navarro (Universidad de Guadalajara)

112. A Comparison of Contract Grading and Traditional Point-Based Grading Systems Among College Freshmen. (Applied Behavior Analysis) DANA F. LINDEMANN and Colin R Harbke (Western Illinois University)

113. The Effect of Quiz Point Contingencies and Levels of Familiarity of Exam Questions on Exam Scores. (Applied Behavior Analysis) MATTHEW A. TAYLOR, Kathleen A. Mangiapanello, and Nancy S. Hemmes (Queens College & Graduate Center of City University of New York)

114. Behavior Analysis and Therapy On-Line at Southern Illinois University. (TBA; Service Delivery) JOHN C. PINGO (Southern Illinois University), James W. Jackson (Southern Illinois University at Carbondale), and Mark R. Dixon (Southern Illinois University)

115. Web Page as a Resource for Learning Research Skills in Psychology Students: A Preliminary Experience. (TBA; Applied Behavior Analysis) SEBASTIÁN FIGUEROA-RODRÍGUEZ, Teresa de Jesús Pomposa Luna Domínguez, and Blandina Bernal Morales (Universidad Veracruzana)

116. Implementation of Multimedia Clinical Psychology Course: Students and Professors' Data. (TBA; Applied Behavior Analysis) ANTONIA RENTERÍA RODRÍGUEZ, Patricia Landa Durán, Lourdes Rodríguez Campuzano, Jorge Luis Salinas Rodríguez, José de Jesús Vargas Flores, and Angel García Pacheco (Universidad Nacional Autónoma de México)

117. Assessment of Strategic Scientific Text Analysis in Biology Students. (EAB; Applied Behavior Analysis) María Luisa Cepeda Islas (FES Iztacala Universidad Nacional Autónoma de México), Carlos Santoyo (Universidad Nacional Autónoma de México), and MARIA DEL REFUGIO LÓPEZ GAMIÑO (FES Iztacala Universidad Nacional Autónoma de México)

118. Effects of Nonverbal Responding During Academic Instruction in an Alternative School Setting. (CSE; Experimental Analysis) ADAM KARLSGODT, Jennifer Konopov, and Memo Gomez-Farias (Cajon Valley Union School District)

119. Power to the Teachers! Using a Textual Prompt to Increase Teacher Completion of Performance Goals. (VRB; Applied Behavior Analysis) Tina Marie Covington, JASON CORY ROSENFELD, and Daren Cerrone Covington (Hawthorne Country Day School)

120. Classroom Testing of a Discrete Trial Practice System. (VRB; Applied Behavior Analysis) PHILIP IRVIN PAVLIK, Sue-Mei Wu, Thomas Bolster, Brian MacWhinney, and Kenneth Koedinger (Carnegie Mellon University)

#400 International Poster Session

5/26/2008
12:00 PM - 1:30 PM
South Exhibit Hall
OBM

121. An Examination of the Effectiveness of Immediate and Delayed Feedback on the Sitting Posture in VDT Working Environment. (Applied Behavior Analysis) Eunjeong Yu, Kwangsu Moon, and SHEZEEN OAH (Chung-Ang University)

122. Assessment of Safety Discrimination Following Training of One or Two Stimulus Classes. (Applied Behavior Analysis) Angelica Cruells, Matthew A. Taylor, and Marc Olvina, Alicia M. Alvero (Queens College & Graduate Center of City University of New York)

123. Managing Coping Strategies to Decrease Stress Levels in Mexican Female Employees. (OBM; Applied Behavior Analysis) LUIS MARIANO CAMBEROS GARCÍA, Karen Anacris Berlanga Villarreal, and María de los Angeles Mendoza Pérez (Monterrey Technological Institute)

124. Reducing Individual Work Distress in Professional Women Through Stress Inoculation. (OBM; Applied Behavior Analysis) Ana Cristina Calderón Pérez, AMPARO PAGÉS UREÑA, Gina Alejandra Martínez Martín, and Aixa Powell (Monterrey Technological Institute)

125. Coping Skills Training on Structural Stressors Within the Organization. (Applied Behavior Analysis) DIANA GABRIELA NAVARRETE MANCERA, Brenda Adriana Hernández Arellano, and Rebeca González Vázquez (Monterrey Technological Institute)

126. Load Dispatchers Work Conditions: A Behavior Analysis. (CSE; Service Delivery) GUILLERMO E. YABER (Universidad Simon Bolivar)

127. Program for the Strengthening of Administrative and Academic Behavior Requisites in a Master's Program. (EDC; Applied Behavior Analysis) MARCO W. SALAS MARTINEZ, Ana Miriam Herrera Jiménez, and Esperanza Ferrant Jimenez (Universidad Veracruzana), Maria E. Malott (ABA International), and Rosalia Ortega Cortes (Universidad Veracruzana)

128. An Evaluation of Methods for Teaching Teachers to Use a Mathetics Error Correction Procedure. (EDC; Experimental Analysis) DONNIE M. STAFF, Cloyd Hyten, and Ethan A. Hahn (University of North Texas)

129. Resources in Program Survival. (Theory) JEFFREY M. GORDON and L. Keith Miller (University of Kansas)

130. Changing the Behavior of the Lunch Ladies Using Feedback From the Principal. (EDC; Applied Behavior Analysis) LAURA KENNEALLY (Advance Inc.)

131. Teaching Chinese. (EDC; Applied Behavior Analysis) HANG WU and L. Keith Miller (University of Kansas)

132. The Effects of a Multicomponent Package Intervention on Portion Control at an Ice Cream and Coffee Shop. (Applied Behavior Analysis) AMY MURDOCK and Jeanine Plowman Stratton (Furman University)

#401 Poster Session

5/26/2008
12:00 PM - 1:30 PM
South Exhibit Hall
VRB

133. An Analysis of Prompt Sequencing in Skill Acquisition and Problem Behavior With Children With Developmental Disabilities. (DDA; Applied Behavior Analysis) ANDREW A. FULTON and M. Alice Shillingsburg (The Marcus Institute), Michael E. Kelley (Marcus Institute/Emory University), and Crystal N. Bowen (The Marcus Institute)

134. The Effects of Public Posting as a Token Economy on Correct Responses to PSI Learn Units. (EDC; Applied Behavior Analysis) Joann Delgado (The Fred S. Keller School) and MINDY BUNYA ROTHSTEIN and Svetlana Parkhomoversusky (Teachers College Columbia University)

135. Replication of an Intensive Tact Training Procedure to Test its Effects on the Numbers of Pure Tacts and Mands Emitted by Preschool Students in Noninstructional Settings. (EDC; Applied Behavior Analysis) Nirvana Pistoljevic and ANUSHA SUBRAMANYAM (Teachers College, Columbia University)

136. The Effects of Conditioning Voices on Listener Responding. (Applied Behavior Analysis) R. Douglas Greer, ERIK GRASSO, and Victoria Sterkin (Teachers College, Columbia University)

137. Evaluation of Three Methods for Teaching Intraverbals to Children with Language Delays. (Applied Behavior Analysis) NICOLE M. TROSCLAIR-LASSERRE (Louisiana State University and LAS*PIC), Dorothea C. Lerman (University of Houston, Clear Lake), and Crystal N. Bowen and Nathan Call (The Marcus Institute)

138. Comparison of Two Procedures for Teaching Receptive Discriminations to Children With Autism. (DDA; Applied Behavior Analysis) Kristina Kriticos, Lauren Schermerhorn, CALLIE SIMMS, Gail Wayman, Lisa Hartline, and Michelle Dillon (Wayman Learning Center)

139. Long Term Maintenance of Mastered Receptive, Expressive, and Preacademic Skills Following Interspersal in a Discrete Trial Format. (DDA; Applied Behavior Analysis) DANIELLE BRADLEY, Andrew A. Fulton, Meighan D. Adams, Diana Garcia, Chris A. Tullis, Crystal N. Bowen, Amber L. Valentino, and M. Alice Shillingsburg (The Marcus Institute)

140. Developing a Mand Repertoire and Vocalizations in Children With Developmental Disabilities: An Empirical Investigation of Three Systems. (DDA; Applied Behavior Analysis) AMBER L. VALENTINO (The Marcus Institute), Cynthia L. Dulaney (Xavier University), and Kimberly Ann Kroeger (Kelly O'Leary Center for Autism Spectrum Disorders)

141. The Effects of Antecedent Variables on the Verbal Behavior of Children to B.F. Skinner's Verbal Summator. (Experimental Analysis) MATHEW C. LUEHRING, Sarah Jeannine Schol, and Andrew W. Gardner (Northern Arizona University)

142. Using the Verbal Behavior Approach to Increase the Language of Children With Developmental Disabilities. (DDA; Applied Behavior Analysis) EDWARD D. PARKER, Judah Axe, Ruth M. DeBar, Amanda E. Guld, Tracy L. Kettering, and Helen I. Cannella-Malone (The Ohio State University)

143. Effect of Feedback Level on Preference for Novel Stimuli. (EAB; Experimental Analysis) MAYRA HERNÁNDEZ, Roberto P. Maciel, Areli Morando, María Antonia Padilla Vargas, José E. Burgos, and Carolina de la Torre Ibarra (University of Guadalajara)

144. Effect of Rules and Counterfactuals on Risk Behavior. (EAB; Experimental Analysis) ARELI MORANDO, José E. Burgos, Mayra Hernández, Roberto P. Maciel, María Antonia Padilla Vargas, and Carolina de la Torre Ibarra (University of Guadalajara)

145. Peer Tutoring. (Experimental Analysis) Sheri Kingsdorf and ALLIBERTHE ELYSEE (Teachers College, Columbia University) and Dolleen-Day Keohane (Columbia University, Teachers College & CABAS)

146. The Effects of Intensive Tact Instruction on the Emission of Appropriate Tacts and Conversational Units. (TBA; Applied Behavior Analysis) Karla Wiegand Mondello, Joan Broto, and RYAN WILLIAMS (Teachers College, Columbia University)

147. Teaching Reading With Systematic Color Prompting. (Applied Behavior Analysis) SHELDON R. EBBELER (Quest Kids)

148. Rapid Strengthening and Extinction of Conditioned Avoidance and Disgust Responses to the Verbal Stimulus "Love". (TPC; Theory) STEPHEN RAY FLORA (Youngstown State University)

#402 Paper Session

5/26/2008
1:30 PM - 1:50 PM
PDR 4
INT/CSE

Un Análisis Conductivista de la Entrevista Clínica
CARLOS A. VAZQUEZ (Behavior Analysis, Inc., Puerto Rico) and Lorena Arevalo and Anjali Van Drie (Behavior Analysis and Therapy, Inc.)

#403 Scientific Foundation and Tutorial

5/26/2008
1:30 PM - 2:20 PM
International North
DEV; Theory
BACB CE Offered. CE Instructor: Peter Killeen, Ph.D.

Evo-Devo
Chair: Hayne Reese (West Virginia University)

PETER KILLEEN (Arizona State University)



Prof. Peter Killeen was born to a mailman and housewife on the day the Alaska Highway was completed, his mother swearing hers was the greater labor. He took a Bachelor's degree from Michigan State University, which is not located in Ann Arbor, and left for Harvard. Distracted from the study of psychophysics and cognition by the bad behavior of the operant graduate students, he conjured data showing that the harmonic mean rate of reinforcement, not the arithmetic rate, controls choice. This was not understood by foraging theorists, but it was enough to get him from Fort Skinner to Fort Skinner in the Desert—called that because the other behaviorists deserted it soon after Killeen arrived. Arizona State University, where he behaved for subsequent decades, is not located in Tucson. At ASU Killeen met John Falk, causing him to study adjunctive behavior, Art Bachrach, causing him to study superstition, and Greg Fetterman, causing him to study time. An important influence was Bill Uttal, who, against all Killeen's arguments, converted to behaviorism. Martha wanted Killeen to say something, and Jack thought Evo-Devo sounded better than Nugatory Null. Those are the variables of which this function is a function.

Abstract: This SIG "emphasizes environmental-unit behavior-unit interactions"; recent progress in evolutionary developmental biology—evo-devo—provides potentially useful templates for refining the definition of such units, and broadening possibilities of the modes in which they interact. Among these concepts are heterochrony, variation by changes in temporal sequence, such as neoteny; the role of modularity in evolution; how modifications of developmental processes lead to the production of novel features; the role of developmental plasticity in evolution; how ecology impacts development and evolutionary change; and the developmental basis of homoplasy and homology. As a familiar example, a homology in biology is any similarity between characters that is due their shared ancestry; in functional analysis, great efforts are taken to identify the variables of which behavior is a function. Is it useful to treat those that are under the control of the same reinforcer as homologs, and those that merely share a similar topography as analogs? Is the ability of the homeobox to activate correlated sets of genes enlightening for the analysis of establishing stimuli? Do the various forms of paedomorphisis and peramorphosis—the juvenilezation/senescization of morphology—have analogs in behavior? Does the efficiency of evolution, crafting endless forms most beautiful from a meager number of genes, suggest mechanisms for the blossoming of creative behavior in homo Sapiens? In this collaborative presentation, the evo-devo concepts will be explained and serve as stimuli; groups of the audience will be encouraged to respond with behavioral analogs of the biological processes, and evaluate their potential utility.

5/26/2008
1:30 PM - 2:20 PM
Grand Ballroom
EDC; Theory
BACB CE Offered. CE Instructor: Susan Wilczynski, Ph.D., BCBA

The Unit of Analysis in Evidence-Based Practices
Chair: Cathy L. Watkins (California State University, Stanislaus)

TIMOTHY A. SLOCUM (Utah State University) and SUSAN WILCZYNSKI (National Autism Center; May Institute)



Dr. Timothy A. Slocum has been involved in applied behavior analysis in education since 1982. He has been a special education teacher, instructional designer, researcher, and teacher trainer. He received his Ph.D. in special education from the University of Washington in 1992. Since that time, he has been on faculty in the Department of Special Education and Rehabilitation at Utah State University. He was the founding co-editor of the *Journal of Direct Instruction* and has co-authored a textbook on direct instruction. He is currently President of the Board of Directors of the Association of direct instruction, and is active in developing a consortium to support high quality research on direct instruction. His research interests include Direct Instruction, reading, vocabulary, and fluency. In addition, Dr. Slocum has been involved in developing and validating an alternate assessment for children with significant cognitive disabilities. He is interested in evidence based practices (EBP) in education, especially in addressing the challenges of developing valid methods to identify such practices.



Dr. Susan Wilczynski is the Executive Director of the National Autism Center. In her role as the Executive Director, 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 movement for evidence based practices (EBP) in education, psychology, and other human services presents a tremendous opportunity for behavior analysts. This movement is attempting to do what behavior analysts have tried to do for so long – to promote practices that are supported by specific evidence demonstrating effectiveness. However, substantial challenges must be overcome if EBP are to succeed in increasing the effectiveness of human services. Among these challenges is that of identifying units of "practice" that might be validated as evidence-based. Potential units of practice might be relatively micro (e.g., reinforcing correct responses) or relatively macro (e.g., Direct Instruction combined with positive behavioral supports). In addition, units of practice might be separately validated for each context and population, or they might be validated across such variables. Thus, the EBP movement faces classic questions of generalizability of research findings. This paper will explore several approaches to these questions including (1) Skinner's discussion of basic behavioral units, (2) experimental methodologists' discussions of generality of research findings, and (3) systems of EBP in other fields. Suggestions for continuing the development of EBP will be derived from this discussion.

#405 Symposium

5/26/2008
1:30 PM - 2:50 PM
Boulevard C
CBM; Service Delivery

Acceptance and Commitment Therapy for Clinical Conditions: Randomized Controlled Trial Outcomes
Chair: Jesse M. Crosby (Utah State University)

Acceptance and Commitment Therapy for Self-Stigma in a Residential Substance Abusing Population: Results of a Randomized Trial. JASON BRIAN LUOMA (Portland Psychotherapy Clinic, Research, & Training Center, PC), Barbara S. Kohlenberg (University of Nevada School of Medicine), and Steven C. Hayes, Lindsay B. Fletcher, and Alyssa Rye (University of Nevada, Reno)

Evaluation of an Integrated Health Model for the Treatment of Refractory Epilepsy in India and South Africa. TOBIAS LUNDGREN (Uppsala University), JoAnne Dahl (University of Uppsala, Sweden), Nandan Balkrishna Yardi (Yardi Epilepsy Clinic), and Lennart Melin (University of Uppsala)

Exposure and Acceptance to Increase Functioning in People With Chronic Pain. RIKARD K. WICKSELL and Gunnar Olsson (Astrid Lindgren Children's Hospital, Karolinska University Hospital)

A Randomized Clinical Trial of Acceptance and Commitment Therapy for OCD. Michael P. Twohig (Utah State University) and Steven C. Hayes, JENNIFER PLUMB, Larry Pruitt, Angie Sailer, Holly Hazlett-Stevens, Michael Levin, and Dahlia Mukherjee (University of Nevada, Reno)

#406 Symposium

5/26/2008
1:30 PM - 2:50 PM
Stevens 4
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Jamie Hughes, M.A., BCBA

Applications of the VB-MAPP Barriers Assessment in Applied Settings for Children With Autism
Chair: Jamie Hughes (Autism Consulting Services)
Discussant: Gwen Dwiggins (The Ohio State University)

Identifying and Treating Defective Listener Repertoires Using the VB-MAPP Barriers Assessment. JESSICA FRANCO (University of Texas at Austin)

Identifying and Treating Defective Echoic Repertoires Using the VB-MAPP Barriers Assessment. JAMIE HUGHES (Autism Consulting Services)

Identifying and Treating Defective Intraverbal Repertoires Using the VB-MAPP Barriers Assessment. LUPE CASTANEDA (Behavior Analytic Solutions, LLC) and Jamie Hughes (Autism Consulting Services)

#407 Panel Discussion

5/26/2008
1:30 PM - 2:50 PM
Stevens 3
OTH/EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Nicole Gardenier, Master's, BCBA

Applied Behavior Analysis in Public Schools: Applications, Challenges, and Solutions
Chair: Nicole Ciotti Gardenier (The New England Center for Children)

FRANCIS J. CICCONE (The New England Center for Children)
ELISE COOKE (Holliston Public Schools)
LAURA L. DUDLEY (Westwood Public Schools)
JOHN D. MOLTENI (The Center for Children with Special Needs)

#408 International Symposium

5/26/2008
1:30 PM - 2:50 PM
PDR 2
CSE; Applied Behavior Analysis

Behavior Analysis and a Science of Culture
Chair: Ramona Houmanfar (University of Nevada, Reno)

Metacontingencies of Survival in Art Movements. MARIA E. MALOTT (ABA International)

Behavior Analysis of Nonexperimental Data Associated With Cultural Practices. JOAO CLAUDIO TODOROV (Universidade Católica de Goiás)

Reducing Corporate Externalities. ANTHONY BIGLAN (Oregon Research Institute)

Balancing the Commonwealth and Corporate Survival. MARK P. ALAVOSIUS, Ramona Houmanfar, and Joseph Charles Dagen (University of Nevada, Reno)

#409 International Paper Session

5/26/2008
1:30 PM - 2:50 PM
PDR 3
TPC

Behavior-Analytic Interpretations of Traditional Psychological Concepts
Chair: Mitch Fryling (University of Nevada, Reno)

A Behavior Analysis of Motivation and Emotion. (Theory) MASAYA SATO (Seisa University)

Memory, Memorizing, and Remembering. (Theory) MITCH FRYLING and Linda J. Hayes (University of Nevada, Reno)

Revisting the Milgram Experiments: Obedience or Rule-Governed Behavior? (Theory) JOHN E. GLASS (Collin County Community College)

#410 Symposium

5/26/2008
1:30 PM - 2:50 PM
International South
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Dawn Buffington Townsend, Ph.D., BCBA

Building Social Repertoires and Ensuring Their Generalization in Children and Adolescents With Autism
Chair: Dawn Buffington Townsend (Institute for Educational Achievement)
Discussant: Gregory S. MacDuff (Princeton Child Development Institute)

Teaching Adolescents With Autism to Initiate Greetings With Script-Fading. Yolanta Kornak and KEVIN J. BROTHERS (Somerset Hills Learning Institute)

Teaching Children With Autism a Generalized Repertoire of Offering to Share. DENISE MARZULLO (Bancroft NeuroHealth), Sharon A. Reeve (Caldwell College), Dawn Buffington Townsend (Institute for Educational Achievement), and Kenneth F. Reeve (Caldwell College)

Empathetic Responding to Affective Stimuli: Video and In Vivo Modeling Along With Prompting and Reinforcement. PAUL ARGOTT (Queens College & Graduate Center of City University of New York), Dawn Buffington Townsend (Institute for Educational Achievement), and Claire L. Poulson (Queens College & Graduate Center of City University of New York)

#411 International Symposium

5/26/2008
1:30 PM - 2:50 PM
Joliet
OBM; Applied Behavior Analysis

Case Study - BA Training at a Large Local Authority
Chair: Howard John Lees (Hollin)
Discussant: Bruce Faulkner (3 Simple Rules)

The Clients Perspective. ANDREA MCHUGH (Edinburgh City Council)

Designing and Delivering a Course for a Mixed Ability Local Authority Group. RACHEL EDWARDS (Hollin)

Lessons I Learned From this Case Study and Similar Case Studies in 2007. HOWARD JOHN LEES (Hollin)

#412 Symposium

5/26/2008
1:30 PM - 2:50 PM
Barbershop; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Comparative Behavior Analysis: Toward a Cross-Species Analysis of Adaptive Choice
Chair: Rachelle L. Yankelevitz (University of Florida)

Delay-Amount Tradeoffs by Pigeons and Rats. JAMES E. MAZUR and Dawn R. Biondi (Southern Connecticut State University)

Saving the Best for Last? Cross-Species Analysis of Choices Between Reinforcer Sequences. LEONARDO F. DE ANDRADE and Timothy D. Hackenberg (University of Florida)

Varying the Costs of Sunk Costs in Pigeons and People. RAUL AVILA (National University of Mexico) and Rachelle L. Yankelevitz and Timothy D. Hackenberg (University of Florida)

Rats, Pigeons, and People Discount Delayed Rewards, But . . . LEONARD GREEN and Joel Myerson (Washington University), and Amanda L. Calvert (Washington University in St. Louis)

#413 International Paper Session

5/26/2008
1:30 PM - 2:50 PM
El; Blackstone Hotel Concourse Level
EAB

Contemporary Issues in Stimulus Control II
Chair: Brent Jones (University of Massachusetts Medical School: E.K. Shriver Center)

Right Versus Wrong Feedback in Second-Order Matching-to-Sample II: The Case of Contextual Stimuli. (Experimental Analysis) MARIO SERRANO (Universidad de Guadalajara-CEIC), Emilio Ribes-Iñesta (Universidad of Guadalajara), and Gustavo Garcia (Universidad FrancoMexicana-Satellite)

Interactions Between Stimulus and Reinforcement Variables on Matching-to-Sample Performance. (Experimental Analysis) BRENT MAXWELL JONES (University of Massachusetts Medical School, E.K. Shriver Center)

Correspondence Training and Matching-to-Sample. (Experimental Analysis) MARIA ELENA RODRIGUEZ (University of Guadalajara)

Mind Reading: Predicting Novel Behavior of Another Person Through a Shared History. (Experimental Analysis) GENEVIEVE M DEBERNARDIS and Linda J. Hayes (University of Nevada, Reno)

#414 Symposium

5/26/2008
1:30 PM - 2:50 PM
Williford C
EDC; Applied Behavior Analysis

Effective Interventions for Urban Learners At-Risk for or Who Have Severe Reading Deficits
Chair: Ralph Gardner, III (The Ohio State University)
Discussant: Mary Damer (The Ohio State University)

Effects of Phonological Awareness Instruction on the Prereading Skills of Preschool At-Risk Children. YI-WEI HSIN (Yu Da College of Business) and Natalie Baker (The Ohio State University)

Preventing Reading Failure in At-Risk Preschool Students: Targeting Language and Literacy. TEMPLE SHARESE LOVELACE (The Ohio State University)

Using Gifted Middle School Students as Peer Tutors for Sixth Graders With Reading Deficits. CHRISTOPHER D. YAWN, Kiesha Whitfield, Julie Herner, and Robert Turner (The Ohio State University)

#415 Symposium

5/26/2008
1:30 PM - 2:50 PM
Stevens 2
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Glen Sallows, Ph.D., BCBA

EIBI: Treatment Modifications Under a Waiver and Follow-Up of Treated Children as Teens
Chair: Glen O. Sallows (Wisconsin Early Autism Project)

The Effectiveness of an EIBI Intervention Based on 25 Hours per Week. CHRISTINE WILKINS (Wisconsin Early Autism Project)

The Effect of Parent Training Plus 10-15 Hours per Week of EIBI While on a Waiting List for Services. MICHELLE SHERMAN (Wisconsin Early Autism Project)

Changes in Test Scores Over a One-Year Period Without Treatment. TAMLYNN SALLOWS (Wisconsin Early Autism Project)

Follow up of Children who Received EIBI at Age 10-13. GLEN O. SALLOWS (Wisconsin Early Autism Project)

#416 Symposium

5/26/2008
1:30 PM - 2:50 PM
Continental B
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Jennifer B. Symon, Ph.D., BCBA

Expanding Support for Children With Autism Through Specialized Training
Chair: Jennifer B. Symon (California State University, Los Angeles)

Training Professionals to Support Individuals With Autism Spectrum Disorders. JENNIFER B. SYMON (California State University, Los Angeles)

Improving Social Skills for Children With Autism Through Applied Behavioral Analysis and Visual Support. ELIKA SHAHRESTANI and Jennifer B. Symon (California State University, Los Angeles)

Effects of Providing Choice Between Assignments to Increase On-Task Behavior for Independent Work Assignments. SEBOUH J. SERABIAN (Behavior Building Blocks) and Jennifer B. Symon and Michele D. Wallace (California State University, Los Angeles)

Functional Assessment and Self-Management to Reduce Disruptive Behavior in Educational Settings. ANTHONY JENKINS (Long Beach Unified/California State University, Los Angeles) and Jennifer B. Symon (California State University, Los Angeles)

#417 Symposium

5/26/2008
1:30 PM - 2:50 PM
PDR 1
CSE; Applied Behavior Analysis

Improving Community Safety: Preventing Injuries Both on the Street and in the Hospital
Chair: E. Scott Geller (Virginia Tech)
Discussant: Chris S. Dula (East Tennessee State University)

A Comparative Approach to Increasing Safety-Belt Use: Examining Intervention Effectiveness in a Diverse Community. MATTHEW G. COX, Rosemarie Anne Capps, and E. Scott Geller (Virginia Tech)

Look Both Ways Before Crossing: Will an Elementary Message Affect Street Crossing Behavior Among University Students? KATIE EIDE, Madison R. Earnest, III, David Michael Harris, Thomas R. Cunningham, and Steven W. Clarke (Virginia Tech)

Accelerating Healthcare Technology Adoption: Implications for an OBM Approach to Patient Safety. R. L. ARNOLD, Thomas R. Cunningham, David Michael Harris, and E. Scott Geller (Virginia Tech)

#418 International Symposium

5/26/2008
1:30 PM - 2:50 PM
Metra; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Issues in Timing: Procedural Standards, Theoretical Concerns, and Acquisition of Temporal Control
Chair: Erin McClure (University of Florida)

Rapid Acquisition of Temporal Control in a Multiple-Peak Procedure. ELIZABETH KYONKA and Randolph C. Grace (University of Canterbury)

A Review of Procedural Differences That Contribute to the Varying Effects of Amphetamines Observed in the Timing Literature. KATHRYN A. SAULSGIVER, Erin A. McClure, and Clive D. L. Wynne (University of Florida)

The Role of the Pacemaker in Duration Discrimination of Dynamic Stimuli. JOSHUA BECKMANN (Western Kentucky University) and Michael Young (Southern Illinois University at Carbondale)

Differential Disruption of Timing Due to Procedural Variations in Temporal Discriminations. ERIN A. MCCLURE, Kathryn A. Saulsgiver, and Clive D. L. Wynne (University of Florida)

#419 Symposium

5/26/2008
1:30 PM - 2:50 PM
4D
DEV; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Dolleen-Day Keohane, Ph.D.

Observing Responses as Related to the Sequential Application of Prelistener and Listener Verbal Developmental Protocols
Chair: Dolleen-Day Keohane (Teachers College, Columbia University)

Increasing Observing Responses Through the Sequential Application of Prelistener and Listener Verbal Developmental Protocols. Dolleen-Day Keohane, NICOLE LUKE, Petra Wiehe, Victoria L. Sterken, Jackie Maffei-Lewis, Kristen Pelick, and R. Douglas Greer (Teachers College, Columbia University)

Increasing Observing Responses through a Verbal Developmental Protocol Using Conjugate Reinforcement to Condition Faces. DOLLEEN-DAY KEOHANE and Jackie Maffei Lewis (Teachers College, Columbia University)

The Effects of Teaching Imitative Responses Using a Mirror and the Induction of Generalized Imitation and Observing Responses in Children With Autism. Dolleen-Day Keohane and VICTORIA L. STERKEN (Teachers College, Columbia University)

Rate of Learning and the Emergence of Developmental Capabilities in Preschool Aged Children With and Without Autism. SHIRA A. ACKERMAN (Teachers College, Columbia University)

#420 International Paper Session

5/26/2008
1:30 PM - 2:50 PM
Stevens 1
AUT

Outcomes for Young Children With Autism
Chair: Diane Sainato (The Ohio State University)

Project TASK: Transition for Children With Autism to School from Kindergarten. (Service Delivery) DIANE M. SAINATO (The Ohio State University), Sunhwa Jung (Otterbein College), Rebecca S. Morrison (Oakstone Academy), Judah Axe (The Ohio State University), and Susan Snyder and Nikki Kerns (Oakstone Academy)

The Effectiveness of Community-Based Intensive Behavioural Intervention: A Waitlist Comparison Study. (Applied Behavior Analysis) HELEN E. FLANAGAN and Adrienne M. Perry (York University) and Nancy L. Freeman (Surrey Place Centre)

Starting off on the Right Foot: One Year of Behavior Analysis in Practice. (Applied Behavior Analysis) JEREMY H. GREENBERG (Applied Behavioral Consulting Services, LLC) and Rosa C. Martinez (The Childrens Center for Early Intervention)

#421 Panel Discussion

5/26/2008
1:30 PM - 2:50 PM
4A
OTH; Applied Behavior Analysis

Professional Development Series: Aspects of Being a Board Certified Behavior Analyst
Chair: Jennifer Sweeney (Columbus Children's Hospital Autism Center, Kent State)

PATRICK M. GHEZZI (University of Nevada, Reno)
RITA HONAN (Trinity College Dublin)
CHRISTINE L. RATCLIFF (Behavior Analyst Certification Board)
KAREN A. GOULD (May Institute/Northeastern)

#422 Symposium

5/26/2008
1:30 PM - 2:50 PM
Waldorf
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Philip N. Chase, Ph.D.

Recent Curriculum Developments in Mathematics
Chair: Harold E. Lobo (West Virginia University)

Methods of Inquiry for Computer-Based Mathematics Curricula. PHILIP N. CHASE, Chata A. Dickson, Vennessa L. Walker, Harold E. Lobo, and Andrew Lightner (West Virginia University)

Developmental Evaluation of iPASS. CHATA A. DICKSON, Philip N. Chase, Harold E. Lobo, and Vennessa L. Walker (West Virginia University)

Field Evaluations of iPASS: Adoption and External Validity. ROBERT L. COLLINS (iLearn, Inc.), Kristin Mayfield (iLearn, Inc.)

Morningside Mathematics Foundations: A Description and Some Data. KENT JOHNSON (Morningside Academy)

#423 Symposium

5/26/2008
1:30 PM - 2:50 PM
Continental A
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Pamela Osnes, Ph.D., BCBA

Research in Language Development, Verbal Behavior, and the ABLLS-R: Data and Challenges
Chair: Sara Lynn Kuperstein (Behavior Analysts, Inc.)
Discussant: Caio F. Miguel (California State University, Sacramento)

What Do We Really Know About the Development of an Imitative Repertoire in Individuals With a Diagnosis of Autism Spectrum Disorder? JAMES W. PARTINGTON and Scott W. Partington (Behavior Analysts, Inc.)

ABLLS-R Research Outcomes ABLLS-R: The Evidence and the Implications. PAMELA G. OSNES, Joel Vidovic, Koji Takeshima, and James W. Partington (Behavior Analysts, Inc.)

Research at the STARS School: Pitfalls, Challenges, and Rewards of Research Implementation in the "Real World". JOEL VIDOVIC, Pamela G. Osnes, and Kanako Yamamoto (Behavior Analysts.com)

#424 Symposium

5/26/2008
1:30 PM - 2:50 PM
Williford A
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Kathleen Lane, Ph.D., BCBA

School-Wide Positive Behavior Support Programs Across the K-12 Continuum
Chair: Kathleen L. Lane (Vanderbilt University)
Discussant: James J. Fox (East Tennessee State University)

The Application of School-Wide Positive Behavior Support at a Rural High School to Decrease Disruptive Behavior for Both Typical Students and Students Identified With Special Needs. LEIA D. BLEVINS, James J. Fox, and Kim Allison (East Tennessee State University)

School-Wide PBS at the Middle School Level: The Importance of Systematic Screening. KATHLEEN L. LANE (Vanderbilt University)

Primary Prevention Programs at the Elementary Level: How Do Students Respond? KATHLEEN L. LANE (Vanderbilt University)

#425 International Paper Session

5/26/2008
1:30 PM - 2:50 PM
Astoria
TBA

Science in Practice in Teaching Behavior Analysis
Chair: Oliver Mudford (University of Auckland)

Observer Accuracy with Continuous Recording. (Applied Behavior Analysis) OLIVER C. MUDFORD (University of Auckland) and Neil T. Martin (The Treehouse Trust)

Operationally Defining Positive Behavior Supports: The 5 Step Competing Schedules Model. (Applied Behavior Analysis) BENJAMIN W. SMITH (University of North Carolina at Greensboro)

The Games We Play. (Applied Behavior Analysis) INNA GLAZ KANEVERSUSKY (San Diego Mesa College)

#426 Paper Session

5/26/2008
1:30 PM - 2:50 PM
Marquette
OBM

System and Behavioral Measurement in OBM
Chair: Tamina Stuber (Western Michigan University)

Using Six Sigma and Behavioral Systems Analysis (BSA) Tools to Address Performance Issues in a Pharmaceutical Manufacturing Environment. (Applied Behavior Analysis) JENNIFER ONEA HOLTMAN and Heather M. McGee (Western Michigan University)

Using the PDC and Performance Matrix to Improve Employee Behavior in a Nonprofit Organization. (Applied Behavior Analysis) SEASON ALMASON, Heather M. Mcgee, and Jessica L. Fouch (Western Michigan University)

Measuring Toy Cleaning Practices in a Pediatric Hospital Playroom. (Applied Behavior Analysis) TAMINA A. STUBER, Krista Gabriau, and Alyce M. Dickinson (Western Michigan University)

#427 Symposium

5/26/2008
1:30 PM - 2:50 PM
Chicago & Alton; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Taming the Domestic Beast: Shaping Friendly Behavior in Aggressive Dogs and Feral Cats With Negative Reinforcement
Chair: Kristy Muir (University of North Texas)
Discussant: Philip N. Hineline (Temple University)

Shaping With Negative Reinforcement: Problems and Solutions. JESUS ROSALES-RUIZ, Kellie S. Snider, and Angela Drake (University of North Texas)

From Aggressive to Friendly: Shaping Sociable Behavior in Aggressive Dogs with Negative Reinforcement. KELLIE S. SNIDER and Jesus Rosales-Ruiz (University of North Texas)

From Feral to Friendly: Shaping "Tameness" In Felines With Negative Reinforcement. ANGELA DRAKE and Jesus Rosales-Ruiz (University of North Texas)

#428 Symposium

5/26/2008
1:30 PM - 2:50 PM
Williford B
EDC; Service Delivery

Teacher Preparation, Knowledge, and Execution of Effective Classroom Management Principles: Implications for Behavioral Consultation
Chair: Regina M. Oliver (Vanderbilt University)

Teacher Preparation in Classroom Management: Are Teachers Prepared for Behavioral Consultation? REGINA M. OLIVER and Daniel J. Reschly (Vanderbilt University)

Teachers' Knowledge and Use of Effective Classroom Management Strategies: Prerequisites to Consultation-Based Behavioral Interventions. TARA C. PARTIN, Daniel Maggin, Rachel Robertson, and Joseph Wehby (Vanderbilt University)

Teacher Praise and Opportunities for Students to Respond to Academic Questions: Pre and Post Intervention. DANIEL MAGGIN, Tara C. Partin, Rachel Robertson, and Joseph Wehby (Vanderbilt University)

A Teacher-Focused School-Based Intervention in Classrooms With Students with E/BD: Teacher Maintenance of the Intervention. RACHEL ROBERTSON, Daniel Maggin, Tara C. Partin, and Joseph Wehby (Vanderbilt University)

#429 Symposium

5/26/2008
1:30 PM - 2:50 PM
Continental C
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Elizabeth Martineau, Ed.S., BCBA

Teaching Higher Level Skills Using Visual Prompts That are First Embedded, Then Used for Reference, Then Eliminated
Chair: Elizabeth Martineau (Nashoba Learning Group)

Teaching Addition, Subtraction, Skip Counting, and Multiplication Using Visual Prompts That are First Manipulated, Then Faded. ELIZABETH MARTINEAU, Crystal Seagle, Jessica St. Pierre, and Allison Smith (Nashoba Learning Group)

Use of a Reference Model to Teach Receptive and Expressive Prepositions. Elizabeth Martineau, JESSICA SLATON, Tara Montoure, and Karen Potts (Nashoba Learning Group)

Using and Fading Color Coding and Text Sorting to Teach Students to Answer Textually and Orally Presented Who/What/Where/When Questions. Elizabeth Martineau, TARA MONTOURE, Crystal Seagle, and Laura Brennan (Nashoba Learning Group)

Beyond the Mand for Items. Use and Fading of Sentence Frames to Teach Mands for Actions and Commenting Using Augmentative Communication Systems. Elizabeth Martineau, MAUREEN LACERTE, and Tara Montoure (Nashoba Learning Group)

#430 Symposium

5/26/2008
1:30 PM - 2:50 PM
Boulevard A
CBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Michael P. Mozzoni, Ph.D., BCBA

Treatment of Persons with Acquired Brain Injuries: Skill Acquisition and Behavior Change
Chair: Maria N. Myers (Oregon Institute of Technology)
Discussant: Michael P. Mozzoni PhD./BCBA (Learning Services Corporation)

Decreasing Out-of-Seat and Noncompliant Behavior in a Brain Injured Child through Verbal Praise Reinforcement. MARIA N. MYERS (Oregon Institute of Technology)

Speaking Their Language: Fluency Training for People Diagnosed With Aphasia Secondary to Brain Injury. BRITNI LIPSMYER (Timber Ridge Ranch)

Decreasing Latency Through Reinforcement in a Child With an Acquired Brain Injury. MEGAN RAE HEINICKE (Western Michigan University)

#431 Symposium

5/26/2008
1:30 PM - 2:50 PM
Stevens 5
VRB; Applied Behavior Analysis
BACB CE Offered. CE Instructor: JeanneMarie Speckman, Ph.D.

We're Ready to Learn Now! Protocols and Tactics for Establishing Prereader Verbal Capabilities
Chair: JeanneMarie Speckman (Fred S. Keller School/Teachers College, Columbia University)

The Effects of Playful Physical Contact as an Establishing Operation on Preschoolers' Correct Academic Responses. JoAnn Pereira Delgado and HYE-SUK LEE PARK (The Fred S. Keller School) and Jinhyeok Choi (Teachers College, Columbia University)

The Effects of a Mirror Procedure on the Emergence of Generalized Imitation. JoAnn Pereira Delgado (The Fred S. Keller School), JEANNEMARIE SPECKMAN (Fred S. Keller School/Teachers College, Columbia University), and R. Douglas Greer (Teachers College, Columbia University)

The Effects of Reciprocal Peer Tutoring on the Emission of Verbal Operants by Children in Generalized Settings. KIMBERLY VOGT (Teachers College, Columbia University)

The Effects of Intensive Tact Instruction and Multiple Exemplar Instruction on the Emergence of Naming. NIRVANA PISTOLJEVIC, Mindy Bunya Rothstein, and R. Douglas Greer (Teachers College, Columbia University)

#432 International Paper Session

5/26/2008
2:00 PM - 2:20 PM
PDR 4
INT/EAB

Efectos de Nombres Comunes y Respuestas Comunes en la Emergencia de Clases de Equivalencia II: Protocolos Verbales.
YORS A. GARCIA, Anna Neises, Adam Hahs, and Ruth Anne Rehfeldt (Southern Illinois University)

#433 Symposium

5/26/2008
2:00 PM - 3:20 PM
Inspiration Studio; Blackstone Hotel, 5th Floor
BPH; Experimental Analysis

Factors Contributing to the Development of Tolerance and Sensitization to Drugs of Abuse
Chair: Matt Locey (University of Florida)

Is Cocaine Locomotor Sensitization a Within-Subject Effect? JULIE A. MARUSICH, Marc N. Branch, and Jesse Dallery (University of Florida)

Chronic Nicotine Adminstration Produces Sensitization to Increases in Locomotion and Tolerance to Decreases in Lever Pressing. BETHANY R. RAIFF and Jesse Dallery (University of Florida)

Modulation of the Topographical Characteristics of Amphetamine-Induced Hyperactivity by an Operant Contingency. JONATHAN PINKSTON and Stephen Fowler (University of Kansas)

Contingencies Affecting the Development of Tolerance and Sensitization: Random-Ratio Versus Random-Interval Schedule. ADAM KYNASTON, Wesley P. Thomas, and Amy Odum (Utah State University)

#434 International Symposium

5/26/2008
2:00 PM - 3:20 PM
Boulevard B
CBM; Applied Behavior Analysis

New Developments in the Assessment of Clinically Relevant Behavior
Chair: Jordan T. Bonow (University of Nevada, Reno)

Developing a Functional Assessment of Depression. SABRINA MICHELLE DARROW, William C. Follette, Thomas J. Waltz, Jordan T. Bonow, and Megan Oser (University of Nevada, Reno)

Discounting Performance and its Relation to Psychological Health and Distress. THOMAS J. WALTZ and William C. Follette (University of Nevada, Reno)

Examining the Effect of a Self-as-Context Intervention on Multiple Measures of Task Persistence. MICHAEL LEVIN, Thomas J. Waltz, James Edward Yadavaia, and Steven C. Hayes (University of Nevada, Reno)

The Effect of an ACT-Based Brief Protocol in Altering Avoidance Responding. Carmen M. Luciano Soriano, SONSOLES VALDIVIA-SALAS, and Francisco José Ruiz Jiménez (University of Almería), Francisco Cabello Luque (University of Murcia, Spain), Dermot Barnes-Holmes (National University of Ireland, Maynooth), Michael J. Dougher (University of New Mexico), Miguel Rodriguez-Valverde (University of Jaen), and Olga Gutierrez Martinez (Universidad de Granada)

#435 Paper Session

5/26/2008
2:30 PM - 2:50 PM
PDR 4
INT/TPC

¿Porqué los Datos no Son Suficientes Para Aumentar el Uso de las Practicas Efectivas?
Deirdre Lee Fitzgerald (Eastern Connecticut State University), JESSICA PAREDES (New England Center for Children), Tricia Heavysides and Melissa Michaud (Eastern Connecticut State University), Mapy Chavez-Brown (Wagner College), and Inmaculada Gomez Becerra (Universidad Almeria (Spain))

#436 Invited Presenter

5/26/2008
2:30 PM - 3:20 PM
International North
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Henry S. Roane, Ph.D., BCBA

Assessment and Treatment of Idiosyncratic Response Relations in Children With Autism Spectrum Disorder
Chair: Joel E. Ringdahl (University of Iowa)

HENRY S. ROANE (University of Nebraska Medical Center & Munroe-Meyer Institute)



Dr. Henry S. Roane received his Ph.D. in 2000 from Louisiana State University in School Psychology with an emphasis on the assessment and treatment of behavior disorders in individuals with developmental disabilities under the supervision of Timothy Vollmer and Dorothea Lerman. He completed a predoctoral internship in pediatrics and psychology at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine in 1999 with Cathleen Piazza and Wayne Fisher. From there he served in various positions at the Marcus Institute. At present Dr. Roane is an Associate Professor at the University of

Nebraska Medical Center and is the Director of the Severe Behavior Disorders program at the Center for Autism Spectrum Disorders at the Munroe-Meyer Institute in Omaha, Nebraska. He is a licensed psychologist in the State of Nebraska and is a Board Certified Behavior Analyst. He is an Associate Editor for the *Journal of Applied Behavior Analysis*, is on the Editorial Boards of the *Journal of School Psychology*, *Research in Autism Spectrum Disorders*, and *Behavior Analysis in Practice*, and is on the Board of Directors for the Behavior Analyst Certification Board and the Society for the Experimental Analysis of Behavior. His clinical and research interests focus on the treatment of severe destructive behavior problems in children and adolescents and the evaluation of reinforcement schedules in applied settings.

Abstract: Autism is a neurological disorder characterized by several core symptoms (e.g., social withdrawal, repetitive behavior). Many individuals with autism also display associated destructive behavior (e.g., self-injury, aggression). Functional analysis has emerged as the primary method of assessing those variables that maintain destructive behavior (e.g., positive reinforcement, negative reinforcement). However, among some individuals with autism, functional analysis outcomes are sometimes ambiguous. This presentation will describe several cases in which initial functional analyses did not identify the maintaining reinforcement contingency for destructive behavior. For all cases, descriptive observations yielded information that led to the identification of an idiosyncratic maintaining reinforcement contingency. Specifically, destructive behavior was maintained by contingent access to repetitive behavior. Following these assessments, treatments were developed in which the participants were taught an alternative method of accessing repetitive behavior. Finally, we developed alternate, more socially appropriate forms of repetitive behavior for each participant. The results of these cases will be discussed in relation to examining interactions between core symptoms of autism and the occurrence of destructive behavior.

#437 Invited Presenters

5/26/2008
2:30 PM - 3:50 PM
Grand Ballroom
CSE/DDA; Service Delivery
BACB CE Offered. CE Instructor: Michael Weinberg, Ph.D., BCBA

Licensing of Behavior Analysts
Chair: Henry S. Pennypacker (University of Florida)

T. V. JOE LAYNG (Headsprout)
JAMES A. MULICK (The Ohio State University)
MICHAEL F. DORSEY (The Vinfen Corporation and Gordon College)
JOSEPH D. CAUTILLI (Children Crisis Treatment Center/St. Joseph's University)

Abstract: In recent years, the need for qualified behavior analysts meeting has been growing nationally. A particular need area for services for children and adolescents with autism spectrum disorders, and Asperger's syndrome is on the rise. There appear to be many more individuals, providers, and schools in need of services by qualified behavior analysts, which is exemplified by the data indicating alarmingly high rates of autism in the United States. Thus, there has been a strain on systems that are unable to provide needed services, in part due to fewer available BACB certificants than need may dictate. Additionally, behavior analysts typically are not eligible for third party payment by Medicaid or managed care, and there is a need to ensure consumer protection and adherence to ethical standards. One approach that has been proposed to address these concerns is pursuing licensure for behavior analysts. Proponents of licensure believe it would permit service delivery by qualified behavior analysts, will allow for greater assurance of meeting ethical standards and enhanced consumer protection, and increase likelihood of third party payment. The panel will present both pro and con views, and permit the audience to form its own opinions on this important issue.



Dr. T. V. Joe Layng co-founded Headsprout and serves as the company's Senior Scientist where he led the scientific team that developed Headsprout's patented Generative Learning Technology. This technology forms the basis of the company's Headsprout Early Reading program, for which Joe was the chief architect.

From 1991 to 1996, Joe was the Director of the Academic Support Center, and then Dean of Public Agency and Special Training Programs and member of the President's Executive Committee at Malcolm X College in Chicago. At Malcolm X College, Joe founded the Personalized Curriculum Institute (PCI), based on the Morningside Model of Generative Instruction, for those students with high school diplomas who had skills below the eighth-grade level. He served as CEO for a computer software development and publishing firm in the 1980's.

Joe has extensive experience in instructional design, both animal and human learning sciences research, and clinical behavior analysis. His clinical practice has focused primarily on adult therapy, though not exclusively. Joe, along with others at the Behavior Analysis Research Laboratory at the University of Chicago, collaborated with Israel Goldiamond in the development and application of Systemic versus Topical functional analysis and treatment. He has provided training and served as a learning science and clinical behavior analysis consultant to corporations, universities, public agencies, and mental health facilities for over thirty years.

With Dr. Paul T. Andronis and Dr. Israel Goldiamond, Joe helped perform and publish the basic experimental work and lay the conceptual foundation for contingency adduction. Contingency adduction provides an account of how behavior shaped in one set of circumstances can be recruited for an entirely different function in another set of circumstances. He also performed and published basic experimental research on some of the variables leading to the relapse of clinically significant behavior, as well as on constructional approaches to clinical intervention. Joe holds a Ph.D. in Behavioral Science (Biopsychology) from the University of Chicago.



Prof. James A. Mulick received his B.A. degree in psychology from Rutgers College in New Brunswick, NJ, and then completed graduate studies at the University of Vermont, where he received his M.A. and Ph.D. degrees in general psychology, specializing in learning and behavioral development. He completed a postdoctoral fellowship in clinical child psychology at the Child Development Institute, Division for Disorders of Development and Learning, at the University of North Carolina, Chapel Hill. He has held clinical supervisory positions at Murdoch Center, Butner, NC, the Eunice Kennedy Shriver Center for Mental Retardation in Waltham, MA, and the Child Development Center of Rhode Island Hospital in Providence. Dr. Mulick has taught and held graduate faculty appointments at Northeastern University, the University of Rhode Island, and the Brown University Program in Medicine, and presently has a joint appointment as Professor in the departments of Pediatrics and Psychology at The Ohio State University, Columbus.

Professor Mulick has published over 100 articles, chapters and books in the areas of learning, developmental psychobiology, behavior analysis, mental retardation and developmental disabilities, policy analysis, and curriculum development for advanced and postdoctoral professional education. He is co-editor of the award winning *Handbook of Mental Retardation*, as well as the books *Parent-Professional Partnerships in Developmental Disability Services*, *Manual of Diagnosis and Professional Practice in Mental Retardation*, and *Prevention of Developmental Disabilities, Controversial Therapies for Developmental Disabilities, Handbook of Intellectual and Developmental Disabilities*. He was the Series Editor of the four-volume *Transitions in Mental Retardation* monograph publication sponsored by Northeast Region X of the American Association on Mental Retardation. He is a member of the editorial review boards of *Disability and Health Journal* and *Behavioral Interventions* and reviews for many scientific journals. Dr. Mulick has served in elected and appointed leadership roles in several scientific and professional societies, is a Fellow of the American Psychological Association (APA), the American Association for Applied and Preventive Psychology, and the American

Psychological Society, and a Clinical Fellow of the Behavior Therapy and Research Society. He has been elected to the APA Council of Representatives representing the Division of MRDD. He served as a founding board member of the Association for Science in Autism Treatment until 2002 and continues in an advisory role, and he serves on the advisory board of the Cambridge Center for Behavioral Studies. He received the Karl F. Heiser Presidential Award for Advocacy on Behalf of Professional Psychology from APA in 1998. Research interests include basic and applied behavior analysis, ecological methods in behavior analysis, early childhood and developmental psychopathology, mental retardation, psychopharmacology, and policy analysis relating to children and the handicapped.



Dr. Michael F. Dorsey is a Board Certified Behavior Analyst® and a licensed Psychologist. He is the Director of Clinical Services in the Mental Retardation Division of the Vinfen Corporation, Cambridge, Massachusetts, and the Director of Graduate Instruction for the Summit Academy Institute at Gordon College. Additionally, Dr. Dorsey is the Founding President of the Greater Boston Association for Behavior Analysis. Dr. Dorsey earned his Ph.D. in Psychology, with a specialization in applied behavior analysis, from Western Michigan University, Kalamazoo, Michigan in 1979, where he was one of Dr. Brian Iwata's first doctoral students. During his career, Dr. Dorsey has had the unique privilege to serve on the faculty of several prestigious universities and colleges, including the Johns Hopkins University School of Medicine. He is an author/co-author of many professional publications, including participating with Dr. Iwata in the seminal article in the development of the Functional Analysis/Assessment methodology. Currently Dr. Dorsey spends much of his professional time conducting Independent Educational Evaluations for parents and school districts. He has testified as an expert witness in numerous Bureau of Special Education Appeals (BSEA) cases, as well as an expert witness in various probate, superior, and federal Court cases involving the education and treatment of individuals diagnosed with developmental disabilities. Dr. Dorsey is an authority in the area of functional analysis, the education of children diagnosed with Pervasive Developmental Disorder and the treatment of severe challenging behavior.



Dr. Joseph D. Cautilli received his first master's from Temple University in Counseling Psychology and his second through Temple University's Applied Behavior Analysis program in Special Education. He completed his Ph.D. in 2005 in school psychology from Temple University. He is licensed in Pennsylvania as a counselor and is board-certified in behavior analysis. Dr. Cautilli has served as adjunct professor at two major universities. At Temple, he taught over a dozen courses in regular education, special education, and applied behavior analysis including courses on Behavioral Consultation over the course of seven years. Currently, he serves as faculty in the Applied Behavior Analysis Master's sub-track within the Criminal Justice Program at St. Joseph's University, a program he designed. Dr. Cautilli has extensive editorial experience and severed as the lead and founding editor for 6 journals to date. Dr. Cautilli has extensive experience in both the clinical and managerial aspects of behavioral health rehabilitation programs for children. He has written numerous articles on the subject. Dr. Cautilli also serves as an appellate due process officer in the state of Pennsylvania. He has decided on more than 100 opinions and has written more than 30. He is an active member of the behavioral community and has founded over 10 list serves on behavior analysis. In addition, he has been an active ABAI member founding three special interest groups and serving as the chair of an additional special interest group.

#438 Paper Session

5/26/2008
3:00 PM - 3:20 PM
Boulevard C
CBM

Biological Causation, Big Pharma, and the Duping of the American People: Update 2008. (Service Delivery)
W. JOSEPH WYATT (Marshall University)

#439 Panel Discussion

5/26/2008
3:00 PM - 3:50 PM
4A
OTH; Theory

Professional Development Series: Perspectives on the Future of Behavior
Chair: Erick M. Dubuque (University of Nevada, Reno)

SIGRID S. GLENN (University of North Texas)
LINDA J. HAYES (University of Nevada, Reno)
EDWARD K. MORRIS (University of Kansas)

#440 International Symposium

5/26/2008
3:00 PM - 4:20 PM
Stevens 4
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Monika Suchowierska, Ph.D., BCBA

Addressing Problem Behavior: Ethical and Clinical Issues
Chair: Monika M. Suchowierska (Warsaw School of Social Psychology)
Discussant: Helen Yoo (New York State Institute for Basic Research)

Addressing Problem Behavior: Ethical and Clinical Issues. MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology)

Reduction of Vocalizations and Hyperactivity of a Girl With Autism. MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology) and Agnieszka Aksamit-Ramotowska (Center for Early Intervention Step by Step)

Reduction of Self-Aggression and Temper Tantrums of a Boy With Autism. AGNIESZKA AKSAMIT-RAMOTOWSKA (Center for Early Intervention Step by Step) and Monika M. Suchowierska (Warsaw School of Social Psychology)

#441 Symposium

5/26/2008
3:00 PM - 4:20 PM
PDR 2
CSE; Theory

Applications of Cultural Analytic Science to Social Change
Chair: Mark A. Mattaini (Jane Addams College of Social Work, University of Illinois at Chicago)
Discussant: Anthony Biglan (Oregon Research Institute)

Behavior Analytic Understanding of Conservatism Versus Liberalism in American Politics: The Example of Capital Punishment. RICHARD F. RAKOS (Cleveland State University)

Stimulus Relations, Consequence Analysis, and Social Change. SARAH K. MOORE (National Development and Research Institutes, Inc.) and Mark A. Mattaini (Jane Addams College of Social Work, University of Illinois at Chicago)

The Science of Nonviolent Social Action II: Strategic Action. MARK A. MATTAINI (Jane Addams College of Social Work, University of Illinois at Chicago)

#442 Symposium

5/26/2008
3:00 PM - 4:20 PM
Marquette
OBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Marco Tomasi, Ph.D., BCBA

Applications of OBM and BBS Techniques in Privately-Owned Businesses
Chair: Marisa Snow (Florida State University)
Discussant: Marco D. Tomasi (Florida State University)

The Effects of Performance Management on Customer Service Behaviors at a Private Airport. ALLISON C. BLAKE (Florida State University), Sarah E. Casella (Florida Institute of Technology), and Jon S. Bailey (Florida State University, Behavior Management Consultants, Inc., Florida Association for Behavior Analysis)

Have a Safe Flight: Using Behavior-Based Safety Interventions at a General Aviation Facility. SARAH E. CASELLA (Florida Institute of Technology), Allison C. Blake (Florida State University), and Jon S. Bailey (Florida State University, Behavior Management Consultants, Inc., Florida Association for Behavior Analysis)

Order Up! An Investigation of Task Clarification and Feedback on the Efficiency of Beverage Order Completion. MELISSA A. WILSON (Furman University) and Jeanine P. Stratton (Furman University)

#443 Panel Discussion

5/26/2008
3:00 PM - 4:20 PM
PDR 1
CSE; Applied Behavior Analysis

Behavioral Interventions for Tobacco: Prevention, Treatment, and Advocating
Chair: Allison Y. Lord (Tobacco Outreach Technology, Inc.)

SHERMAN YEN (Asian American Anti-Smoking Foundation)
ZACHARY P. SHOEMAKER (Behavioral and Counseling Services)
MICHAEL E. ROHR (Behavioral and Counseling Services, LLC)
ALLISON Y. LORD (Tobacco Outreach Technology, Inc.)

#444 Symposium

5/26/2008
3:00 PM - 4:20 PM
Stevens 2
AUT; Service Delivery
BACB CE Offered. CE Instructor: Kelly Ferris, M.Ed., BCBA

Current Topics in Autism Intervention
Chair: Michael Fabrizio (Organization for Research and Learning)

Precision Teaching Intervention Related to Theory of Mind and Perspective Taking Skills. HEIDI CALVERLEY, Krista Zambolin, and Michael Fabrizio (Organization for Research and Learning)

Transition Programming for Adolescents With Autism. ANDREW M. SYVERTSEN (The Chicago School of Professional Psychology and Families for Early Autism Treatment of Washtington), Michael Fabrizio (Organization for Research and Learning), Sara J. Pahl (Fabrizio/Moors Consulting), and Shane D. Isley (Families for Early Autism Treatment of Washington)

Coordinating Home-School Consultation Across Behavior Analytic Programs. KATHLEEN S. LAINO (Organization for Research & Learning), Rebecca Phillips (Families for Early Autism Treatment of Washington), and Kelly J. Ferris (Organization for Research & Learning)

Student Learning Outcomes From Precision Teaching Based Instrucitonal Programs: Four Data-Based Case Studies. KELLY J. FERRIS, Holly Almon-Morris, and Michael Fabrizio (Organization for Research and Learning)

#445 Paper Session

5/26/2008
3:00 PM - 4:20 PM
Stevens 5
AUT

Data Collection and Autism Service Delivery
Chair: Kathryne Schooley (BEST Consulting, Inc.)

Data Collection in Early Autism Intervention: An Investigation of Frequency, Percent Correct, and Rate. (Applied Behavior Analysis) KATHRYNE BALCH SCHOOLEY, Mark Adams, Dena Mendoza, and Alyson Padgett (BEST Consulting, Inc.)

Interobserver Observer Agreement (IOA) in Clinical Application: IOA Competition Between ABA Treatment Teams. (Service Delivery) SARAH CHO, Jamie Gibson, Laura Weigel, and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Using Portable Web-Enabled Devices for Real-Time Data Recording: Low-Cost and No-Cost Solutions You Can Do. (Applied Behavior Analysis) JAMES T. TODD (Eastern Michigan University) and Lisa M. Manthey (Wayne State University)

#446 Panel Discussion

5/26/2008
3:00 PM - 4:20 PM
4D
DEV/TPC; Theory
BACB CE Offered. CE Instructor: Peter Killeen, Ph.D.

Evolutionary Developmental Biology
Chair: Jacob L. Gewirtz (Florida International University)

SUSAN M. SCHNEIDER (Florida International University)
CLIVE D. L. WYNNE (University of Florida)
JACOB L. GEWIRTZ (Florida International University)
PETER KILLEEN (Arizona State University)

#447 Symposium

5/26/2008
3:00 PM - 4:20 PM
PDR 3
TPC; Theory

Observational Methods: Some Must-Knows and Some Ought-to-Considers
Chair: Jessica M. Ray (University of Central Florida)
Discussant: W. Kent Anger (Oregon Health & Science University)

Train-to-Code: An Adaptive Expert System for Errorless Training of Coding Skills. JESSICA M. RAY (University of Central Florida) and Roger D. Ray ((Al)2, Inc./Rollins College)

Alternative Observational Recording Methods and Their Implications. DAVID A. ECKERMAN (University of North Carolina, Chapel Hill), Roger D. Ray ((Al)2, Inc./Rollins College), and Jessica M. Ray (University of Central Florida)

Issues in Observational Training and Accuracy/Agreement Attainments. ROGER D. RAY ((Al)2, Inc./Rollins College) and Laura Marie Milkosky and Nicole Catherine Hogan (Rollins College)

#448 Symposium

5/26/2008
3:00 PM - 4:20 PM
Williford A
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Linda Heitzman-Powell, Ph.D., BCBA

School-Wide Positive Behavior Supports at the Classroom Level
Chair: Rachel L. White (University of Kansas)

Natural Rates of Teacher Praise and Reprimand in Elementary Schools. HOWARD P. WILLS (Juniper Gardens Children's Project) and Rachel L. White (University of Kansas)

Student Engagement as a Consequence of Teacher Attention to Positive and Negative Behaviors. RACHEL L. WHITE (University of Kansas), Howard P. Wills (Juniper Gardens Children's Project), and Linda Heitzman-Powell (University of Kansas)

The Use of a Classroom Atmosphere Scale (CLAS) to Measure Classroom Level Positive Behavior Supports. LINDA HEITZMAN-POWELL and Rachel L. White (University of Kansas) and Howard P. Wills (Juniper Gardens Children's Project)

Changing the Classroom Environment. KIMBERLY K. BESSETTE (University of Kansas), Howard P. Wills (Juniper Gardens Children's Project), and Rachel L. White (University of Kansas)

#449 Paper Session

5/26/2008
3:00 PM - 4:20 PM
Stevens 1
DDA

Service Delivery in Developmental Disabilities II
Chair: Merrill Winston (Professional Crisis Management, Inc.)

The Prone Holding Controversy: Is it Dangerous? (Service Delivery) MERRILL WINSTON and Neal N. Fleisig (Professional Crisis Management, Inc.)

The Differential Effects of Synthesized and Digitized Voice Output in an Augmentative Communication Device Used to Establish Vocal Tacts. (Experimental Analysis) NICHOLAS HAMMOND and David A. Pyles (The Chicago School of Professional Psychology)

The Effects of Paraprofessional Proximity on the Social Interaction of Children With and Without Disabilities. (Applied Behavior Analysis) JOANIE MARIE GARRO, MA, BCBA (Private Consultant)

#450 Symposium

5/26/2008
3:00 PM - 4:20 PM
Boulevard A
CBM; Service Delivery
BACB CE Offered. CE Instructor: R. Wayne Fuqua, Ph.D.

Simulation-Based Training to Improve Communication and Teamwork and Reduce Medical Errors
Chair: R. Wayne Fuqua (Western Michigan University)
Discussant: Terry E. McSween (Quality Safety Edge)

Reducing Medical Errors: In Situ Simulation to Assess and Train Team Management Skills in Health Care Settings. R. WAYNE FUQUA and William Hamman (Western Michigan University), Jeff Beaubien (Aptima, Inc.), Amy M. Gullickson (Western Michigan University), Rick Lammers (Michigan State University/Kalamazoo Center for Medical Studies), and Beth Seiler (Western Michigan University)

Designing Simulation-Based Assessment and Training: Behavioral Principles and Applications. AMY GROSS and R. Wayne Fuqua (Western Michigan University)

Training and Assessing Team Skills: A Review and Synopsis of the Empirical Literature. KRYSTYNA A. ORIZONDO-KOROTKO, Amy M Gullickson, and R. Wayne Fuqua (Western Michigan University)

#451 Symposium

5/26/2008
3:00 PM - 4:20 PM
Waldorf
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: David Lee, Ph.D., BCBA

The Role of Reinforcement in Classroom Settings
Chair: Phillip J. Belfiore (Mercyhurst College)
Discussant: Christopher Skinner (University of Tennessee)

Teacher Preparation: Teaching the Principles and Application of Positive Reinforcement. JUDITH SYLVA (California State University, San Bernardino) and Doreen J. Ferko (California State University, Fullerton)

Time-Based Versus Task-Based Contingencies: Which are More Effective for Independent Academic Assignments? YOUJIA HUA, Samuel Stansbery, and David L. Lee (Pennsylvania State University)

The Role of Classroom Environment in Persistence. DAVID L. LEE (Pennsylvania State University), Phillip J. Belfiore (Mercyhurst College), and Douglas Dexter (Pennsylvania State University)

#452 Symposium

5/26/2008
3:00 PM - 4:20 PM
Stevens 3
OTH; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Nathan Blenkush, Ph.D., BCBA

The Treatment of Refractory Severe Problem Behaviors
Chair: Nathan Blenkush (Judge Rotenberg Center)

Systems of Reinforcement at the Judge Rotenberg Center. RACHEL NICOLLE MATTHEWS (Judge Rotenberg Center)

Myths and Omission Regarding Contingent Skin-Shock. NATHAN BLENKUSH (Judge Rotenberg Center)

The Effectiveness of Contingent Skin Shock in Reducing Refractory Aggressive Behaviors. ROBERT VON HEYN (Judge Rotenburg Center)

Treating Severe Behaviors Emitted by Non-MR/Autistic Individuals. PATRICIA RIVERA (Judge Rotenburg Center)

#453 International Symposium

5/26/2008
3:00 PM - 4:20 PM
Metra; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Time and Timing: Experimental Analyses
Chair: John M. Hyland (University of Ulster, Coleraine Campus)
Discussant: Federico Sanabria (Arizona State University)

Time After Time: Analyzing Temporal Relational Responding Using a Dual-Task Procedure. JOHN M. HYLAND (University of Ulster, Coleraine Campus), Denis P. O'Hora (National University of Ireland, Galway), and Julian C. Leslie (University of Ulster)

The Effects of Mixing Sample Duration on Time Judgments. PATRICIA A. D'ATENO-ALTMAN, Bruce L. Brown, Nancy S. Hemmes, and Lanny Fields (Queens College & Graduate Center of City University of New York)

The Effects of a Fear Cue on Time Estimation. ERICH K. GROMMET, Bruce L. Brown, Nancy S. Hemmes, and A. Harvey Baker (Queens College & Graduate Center of City University of New York)

#454 International Paper Session

5/26/2008
3:00 PM - 4:20 PM
Astoria
TBA

Training Methods and Research Internationally
Chair: Javier Virues-Ortega (Instituto de Salud Carlos III)

ABA Student Research in Auckland, New Zealand: Examples from a Scientist Practioner Framework. (Applied Behavior Analysis) ANGELA ARNOLD-SARITEPE (University of Auckland, New Zealand)

BACB Approved Course Sequence Program by ABA Spain: A Gateway for Accreditation for the Spanish-Speaking World. (Applied Behavior Analysis) JAVIER VIRUÉS-ORTEGA (Instituto de Salud Carlos III) and Tomás J. Carrasco Giménez (Universidad de Granada)

Bridging Instructional Divides in Multicultural Nigerian Society: Applied Behavior Analysis. (Service Delivery) STELLA ADA KANU (University of Ibadan)

#455 Symposium

5/26/2008
3:00 PM - 4:20 PM
Williford B
EDC; Service Delivery

Using an Evidence-Based Practice Decision Making Process to Bring Best Practices to Culturally and Linguistically Diverse Learners
Chair: Trina D. Spencer (Utah State University)

An Evidence-Based Practice Decision Making Process. DOUGLAS B. PETERSEN, Trina D. Spencer, Erin Horrocks, and Lee L. Mason (Utah State University)

Topography-Based or Selection-Based Communication: An Evidence-Based Decision Making Example. TRINA D. SPENCER and Douglas B. Petersen (Utah State University)

Decision Making: How to Incorporate Evidence Based Practices About Choice Making Interventions. LEE L. MASON and Erin Horrocks (Utah State University)

Merging Evidence Based Practices and Cultural and Linguistic Diversity. ERIN HORROCKS and Douglas B. Petersen (Utah State University)

#456 Symposium

5/26/2008
3:00 PM - 4:20 PM
Williford C
EDC; Applied Behavior Analysis

Writing Interventions From Middle School to Middle Age
Chair: Sheila R. Alber-Morgan (The Ohio State University)

The WIP (Writing Intervention Project) for Middle School. TERRI HESSLER (The Ohio State University, Newark) and Moira Konrad, Sheila R. Alber-Morgan, and Madoka Itoi (The Ohio State University)

Improving Handwriting of High School Students With Mild to Moderate Developmental Disabilities Using Repeated Practice. Helen I. Cannella-Malone and EDWARD D. PARKER (The Ohio State University)

A Review of the Writing Intervention Literature for Individuals With Intellectual Disabilities. MOIRA KONRAD and Laurice Joseph (The Ohio State University)

Self-Management of Scholarly Productivity in Higher Education. TERRI HESSLER (The Ohio State University, Newark), and Helen I. Cannella-Malone, Sheila R. Alber-Morgan, and Moira Konrad (The Ohio State University)

#457 Symposium

5/26/2008
3:30 PM - 4:50 PM
International South
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Eileen Roscoe, Ph.D., BCBA

Assessment and Treatment of Problem Behavior Maintained by Automatic Reinforcement
Chair: Eileen M. Roscoe (The New England Center for Children)

Functional Analysis and Treatment of Chronic Rumination and Vomiting. SARAH E. BLOOM and Brian A. Iwata (University of Florida)

Functional Analysis of Echolalia and its Treatment Using Script Fading. AMANDA KARSTEN and Wayne Fisher (Munroe-Meyer Institute)

A Comparison of Redirection With and Without Response Interruption for Reducing Stereotypy Maintained by Automatic Reinforcement. AIMEE GILES, Eileen M. Roscoe, Sacha Pence, and William H. Ahearn (The New England Center for Children)

Analysis of a Self-Restraint Response Hierarchy. DARREL G. MORELAND, Henry S. Roane, and Kelly J. Bouxsein (Munroe-Meyer Institute), Robert R. Pabico (The Marcus Institute), and Michael E. Kelley (Marcus Institute/Emory University)

#458 Symposium

5/26/2008
3:30 PM - 4:50 PM
Continental A
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Michele Wallace, Ph.D.

Empirical Investigations and Conceptual Analyses of Verbal Behavior Training for Children With Autism
Chair: Michele D. Wallace (California State University, Los Angeles)
Discussant: Thomas S. Higbee (Utah State University)

Using a Chaining Procedure to Increase Complexity of Echoics in Children With Autism. Jonathan J. Tarbox and SARAH NIEHOFF (Center for Autism and Related Disorders, Inc.), Barbara C. Aguilar (University of Nevada, Reno), and Wendy Sanchez and Wendy Jacobo (Center for Autism and Related Disorders, Inc.)

Comparing Picture Exchange and Manual Signs for the Acquisition of Mands in Young Children With Autism. MEGAN D. NOLLET (University of Nevada, Reno), Michele D. Wallace (California State University, Los Angeles), and Maria T. Stevenson (University of Nevada, Reno)

A Comprehensive Analysis of Mand Training. MICHELE D. WALLACE and Robert Haupt (California State University, Los Angeles)

#459 Panel Discussion

5/26/2008
3:30 PM - 4:50 PM
Boulevard B
CBM/TPC; Service Delivery

Evidence Based Practice Reviews: Clinical Psychology
Chair: Mike P. Twohig (Utah State University)

ANDREW BUSCH (University of Wisconsin, Milwaukee)
CLINTON FIELD (Utah State University)
JASON BRIAN LUOMA (University of Nevada, Reno)
DOUGLAS W. WOODS (University of Wisconsin, Milwaukee)

#460 Symposium

5/26/2008
3:30 PM - 4:50 PM
El; Blackstone Hotel Concourse Level
EAB; Experimental Analysis

Experimental Analysis of Human Social Behavior: Symposium in Honor of David R. Schmitt
Chair: Cynthia J. Pietras (Western Michigan University)

The Bargaining Problem: A Behavioral Economic Analysis of Reinforcer Allocation in Human Exchanges. RALPH SPIGA (Temple University) and Steven R. Hursh (Institutes of Behavior Resources & John Hopkins University School of Medicine)

Social Responses During a Modified Prisoner's Dilemma: Effects of Nicotine Withdrawal. DEBORAH ANNE HAAS (Headsprout, Inc.) and Ralph Spiga and Evan Roberts (Temple University)

Functional Dimensions of Social Behavior: The Cases of Partial Altruism (Cooperation) and Competition. Emilio Ribes-Iñesta and NORA RANGEL (University of Guadalajara)

The Sharing Game: Social Factors. ARTHUR KENNELLY and Edmund J. Fantino (University of California, San Diego)

#461 Symposium

5/26/2008
3:30 PM - 4:50 PM
Inspiration Studio; Blackstone Hotel, 5th Floor
BPH; Experimental Analysis

Factors Influencing the Modulation of Psychomotor Stimulants Effects on Operant Behavior
Chair: Matthew Weaver (University of Florida)

Modulation of d-Amphetamine's Effects on Behavior Based on Delay of Administration. KATHRYN A. SAULSGIVER, Erin A. McClure, and Clive D. L. Wynne (University of Florida)

Evaluation of IRT > t Performance Following the Recovery From Amphetamine-Induced Focused Stereotypy. JONATHAN PINKSTON and Stephen Fowler (University of Kansas)

Effects of d-Amphetamine on Delay Discounting: Role of Delay Signals. CHRISTINE HUGHES and Raymond C. Pitts (University of North Carolina, Wilmington)

Capacity and Initial Sensitivity to Cocaine. MATTHEW WEAVER (University of Florida), Jon Friedel (University of North Texas), and Marc Branch (University of Florida)

#462 Symposium

5/26/2008
3:30 PM - 4:50 PM
Continental B
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Mark O'Reilly, Ph.D., BCBA

Further Examination of the Use of Motivating Operations When Working With Persons With Autism and Developmental Disabilities
Chair: Mark F. O'Reilly (University of Texas at Austin)

An Examination of the Behavior-Altering Effect of the Motivating Operation During Leisure Activities. JEFFREY MICHAEL CHAN, Mark O'Reilly, Mandy J. Rispoli, Russell Lang, and Wendy A Machalicek (University of Texas at Austin)

Influences of Motivational Operations on Challenging Behaviors in the Classroom. Mark O'Reilly, MANDY J. RISPOLI, Wendy A Machalicek, and Russell Lang (University of Texas at Austin)

A Systematic Analysis of the Influence of Motivating Operations on the Acquisition, Maintenance, and Generalization of Mands. TONYA N. DAVIS and Mark O'Reilly (University of Texas at Austin)

Evaluation of a Functional Assessment Methodology for Determining Behavioral Indicators of Satiation. WENDY A MACHALICEK, Mark O'Reilly, Russell Lang, Mandy J. Rispoli, Jeffrey Michael Chan, and Tonya N. Davis (University of Texas at Austin)

#463 Symposium

5/26/2008
3:30 PM - 4:50 PM
Boulevard C
CBM; Applied Behavior Analysis

Human Objectification, Part II: Applying ACT for Stigma
Chair: Lindsay B. Fletcher (University of Nevada, Reno)

Review of the Research on ACT and Stigma. LINDSAY B. FLETCHER (University of Nevada, Reno)

Examining the Relationship Between Obesity-Related Stigma, Quality of Life, Psychological Distress, and Avoidant Coping. JASON LILLIS (VA Palo Alto Healthcare System) and Steven C. Hayes (University of Nevada, Reno)

An RCT Comparison of ACT and Psycho-Educational Training for Staff Working With Personality Disordered Clients. SUSAN ELIZABETH CLARKE (Dorset HealthCare NHS Foundation Trust, Bournemouth University) and Georgina Fradgley and Bob Remington (University of Southampton)

ACT for Self-Stigma With Substance Use Disorder. BARBARA S. KOHLENBERG (University of Nevada School of Medicine) and Jason Brian Luoma, Lindsay B. Fletcher, and Steven C. Hayes (University of Nevada, Reno)

#464 Symposium

5/26/2008
3:30 PM - 4:50 PM
Continental C
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: John T. Rapp, Ph.D., BCBA

Recent Advances in the Assessment and Treatment of Stereotypy
Chair: John T. Rapp (St. Cloud State University)

An Evaluation of Events that Alter the Value of Stereotypy: Some Preliminary Effects of Conditioned Motivating Operations. MARC LANOVAZ (Centre de Réadaptation Lisette-Dupras) and John T. Rapp (St. Cloud State University)

Changes in Stereotypy as a Function of Antecedent Stimulation and Access to Stereotypy. GREGORY J. SWANSON and John T. Rapp (St. Cloud State University)

The Effects of Conjugate Reinforcement Versus Noncontingent Reinforcement on Levels of Stereotypy. DEAN SMITH (UK Young Autism Project) and John T. Rapp (St. Cloud State University)

Using a Stimulus Preference Assessment to Predict the Effects of Noncontingent Access to Preferred Stimulation on Levels of Stereotypic Chin-Tapping. TYLA M FREWING and John T. Rapp (St. Cloud State University)

#465 Symposium

5/26/2008
3:30 PM - 4:50 PM
Barbershop; Blackstone Hotel, Concourse Level
EAB; Theory

Selection by Consequences: A Computational Theory of Behavior Dynamics
Chair: J. J. McDowell (Emory University)

The Evolutionary Dynamics of Selection by Consequences: Theory and Data. J. J. MCDOWELL (Emory University)

Fine Structure of Behavior Produced by the Evolutionary Theory. SAULE KULUBEKOVA (Emory University)

Comparison of the Evolutionary Theory to Catania's Computational Model Based on the Operant Reserve. JOHN P. BERG (Emory University)

Relationship of the Evolutionary Dynamics to the Classic and Modern Theories of Matching. MARCIA L. CARON (Emory University)

#466 Paper Session

5/26/2008
3:30 PM - 4:50 PM
Joliet
OBM

Studies in Behavioral Safety
Chair: Kristin Rost (Queens College & Graduate Center of City University of New York)

The Effects of Social Modeling on Safety Behavior. (Applied Behavior Analysis) RYAN B. OLSON (Oregon Health and Science University), Ariel Grosshuesch (Western Michigan University), and Sara Schmidt and Mary Gray (Portland State University)

The Long-Term Effects of Behavioral Safety in a Petroleum Refinery. (Service Delivery) KRISTEN ROST (Queens College & Graduate Center of City University of New York), Wanda V. Myers and Terry E. McSween (Quality Safety Edge), and Alicia M. Alvero (Queens College & Graduate Center of City University of New York)

Self-Solicited Feedback: Effects of Hourly Pay and Individual Monetary Incentive Pay. (Applied Behavior Analysis) JULIE M. SLOWIAK and Alyce M. Dickinson (Western Michigan University)

5/26/2008
3:30 PM - 4:50 PM
International North
VRB/TPC; Theory
BACB CE Offered. CE Instructor: Mark Sundberg, Ph.D., BCBA

The Role of the Listener in the Analysis of Verbal Behavior
Chair: William F. Potter (California State University, Stanislaus)

MARK L. SUNDBERG (Sundberg and Associates)
DAVID C. PALMER (Smith College)
PHILIP N. HINELINE (Temple University)
HANK SCHLINGER (California State University, Los Angeles)

Abstract: Listening is action, as one can plainly see when someone abruptly turns off the stereo in the middle of a stirring passage of music. We sing along to music, and we speak along with speakers, but the dimensions of this behavior are obscure, and the role it plays in the complex effects verbal behavior has on the listener is unknown. A common misunderstanding about Skinner's (1957) analysis of verbal behavior is that he neglects the behavior of the listener. It is true that he shifts the primary focus of the analysis to the speaker. However, the listener still plays a critical role in a behavioral analysis of language. For example, in reacting to autoclitics, if autoclitic relations are to be operative, the listener's discriminations must coordinate with those of the speaker. This panel will explore the range of potential listener behavior and discuss the extent to which interpretations of complex behavior require an understanding of it, and whether the domain is experimentally too intractable to bring into order.



Dr. Mark L. Sundberg received his doctorate degree in Applied Behavior Analysis from Western Michigan University (1980). He is the founder and past editor of the journal *The Analysis of Verbal Behavior*, and co-author of the books *Teaching Language to Children with Autism or Other Developmental Disabilities*, *The ABLLS*, and *A Collection of Reprints on Verbal Behavior*. He has published over 40 professional papers, given over 400 conference presentations and workshops, and taught 80 college courses on behavior analysis, verbal behavior, sign language, and child development. He is a past-president of the Northern California Association for Behavior Analysis, and a past-chair of ABAI's Publication Board. Dr. Sundberg has received numerous awards, including the 2001 "Distinguished Psychology Department Alumnus Award" from Western Michigan University.



Dr. David C. Palmer held a bachelor's degrees in geology and English, while devoting his postgraduate years to avoiding the draft when he chanced to pick up a copy of *Walden Two* from a friend's bookshelf. He read the rest of the Skinner canon and spent the next decade trying to start an experimental community and preaching radical behaviorism to anyone who would listen. Eventually he entered graduate school under the guidance of John Donahoe. He was happy in grad school and would be there still if the University of Massachusetts had not threatened to change the locks. He has spent the last 18 years as the token behaviorist at Smith College. During that time he co-authored, with Donahoe, *Learning and Complex Behavior*. He continues to puzzle over the interpretation of memory, problem-solving, and, particularly, verbal behavior. He still thinks Skinner was right about nearly everything.



Dr. Philip N. Hineline received a B.A. from Hamilton College and a Ph.D. from Harvard University and spent three years at the Walter Reed Army Institute of Research before moving to Temple University, where he is now a Professor. While developing the "interteach format" for use in classroom teaching, he has maintained a laboratory-based teaching environment, where much of the mentoring occurs between graduate and undergraduate students. He has served as Associate Editor, as Editor, and as Review Editor of the *Journal of the Experimental Analysis of Behavior*. He has been President of ABA International, as well as of Division 25 of the American Psychological Association, the Eastern Psychological Association, and the Society for the Experimental Analysis of Behavior. He has received several awards for excellence in teaching, research, and service to the field, the most recent being the Fred S. Keller Behavioral Education Award, from Division 25 of the American Psychological Association. His conceptual writing has addressed the characteristics of explanatory language and the controversies that have confronted behavior analysis. His basic research has focused upon temporal extension in behavioral/psychological processes, with recent applied work evaluating behavioral interventions and addressing skill acquisition for persons who implement those interventions.



Dr. Hank Schlinger received his Ph.D. in Psychology from Western Michigan University where he also completed a postdoctoral fellowship in behavioral pharmacology. He was a professor of psychology at Western New England College in Massachusetts before moving to Los Angeles in 1999. He is now Assistant Professor of Psychology and Coordinator of the M.S. Program in Applied Behavior Analysis at California State University, Los Angeles. Dr. Schlinger has authored (or co-authored) three books *Psychology: A Behavioral Overview* (1990), *A Behavior-Analytic View of Child Development* (1995) (which was translated into Japanese), *Introduction to Scientific Psychology* (1998) and more than forty scientific articles.

#468 Symposium

5/26/2008
3:30 PM - 4:50 PM
Chicago & Alton; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

The Structure of Behavior in the Domestic Dog
Chair: Monique A. R. Udell (University of Florida)

The Use of Human Given Cues by Canids: Factors That Predict Success or Failure on an Object Choice Paradigm. MONIQUE A. R. UDELL and Clive D. L. Wynne (University of Florida)

Who's Your Master? Imitation and Social Learning in Dogs (*Canis familiaris*)? NICOLE R. DOREY and Clive D. L. Wynne (University of Florida)

Can Domestic Dogs Locate a Disappearing Object After Altering Their Orientation? SYLVAIN FISET (Université de Moncton in Edmundston)

Toys as a "Natural" Stimulus Class in the Domestic Dog. ERICA FEUERBACHER and Jesus Rosales-Ruiz (University of North Texas)

#469 Tutorial

5/26/2008
4:00 PM - 4:50 PM
Grand Ballroom
CSE; Service Delivery
BACB CE Offered. CE Instructor: Michael Weinberg, Ph.D., BCBA

Licensure for Behavior Analysts: Has the Time Arrived?
Chair: Maria R. Ruiz (Rollins College)

MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)



Dr. Michael Weinberg is editor and a co-founder of the *Behavior Analyst Today*, and Behavior Analyst Online journals, and founder and president of Orlando Behavior Health Services, L.L.C., a BACB approved CE provider. He received his Ph.D. in 1985 in the experimental analysis of behavior program at Temple University, and B.A. in psychology in 1977 with an ABA focus at the E.K. Shriver Center and Northeastern University. Dr. Weinberg is a licensed psychologist in three states, and a Board Certified Behavior Analyst, with over 30 years of experience in the field, providing treatment to children and adults with developmental disabilities, autism, emotional and behavioral disorders, and other disorders. He has been on the part-time faculty of Temple University, Psychology Department, and adjunct at Rutgers University and Penn State University. He was also a BACB approved independent instructor of certification courses in Florida. Dr. Weinberg has published articles and book chapters in behavior analysis in the areas of juvenile justice, functional analysis, and reactive attachment disorder. He conducts workshops and training on OBM, behavioral counseling approaches, and other areas. A Trustee of the Cambridge Center for Behavioral Studies, and collaborated in the development of an accreditation process for programs providing ABA services.

Abstract: This tutorial will focus on the comments made in the preceding panel discussion on the topic of licensure of behavior analysts by Joseph Cautilli, Ph.D., BCBA. In his presentation, Dr. Cautilli presented a comparison analysis of the professionalism of behavior analysis and other professions, with regard to licensure and their histories. This tutorial will present some parallel histories of development with other professions including psychology, social work, speech, and the NBCC (certification for counselors). The issue of licensure for behavior analysts is indeed a controversial one with myriad guild, professional and legal ramifications and considerations. Given the now 50 year history of behavior analysis' flagship journal, JEAB, and 40 years of JABA, as well as the creation of the BACB in 2000, now the standard for behavior analyst practitioners in the United States and other countries, has the time come for licensure? The reasons for licensure and what makes it different from certification will be presented. Ethical and legal ramifications (protecting the public), as well as third party payment, are among the main distinctions, and reasons for pursuing licensure.

#470 Panel Discussion

5/26/2008
4:00 PM - 4:50 PM
4A
OTH; Service Delivery

Professional Development Series: How to Obtain Grant Funding
Chair: Timothy C. Fuller (University of Nevada, Reno)

JESSE DALLERY (University of Florida)
WILLIAM V. DUBE (University of Massachusetts Medical School, E.K. Shriver Center)
KENNETH SILVERMAN (Johns Hopkins University)

5/26/2008
5:00 PM - 5:50 PM
Grand Ballroom
BACB CE Offered. CE Instructor: William L. Heward, Ph.D., BCBA

Presidential Address: Why Be a Behavior Analyst?
Chair: Janet Twyman (Headsprout)

WILLIAM HEWARD (The Ohio State University)



Dr. William L. Heward is Professor Emeritus 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. Dr. Heward's current research interests include "low-tech" methods for increasing the effectiveness of group instruction and adaptations of curriculum and instruction that promote the generalization and maintenance of newly learned knowledge and skills.

Abstract: In her 2007 Presidential Address, Janet Twyman urged us to think objectively about the status and health of behavior analysis as a science. For me, the most profound and important question she posed was this: "Why be a behavior analyst today and not something else?" Although in some respects our field has changed dramatically in recent decades, I believe the answer to this question has not. Consider that today's behavior analyst has access to conceptual tools, behavior change strategies, and measurement and evaluation tactics that are more powerful and sophisticated than ever before. As a result, behavior analysis has a greater capacity than ever before to help make the world a better place. Several examples of how behavior analysis is contributing to the betterment of humankind will be presented to illustrate this potential. In sizing up the contributions of contemporary behavior analysis, current and potential, it is easy to overlook the fact that the behavior analyst's toolkit, while quite different on the surface than that of several decades ago, is derived from fundamental principles and techniques that have long been part of our field's heritage. All behavior analysts, whether they work in the conceptual, basic, or applied branches of the science, share a common empirical and philosophical ancestry. One way to understand and communicate this heritage is to examine some of the wisdom about the study and practice of behavior analysis from our field's founders and pioneering researchers. These axioms will be well known to this organization's veteran members (though it won't hurt any of us to review them). Such a review takes on special urgency in a growing organization with one half of its members having entered the field in the last decade. Some of ABAI's younger members—those whose work will determine the future directions, vitality, and usefulness of behavior analysis—may have had limited exposure to these timeless lessons about science, behavior, and the science of behavior. The process of examining some of the contributions of contemporary behavior analysis alongside the wisdom of those who made such advancements possible answers the question, "Why be a behavior analyst?"

#472 International Poster Session

5/26/2008
6:00 PM - 7:30 PM
South Exhibit Hall
AUT

1. Using Video Simulation of Social Situation to Help Social Happiness for Children With ASD. (DDA; Service Delivery) JEONGIL KIM (Lotus Flowers Children Center & Daegu University) and Kyong Bong Kim, Yoon Hee Lee, Soo Ok Song, Ok Ja Lee, Min Jeong Lee, Jee Hyun Shon, and Hyun Eu Kim (Lotus Flowers Children Center, KOREA)

2. Step-Wise Parent Training to Generalize Feeding Treatment Gains to Caregivers. (DDA; Applied Behavior Analysis) Katharine Gutshall, TAIRA LANAGAN, John Galle, and Rachel S. F. Tarbox (Center for Autism and Related Disorders, Inc.)

3. A Further Comparison of Contingent versus Noncontingent Reinforcement Delivery. (Applied Behavior Analysis) PAUL A. NIESEN and David E. Kuhn (Kennedy Krieger Institute)

4. Increasing Acceptance Using Differential Reinforcement Across Multiple Foods. (DDA; Applied Behavior Analysis) Katharine Gutshall, Rachel S. F. Tarbox, and JOHN GALLE (Center for Autism and Related Disorders, Inc.)

5. Decreasing Inappropriate Mealtime Behaviors through Competing Noncontingent Reinforcement. (DDA; Applied Behavior Analysis) Katharine Gutshall, ARTHUR E. WILKE, and John Galle (Center for Autism and Related Disorders, Inc.)

6. Feeding Problems in Young Children With Autistic Spectrum Disorders: A Review of the Literature. (EDC; Applied Behavior Analysis) SOYEON KANG (University of Texas at Austin)

7. A Comparison of Simultaneous and Consecutive Electronic Media Reinforcement for Reducing Food Selectivity. (DEV; Applied Behavior Analysis) KELI KROK, Erica R. Webster, and Shannon Kay (May Institute)

8. Increasing Play Initiations by Embedding Them Within a Photographic Activity Schedule. (EDC; Applied Behavior Analysis) SARAH KINGERY, Joseph M. Vedora, and Robert K. Ross (BEACON Services)

9. Increasing the Eating of Non-Preferred/Novel Foods in a 2.5-Year-Old Boy With Autism. (EDC; Applied Behavior Analysis) GILAH HABER, Joseph M. Vedora, and Robert K. Ross (BEACON Services)

10. Negative Reinforcement (Escape) and Token Economy. (DDA; Applied Behavior Analysis) JANE MORTON, Will Sharp, David Jaquess, Philip Cook, and Brian M. Hinchcliffe (The Marcus Institute)

11. The Use of Siblings as Establishing Operations in Feeding Refusal Programs for Two Children. (DDA; Applied Behavior Analysis) CYNTHIA R. BLACKLEDGE (Lizard Children's Centre/UHS Schools) and Michelle A. Furminger and Elizabeth Watson (Lizard Children's Centre)

12. Treatment Outcome After Admission to an Interdisciplinary Feeding Disorders Program: Comparison of Children With and Without Autism. (CBM; Applied Behavior Analysis) PETER GIROLAMI (Kennedy Krieger Institute), Rinita B. Laud (Louisiana State University/Kennedy Krieger Institute), Aaron D. Lesser (Kennedy Krieger Institute), Tina R. Goldsmith (Western Michigan University), James H. Boscoe (Columbus Organization), and Charles S. Gulotta (Kennedy Krieger Institute)

13. Use of Power Cards With a Child With Autism. (DDA; Applied Behavior Analysis) HEIDI HAGEN, Laura Swanson, K. Mark Derby, Anjali Barretto, and T. F. McLaughlin (Gonzaga University)

14. Can Children With Autism Learn to Protect Themselves From the Lures of Strangers? (EDC; Applied Behavior Analysis) NURGUL AKMANOGLU and Elif Tekin-Iftar (Anadolu Üniversitesi)

15. Play and Joint Attending in Autism: Does a Social Communication Intervention Have an Effect? (EDC; Experimental Analysis) JENNIFER A. LONCOLA (DePaul University) and Lesley Craig-Unkefer (University of Minnesota)

16. Teaching Initiation of Conversation to Children With Autism. (Applied Behavior Analysis) ANNA BUDZINSKA, Marta Wojcik, and Iwona Ruta-Sominka (Institute for Child Development)

17. Use of a Visual Activity Schedule to Promote Interactive Play in Children With ASD. (EDC; Applied Behavior Analysis) KATIE H ARTIANO, Ann Filer, and Robert K. Ross (BEACON Services)

18. Use of a Conversation Box to Increase Social/Verbal Interaction in Children With Autism. (EDC; Applied Behavior Analysis) AMIE HAEGLE, Ann Filer, and Robert K. Ross (BEACON Services)

19. Teaching Tone of Voice Discrimination to a 7-Year-Old With Autism. (EDC; Experimental Analysis) KARA BERNIER and Robert K. Ross (BEACON Services)

20. Improving Social Skills for Children With PDD and Their Typical Peers in a Reverse Integration Preschool Setting. (EDC; Applied Behavior Analysis) CHRISTINA STUART (Weymouth Public Schools) and Kim Klemek and Joseph M. Vedora (BEACON Services)

21. The Use of Thematic Scripts to Decrease Verbal Perseverations and Increase Conversation Skills in an Individual With Autism. (Applied Behavior Analysis) Piera Interdonati, HESTER BEKISZ, Michelle Nucci, and Mary Bainor (The Genesis School) and Mary Ellen Mcdonald (Eden II Programs/The Genesis School)

22. A Comparison of the Use of Visual Cues and Video Modeling to Increase Social Behavior. (EDC; Applied Behavior Analysis) EMILY LOOKNER, Amy Muehlberger, and Robert K. Ross (BEACON Services)

23. Video Modeling Procedures to Increase Food Acceptance in a Young Child With Autism. (EDC; Applied Behavior Analysis) STEPHANIE ALLEN and Robert K. Ross (BEACON Services)

24. Teaching Functional Gesture Use to Children With Autism. (Service Delivery) JAMIE WALDVOGEL, John Hoch, Jacqueline M. Harth, and James O'Neill (Behavioral Dimensions, Inc.), and Nancy G. Schussler (Behavioral Dimensions, MPLS)

25. The Effects of Multiple-Exemplar Instruction on the Acquisition of Empathy. (Applied Behavior Analysis) Tracy Reilly-Lawson and NICOLE A PIECHOWICZ (Teachers College, Columbia University)

26. Statistical Comparison of Three Effect Sizes of Peer-Mediated Interventions for Young Children With Autism. (EDC; Applied Behavior Analysis) JIE ZHANG, John J. Wheeler, and George Chitiyo (Tennessee Technological University)

27. Generalization Effects of Social Story Interventions for Individuals With Autism Spectrum Disorders. (CSE; Applied Behavior Analysis) JENNIFER ABRAHAM, Britney Mauldin, and Heather Sterling-Turner (The University of Southern Mississippi)

28. Teaching Foundational Perspective-Taking to Children With Autism Using Relational Frame Theory. (EAB; Applied Behavior Analysis) EVELYN GOULD (Centre for Early Autism Treatment) and Steve Noone (MSc in ABA, University of Wales, Bangor)

29. Teaching Employability Skills to Individuals With Autism: A Synthesis of the Literature. (DDA; Service Delivery) KYLE BENNETT and Charles Dukes (Florida Atlantic University)

30. Increasing Accuracy With Vocational Tasks: Using a Stimulus Prompt to Teach Numeral to Quantity Correspondence. (DDA; Applied Behavior Analysis) BARBARA HOFFMANN, Melissa Kahn, Caroline Lamere, Katie Redden, and Bridget A. Taylor (Alpine Learning Group)

31. Teaching Adolescents With Autism to Mand for Materials During Vocational Tasks. (EDC; Applied Behavior Analysis) KARISSA MASUICCA, Laura Jane Tolve, Erin B. Richard, Hannah E. Hoch, and Bridget A. Taylor (Alpine Learning Group)

32. The Effects of a "Late" Intervention Package on the Behavior of an Adult With ASD. (Service Delivery) RENEE HINTON AUTREY (Autrey Behavior Support Servces) and D. Reed Bechtel (Bechtel Behavioral Services)

33. Training "Advanced" Tact for Children With Developmental Disorders. (DDA; Applied Behavior Analysis) YUNO TAKEUCHI, Hiroshi Sugasawara, and Jun'ichi Yamamoto (Keio University)

34. Teaching Students the Value of a Buck: An Application of the Matching Law. (EDC; Applied Behavior Analysis) VALERIE A. EVANS and Virginia Plum (Devereux C.A.R.E.S.)

35. A Comparison of Two Backward Chaining Procedures to Teach Independent Play Skills. (DDA; Applied Behavior Analysis) DANIEL B. SHABANI and Ashley Smeester (Shabani Institute)

36. Enhancing Attention to Stimuli to Facilitate Conditional Discrimination. (TPC; Applied Behavior Analysis) AARON J. FISCHER, Anibal Gutierrez, Jr., Melissa N. Hale, Jennifer Stella Durocher, and Michael Alessandri (University of Miami)

37. Teaching a Child With Autism to Describe Features of Objects. (DDA; Applied Behavior Analysis) RYAN BERGSTROM and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

38. Assessing for Generalization From Receptive Preposition Training to Expressive Preposition Tacting in a Young Child With Autism. (DDA; Applied Behavior Analysis) SUSIE BALASANYAN and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

39. A Comparison of Discrete Trial and Fluency Training to Teach Sight Words. (EDC; Applied Behavior Analysis) NICKIE LAU (California State University, Los Angeles; Autism Behavior Consultants), Michele D. Wallace (California State University, Los Angeles), Helen Donnelly and Heather Unger (Autism Behavior Consultants), Carolyn Leigh Zemlick (Behavioral Building Blocks, Inc. (B3) & California State University, Los Angeles), and Marissa R. Martinez and Veronica Oneto (California State University, Los Angeles)

40. Comparing the Effects of Single- and Multiple-Target Trials in Teaching Skills to Children Diagnosed With Autism. (VRB; Applied Behavior Analysis) KRISTINA VARGO, Nicholas R Vanselow, and Kevin P. Klatt (University of Wisconsin, Eau Claire)

41. Comparing Verbal, Textual, and Auditory Cues to Increase Social Language in an 11-Year-Old With Autism. (EDC; Service Delivery) STEPHANIE BEARD and David M. Corcoran (BEACON Services)

42. Decreasing Latency to Respond During One-to-One Instructional Sessions With an Adolescent With Autism. (Applied Behavior Analysis) Jeffrey S. Garito, KATHRYN M PETERSON, and Lacey R Bailey (Lancaster-Lebanon Intermediate Unit 13)

43. Comparison of Progressive Time Delay and Errorless Teaching. (Applied Behavior Analysis) KRISTIN LESLEY MCCOLE, Erin M. Elfers, and Mark Wolery (Vanderbilt University)

44. Behavioral Interventions for Improving Accuracy of Response in Academic Tasks for Adolescent With Autism and Developmental Disability. (DDA; Applied Behavior Analysis) KIRK CHANG, Lacey R. Bailey, Jonathan Ivy, James N. Meindl, and Kathryn M. Peterson (Lancaster-Lebanon Intermediate Unit 13 (IU #13))

45. Using Principles of Behavior Analysis to Teach Students With Autism to Use AAC. (EDC; Service Delivery) LINDSAY RANDLE (Heartspring)

46. Aggression and Self-Injury: Snapshots of a Successful Intervention. (CSE; Applied Behavior Analysis) JAMES N. MEINDL (Intermediate Unit #13)

47. System Changes to Teach a 7-Year-Old Boy With Autism in His Home School. (OBM; Applied Behavior Analysis) NICOLE L. BANK and David B. Hatfield (Developmental Behavioral Health, Inc.)

#473 Poster Session

5/26/2008
6:00 PM - 7:30 PM
South Exhibit Hall
CBM

48. Parent and Child Exact Agreement and How it Relates to Diabetes Treatment Adherence. (CSE; Service Delivery) BLAKE M. LANCASTER (University of Nebraska Medical Center, Munroe-Meyer Institute)

49. Exploring the Use of Visual Prompts to Assist With Orientation Following Traumatic Brain Injury. (Applied Behavior Analysis) CHRISTINA M. PETERS (ReMeD Rehabilitation)

50. A Behavioral Interpretation of Factitious Disorder. (CBM; Applied Behavior Analysis) SEAN M. CORIATY and Tina M. Trudel (Lakeview NeuroRehabilitation Center)

51. Adherence to Exercise Regimen in Response to Behavioral Contracting and Public Posting. (EAB; Applied Behavior Analysis) ALBERT MALKIN (The Chicago School of Professional Psychology), John P. Smagner (University of Chicago), and Diana J. Walker (The Chicago School of Professional Psychology)

52. Bowel and Bladder Regimen Adherence for Young Adults With Spina Bifida. (Applied Behavior Analysis) BRIDGET G. GIBBONS, Adrianna M. Amari, and Melissa A. Meyers (Kennedy Krieger Institute) and Keith J. Slifer (Kennedy Krieger Institute/Johns Hopkins University)

53. The Buddy System: Increasing Compliance With Diet and Exercise in Persons With Brain Injury. (Service Delivery) BILLIE O'CONNOR, Bridget A. Shore, Carrie Reali, Mary V. Burke, and Shanita Allen (Florida Institute for Neurologic Rehabilitation)

54. Toward More Precise Prediction and Control of Health Behavior: A Functional Analysis of Emotion in Cardiac Rehabilitation. (Applied Behavior Analysis) PAULETTE J. CHRISTOPHER, Michael J. Dougher, Laura Bouldin, and Bruce Smith (University of New Mexico)

55. A Fear Reduction Intervention on Behaviorally Limited Functional Movements for Patients With Chronic Back Pain. (Applied Behavior Analysis) Alan Nasypany (University of Idaho) and ANDREW H. HAWKINS (West Virginia University)

56. Treatment of Childhood Obesity: An Opportunity for Behavior Analysts. (Applied Behavior Analysis) NICOLE M. SWEENEY, SungWoo Kahng, and Nicole Lynn Hausman (Kennedy Krieger Institute) and Alyssa Fisher and Teresa Troiano (University of Maryland, Baltimore County)

57. CB Ferster and Bad Feelings: Functional Analytic Models of Depression Among Prostate Cancer Patients. (Applied Behavior Analysis) CHRISTOPHER F. SHARPLEY (University of New England), Vicki Bitsika (Bond University), and David Harry Christie (East Coast Cancer Centre)

58. Toward Increasing the Cost-Effectiveness of Contingency Management: Using Percentile Schedules and Escalating Quality of Reinforcement in an Intervention Designed to Reduce Smoking in College Students. (BPH; Applied Behavior Analysis) BRANTLEY P. JARVIS, J. Philip Erb, Kristin A. Kiel, Jessica Greta Marie Irons, and Sherry L. Serdikoff (James Madison University)

59. The Function of Behavior Analysis in Health Psychology: Cross-Citations and JABA Publication Analyses. (TPC; Applied Behavior Analysis) ALEK JOSEPH REED (University of Illinois at Urbana-Champaign), Derek D. Reed (Syracuse University), Florence D. DiGennaro Reed (Melmark New England), Travis Cos (Drexel University), and Rita M. Gardner (Melmark New England)

60. HSF: A Case Study: Smoking Cessation, Increasing Physical Activity (Exercise), and Weight Loss Reduction. (Applied Behavior Analysis) VICTORIA FOGEL (University of South Florida)

#474 Poster Session

5/26/2008
6:00 PM - 7:30 PM
South Exhibit Hall
CSE

61. Swimming Skill Acquisition via iPod Video Modeling. (EDC; Applied Behavior Analysis) JOANNA M. KOOISTRA, Kionne A. Feaster, and Paula K. Davis (Southern Illinois University Carbondale)

62. Possible Influences of Behavior Function on the Daily Patterns of Problem Behavior in Educational Settings: A Retrospective Descriptive Analysis. (EDC; Applied Behavior Analysis) KENDRA L WICKLAND, John T. Rapp, Amanda M. Colby, and Nairim C Rojas Ramirez (St. Cloud State University)

63. ABA on the Run: The Use of a Premack Contingency to Increase Running Behaviors. (Applied Behavior Analysis) JESSICA L FERGUSON and Marco D. Tomasi (Florida State University)

64. Behavioral Observation Used to Estimate Pesticide Exposure for Farm Workers in Brazil. (TPC; Applied Behavior Analysis) DAVID A. ECKERMAN (University of North Carolina, Chapel Hill), Cristiano Coelho and Lincoln S. Gimenes (Universidade De Brasilia), and Erick Rôso Huber (Universidade Católica de Goiás)

65. Relation Between Depression and Family Conflicts in Adolescents of Mexico. (EDC; Applied Behavior Analysis) NORMA COFFIN, Monica Alvarez Zuñiga, Maria de Lourdes Jimenez Renteria, and Arturo Silva Rodríguez (Universidad Nacional Autónoma de México)

66. A Needs Assessment and Intervention to Increase Fluorescent Lamp Recycling Behaviors Within Commercial Properties. (EAB; Applied Behavior Analysis) MEGAN MARIE LYONS (Virginia Tech), Rachael E. Budowle (Center for Applied Behavior Systems, Virginia Tech), and Elise Drake (Virginia Tech)

67. A Large-Scale Community Approach to Increase Recycling Among Apartment Residents. (EAB; Applied Behavior Analysis) LINDSAY E. BERG, Madison R. Earnest, III, Amanda Wormington, and Anya Morgulis (Virginia Tech)

68. Efficacy of a Self-Management Intervention for Increasing Healthy Weight-Related Behaviors Among Adolescents. (Applied Behavior Analysis) DANA F. LINDEMANN and Colin R Harbke (Western Illinois University) and Thomas A. Brigham (Washington State University)

69. A Review of Video Modeling With Students With Emotional and Behavioral Disorders. (OBM; Applied Behavior Analysis) SONIA DENISE BAKER and Mark F. O'Reilly (University of Texas at Austin)

70. Effects of Functional Communication Training Using a Contrast Demand. (EDC; Applied Behavior Analysis) ADAM KARLSGODT, K. Mark Derby, and Kimberly P. Weber (Gonzaga University)

71. Follow-Up Study of Former Students of the Judge Rotenberg Center. (Service Delivery) NICK LOWTHER, Courtney Jean McHugh, Matthew L. Israel, Robert von Heyn, Joseph Assalone, and Rosemary Silva (Judge Rotenberg Center)

72. A Review of Sensory Integration Intervention on Self-Stimulatory and Self-Injurious Behaviors. (CBM; Theory) PEI-YU CHEN, Takanori Koyama, and Nicole Lynn Casillas (University of Washington)

#475 Poster Session

5/26/2008
6:00 PM - 7:30 PM
South Exhibit Hall
DDA

73. Effectiveness of Matching-to-Sample Training on Teaching Value With the Use of Preferred Items. (EDC; Applied Behavior Analysis) KATHY JOHNSON, K. Mark Derby, Anjali Barretto, and T. F. McLaughlin (Gonzaga University)

74. Assessing the Effects of *Corrective Reading Decoding Level B1*. (EDC; Applied Behavior Analysis) NANCY MARCHAND-MARTELLA and Ronald C. Martella (Eastern Washington University) and James Peterson (Central Valley School District)

75. Compare the Effectiveness and Efficiency of Direct Instruction and Simultaneous Prompting Procedure on Teaching the Concepts. (EDC; Applied Behavior Analysis) Semiha Celik (Ilgi Private Special Education Center) and SEZGIN VURAN (Anadolu University Egitim Fakultesi)

76. Use of Videotaped Modeling to Teach Vocational Skills to Young Adults With Asperger's. (CBM; Applied Behavior Analysis) KEITH D. ALLEN and Dustin Wallace (Munroe-Meyer Institute)

77. The Effects of Behavioral Skills Training to Teach Implementation of the Picture Exchange Communication System. (OBM; Applied Behavior Analysis) Rocio Rosales, KAREN STONE, and Ruth Anne Rehfeldt (Southern Illinois University)

78. Conditions Related to Simple Discrimination in a Man With Profound Multiple Disabilities. (CBM; Applied Behavior Analysis) Kimberly D. Willis (J. Iverson Riddle Developmental Center), ANNE STULL (University of North Carolina, Wilmington), and Martin Ivancic (J. Iverson Riddle Developmental Center)

79. Using Video iPods® to Teach Functional Skills to Students With Special Needs. (EDC; Applied Behavior Analysis) JESSE W. JOHNSON and Toni Van Laarhoven (Northern Illinois University) and Katie Grider and Kristin Grider (Plainfield Consolidated Community School District)

80. Functional Assessment of Learning Styles in Autism: Linking Assessment and Treatment. (DDA; Applied Behavior Analysis) ANDREA STEARNS, Tiffany Kodak, and Wayne Fisher (University of Nebraska Medical Center/Munroe-Meyer Institute), and Cathleen C. Piazza (Munroe-Meyer Institute)

81. The Effects of Speech Output on Graphic Symbol Combination Learning. (EDC; Applied Behavior Analysis) RAVI NIGAM (Governors State University), Janice A. Grskovic (Indiana University Northwest), and Jessie B. Grskovic (Indiana University Bloomington)

82. A Comparison of the Effectiveness of Prompting Strategies in Teaching Self-Help Skills to Children With Developmental Disabilities. (Applied Behavior Analysis) BRYAN FIRLEIN and Denise Marzullo (Bancroft NeuroHealth), Patrick R. Progar (Caldwell College), and Erin Bereheiko, Elonda Jackson, Sandy Kokolis, Kate O'Brien, and Loyda Santiago (Bancroft NeuroHealth)

83. Rapid Teaching of a Visual-Visual Nonidentity Matching Task. (EDC; Applied Behavior Analysis) COLLEEN MARGARET ANNE MURPHY (University of Manitoba), Maria Figueroa (St. Amant Research Centre/St. Cloud University), Garry L. Martin (University of Manitoba), and Dickie C. T. Yu (University of Manitoba/St. Amant Research Centre)

84. The Effectiveness of Using a Video iPod® as a Prompting Device in Employment Settings. (EDC; Applied Behavior Analysis) TONI VAN LAARHOVEN, Jesse W. Johnson, Kristin Grider, and Katie Grider (Northern Illinois University) and Traci Van Laarhoven-Myers (Indian Prairie School District #204)

85. Discrete Trial Training for Children With Mild Mental Retardation to Improve Reading, Writing and Mathematics. (Applied Behavior Analysis) NA-YOUNG SHIN, Joo-hyun Kil, and Kyong-Mee Chung (Yonsei University)

86. Respondent-Type Procedure Can Facilitate the Equivalence Relation of Literacy in Students With Developmental Disabilities. (EDC; Applied Behavior Analysis) HIROSHI SUGASAWARA and Jun'ichi Yamamoto (Keio University)

87. The Effects a Stimulus-Stimulus Pairing Procedure on the Improvement of Playing and Reading for a Child With Developmental Disabilities. (EAB; Applied Behavior Analysis) CANDIDO PESSOA, Cintia Guilhardi, Stephanny Maria Rampazo, Claudia Romano, and Leila Bagaiolo (Gradual/USP)

88. Predicting Performance on Two-Choice and Three-Choice Discriminations With Persons With Severe Intellectual Disabilities. (Experimental Analysis) SANDRA SALEM (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 Research Centre)

89. Teaching Adults With Developmental Disabilities to Identify and Report Inappropriate Staff-to-Resident Interactions. (CSE; Applied Behavior Analysis) JESSICA R. BOLLMAN and Paula K. Davis (Southern Illinois University)

90. Abuse and Intellectual Disabilities: A Literature Review. (EAB; Applied Behavior Analysis) LINDSEY M. KANE and Adam H. Doughty (College of Charleston)

91. The Effect of TV Removal on Staff to Client Interaction in an Adolescent Brain Injury Facility. (OBM; Applied Behavior Analysis) Mark R. Dixon, BECKY L. NASTALLY, and Katie Sedowski (Southern Illinois University), Sarah M. Dunkel (Southern Illinois University Carbondale), and Krystal Qualls and Michael Bordieri (Southern Illinois University)

92. Social Validity of Behavioral Treatments for Autism in an Episode of the Super Nanny. (Applied Behavior Analysis) Melissa J King and MARIA G. VALDOVINOS (Drake University)

#476 Poster Session

5/26/2008
6:00 PM - 7:30 PM
South Exhibit Hall
DEV

93. Monitoring Staff Behavior: If It Isn't Implemented, It Can't Work. (Applied Behavior Analysis) BECKY WILLIAMS, Bridget Shore, Carrie Reali, Mary V. Burke, and Shanita Allen (Florida Institute for Neurologic Rehabilitation)

94. Can Recall Ability Be Improved in a Developmentally Disabled Adult With Dementia? (DDA; Applied Behavior Analysis) ANGELA S. GOODRICH (Behavior Analysis, Inc.)

95. Fighting Obesity. (CBM; Experimental Analysis) MOHEY ELSAYED and Martha Pelaez (Florida International University)

96. The Effects of Pretraining Experiences on 3- and 4-Month-Olds' Visual Discrimination Learning. (EAB; Experimental Analysis) D. WAYNE MITCHELL and Caitlin R. Vaught (Missouri State University)

97. To Catch a Thief: Assessment and Treatment of Kleptomania. (Applied Behavior Analysis) MARY V. BURKE, Bridget A. Shore, Carrie Reali, Shanita Allen, and Billie O'Connor (Florida Institute for Neurologic Rehabilitation)

98. Work Preference Assessments and Reinforcement to Increase Vocational Work Compliance of Persons With Brain Injury. (Applied Behavior Analysis) SHANITA ALLEN, Bridget A. Shore, Carrie Reali, and Mary V. Burke (Florida Institute for Neurologic Rehabilitation) and Becky L. Williams (University of North Texas)

99. Caregiver Use of Time-Based Schedules of Event Delivery. (Applied Behavior Analysis) JOLENE SY (University of Florida) and John C. Borrero (University of Maryland, Baltimore County)

#477 International Poster Session

5/26/2008
6:00 PM - 7:30 PM
South Exhibit Hall
EAB

100. Peak Shift in Simultaneous Discriminations. (Experimental Analysis) DAVID A. OLDBERG and Jay Moore (University of Wisconsin, Milwaukee)

101. Effects of Categorial Size and Type of Modeling on a Categorization Task With Children. (EDC; Experimental Analysis) ALEJANDRA MARQUEZ and Emilio Ribes-Iñesta (Universidad of Guadalajara)

102. Winning, Losing, and Matching in Professional Sports Teams. (Experimental Analysis) SHAWN R. CHARLTON, Robyn Brown, and William Acklin (University of Central Arkansas)

103. Choice Between High and Low Risk Options on an Earnings-Budget Procedure: Dynamic Optimization Model Analyses. (Experimental Analysis) GABRIEL D. SEARCY, J. Adam Bennett, Megan A. Boyle, and Cynthia J. Pietras (Western Michigan University)

104. An Examination of Bipolar Theory With Concurrent Observing Response Manipulations. (Experimental Analysis) STEPHEN PICKFORD, Jade Hill, and William L. Palya (Jacksonville State University)

105. The Bipolar Model – Behavior as a Function of Position in the Interfood Interval. (Experimental Analysis) JADE HILL and William L. Palya (Jacksonville State University)

106. Progressive-Ratio Schedules: Effects of Signaled and Unsignaled Delays to Reinforcement. (Experimental Analysis) DAVID P. JARMOLOWICZ and Kennon A. Lattal (West Virginia University)

107. Change and Repeat: Demonstrating Control Over Variable and Repetitive Behaviors in Dog Training. (TPC; Experimental Analysis) CARMEN BUITRAGO (Central Washington University)

108. Matching Law: Altering Response Allocation With Reinforcement Rate and Delay. (TPC; Experimental Analysis) LEZLEE ANN GREGUSON (Munroe-Meyer Institute), Gary J. Duhon (Louisiana State University), and Blake Reddick and Stacey Lee (Oklahoma State University)

109. Effects of Pramipexole on Choice for Differential Rewards in a Delay Discounting Paradigm. (BPH; Experimental Analysis) ADAM T. BREWER, Patrick Steven Johnson, Jeff S. Stein, Nathaniel G. Smith, Dean C. Williams, and Jonathan Pinkston (University of Kansas), James H. Woods (University of Michigan), and Gregory J. Madden (University of Kansas)

110. Fixed-Time Schedule Effects: Alone and In Combination With Response-Dependent Schedules. (Applied Behavior Analysis) JAMIE MEINTS (University of the Pacific, Stockton, CA) and John C. Borrero (University of Maryland, Baltimore County)

111. Acquisition and Extinction of Two-Responses Sequences. (Experimental Analysis) ALONSO IXEL and Héctor Martínez (Instituto de Neurociencias Universidad de Guadalajara-México) and Gustavo Bachá (Facultad de Psicología UNAM-México)

112. Extending the Activity of Black Bears by Manipulating the Schedule of Enrichment. (Applied Behavior Analysis) KATHRYN KALAFUT and Jesus Rosales-Ruiz (University of North Texas)

113. Activity-Based Anorexia: A Females and Males Comparison in Rats. (CBM; Experimental Analysis) HECTOR MARTINEZ and Iris Lorena Gomez Sanchez (Universidad de Guadalajara)

114. Further Analysis of Delay-Interval Responding. (Experimental Analysis) THOMAS P. BYRNE and Scott Greenberg (Massachusetts College of Liberal Arts)

115. Effect of Self-Generated Rule on Instructed/Shaped Nonverbal Behavior. (Experimental Analysis) YOSHIHIRO TANAKA and Tsuneo Shimazaki (Kwansei Gakuin University)

116. Context Effects in Judgments of Flicker Frequency by Pigeons. (TPC; Experimental Analysis) JAMES CERRI and John C. Malone (University of Tennessee)

117. The Subjective Value of Delayed Rewards Series Under Risk in Time Course (TPC; Experimental Analysis) KENTARO KAWASHIMA (Kawamura Gakuen Woman's University) and Aiko Maeda and Naritoshi Iida (Waseda University)

118. The Effect of Switching From Intermittent to Continuous Reinforcement on Extinction of Behavior. (Experimental Analysis) KATHRYN M. POTOCZAK, Jennie Baumgardner, Catherine Gayman, Ashley Harrison, and Annelise Steyn (Shippensburg University)

119. Respondent and Operant Effects of a Long Inter-Trial Interval and a Clock Trial Stimulus. (Experimental Analysis) ROBERT W. ALLAN (Lafayette College)

120. Behavioral Economics: Demand for Different Feeds With Horses. (Experimental Analysis) MARY J. ARMISTEAD, T. Mary Foster, William Temple, and Jennifer Chandler (University of Waikato, New Zealand)

121. Pattern of Responses in FI Schedules in Infants and Children: A Matter of Artifacts? (TPC; Experimental Analysis) CELINE CLEMENT (Louis Pasteur University, Strasbourg, France), Kennon A. Lattal (West Virginia University), and Jean-Claude Darcheville (University of Lille, France)

#478 Poster Session

5/26/2008
6:00 PM - 7:30 PM
South Exhibit Hall
EDC

122. The Effects of Rule-Governed Responding and Self-Monitoring on the Handwriting of Three Students. (Applied Behavior Analysis) Tracy L. Reilly Lawson and GABRIELLE I. TRAPENBERG (Teachers College, Columbia University)

123. Replicating the Effects of Multiple Exemplar Instruction on Inducing the Naming Capability. (Applied Behavior Analysis) R. Douglas Greer, Tracy L. Reilly-Lawson, Erica Wyner, and GEMMA RHODESIDE (Teachers College, Columbia University)

124. Correcting Faulty Intraverbals Through the Use of Multiple Exemplar Instruction and Response Prompts. (Applied Behavior Analysis) Petra Wiehe and ALLISON E. EVERITT (Teachers College, Columbia University)

125. Anger Management Training With Students Placed in an Alternative School Setting for Disruptive Behavior Referrals. (Service Delivery) TIFFANY DIANE CHANDLER and Sandy Davis Devlin (Mississippi State University)

126. Knowledge, Acceptability, and Integrity of Curriculum Based Measurement and Brief Experimental Analysis Procedures With Teachers. (Experimental Analysis) JENNIFER KAZMERSKI, Kristin N. Johnson-Gros, and Richard Anthony Doggett (Mississippi State University)

127. School Program Promoting Cooperation, Learning, and Social Behavior of Emotionally and Behaviorally Disturbed Students. (Applied Behavior Analysis) HAGIT BERLINSKY (Israel), Michal Dines (Teacher in Emek Yezrael College), and Michael Ben-Zvi (Private Practice)

128. Bully Prevention in Positive Behavior Support. (CSE; Applied Behavior Analysis) SCOTT WARREN ROSS (University of Oregon)

129. Early Intervention for At-Risk Students in School: Evaluating First Step to Success. (Applied Behavior Analysis) BILLIE JO RODRIGUEZ, Robert H. Horner, and Amy L. Kauffman (University of Oregon)

130. E/BD Students Maintained in Regular Education Classrooms with PASS. (TBA; Service Delivery) JEWLON MORRIS and Carolyn Meeks (Lamar Consolidated ISD)

131. Effective Employment of a Computer Database in Examining Behavioral Trends Used in Intervention Planning, Implementation, and Progress Monitoring. (OBM; Service Delivery) HEATHER K. HALASZ, Wendy Cochrane, and Sharla N. Fasko (University of Toledo), and Douglas Felt (Toledo Public School)

132. Effects of a Teacher-Focused, School-Based Intervention on the Classroom Placement of Students With Behavioral Disorders. (TPC; Applied Behavior Analysis) RACHEL ROBERTSON (Vanderbilt University)

133. Improving the Self-Efficacy of Elementary Students With LD in General Education Classrooms Thru Evidence-Based Practices. (EAB; Applied Behavior Analysis) YOUN-OCK KIM (The Gongju National University of Education)

134. Applying BEA to Increase Reading Fluency With Visually Impaired Student. (EAB; Experimental Analysis) MEAGAN BOYD MEDLEY and Rachelle Schuck (Mississippi State University)

135. The Effects of Multiple Exemplar Instruction on Phonemic Stimulus Control and Abstraction. (VRB; Applied Behavior Analysis) PETRA WIEHE and R. Douglas Greer (Teachers College, Columbia University)

136. Assessing Attention to Letters and Words in Young Children Employing Computer Technology. (DEV; Applied Behavior Analysis) NANCY H. HUGUENIN (Behavior Analysis and Technology, Inc.)

137. Teaching Bilingual Equivalence Relations Between Written Spanish Words, English Words, and Pictures Across Teachers and Classrooms. (Applied Behavior Analysis) KRISTINE J OLSON, Andrew W. Gardner, and Siomara Enriquez (Northern Arizona University)

138. Latency Effects and Forgetting After Stimulus Equivalence Training in a Large Introductory University Course. (EAB; Applied Behavior Analysis) NICOLE L. CULLEN, Lindsay P. Richerson, and Andrew W. Gardner (Northern Arizona University)

139. Stimulus Equivalence and "Clickers" - Tools for Large Undergraduate Introductory Courses? (EAB; Applied Behavior Analysis) LINDSAY P. RICHERSON, Andrew W. Gardner, and Nicole L. Cullen (Northern Arizona University)

140. Teaching Neuroanatomy Concepts Efficiently: Equivalence-Based Instruction Involving Class Merger. (EAB; Experimental Analysis) DANIEL P. COVEY, Daniel Fienup, and Thomas S. Critchfield (Illinois State University)

141. Equivalence-Based Instruction and the Testing Effect: Retention of Trained Relations and Emergence of Untrained Relations. (EAB; Applied Behavior Analysis) Shauna Summers, Thomas S. Critchfield, ELIZABETH DALIANIS, Daniel P. Covey, and Daniel Fienup (Illinois State University)

#479 Poster Session

5/26/2008
6:00 PM - 7:30 PM
South Exhibit Hall
OBM

142. Performance Management After Hours: Improving Service and Interactions With Customers at a Rural Bar. (Applied Behavior Analysis) MARISA SNOW and Marco D. Tomasi (Florida State University), Jon S. Bailey (Florida State University/Behavior Management Consultants, Inc./Florida Association for Behavior Analysis), and Lindsay Harrington (Florida State University)

143. The Effects of Task Clarification, Feedback, and Performance Contingent Consequences on Task Completion in a Restaurant. (Applied Behavior Analysis) CHRIS A. SAWYER and Jeanine Plowman Stratton (Furman University)

144. Bringing Organizational Behavior Management Into the Research Center: A Multicomponent Intervention to Increase Compliance With Center Guidelines. (Applied Behavior Analysis) MADISON R. EARNEST, III, Thomas R. Cunningham, and E. Scott Geller (Virginia Tech)

145. The Effects of Task Clarification on Greeting Behaviors at a Movie Theater. (Applied Behavior Analysis) Dimitar Simidchiev, Jeanine Plowman Stratton, and MELISSA A. WILSON (Furman University)

146. Establishing a Relationship Between Customers and Cashiers: An Analysis of Cashier Customer Interaction Behavior. (Applied Behavior Analysis) Sarah Best, Jeanine Plowman Stratton, and AMY MURDOCK (Furman University)

147. Vigilance and Graphic Feedback Effects on Increasing Customer Greeting Time in a Restaurant. (Applied Behavior Analysis) Kenneth Haas, Jeanine Plowman Stratton, and AUSTIN JOHNSON (Furman University)

148. Reducing Profit Loss in a Restaurant. (Applied Behavior Analysis) J.B. Tharp, Jeanine Plowman Stratton, and GEORGE HANCOCK (Furman University)

149. Training Management to Use Positive Reinforcement to Increase Employee Morale. (Applied Behavior Analysis) AMANDA B. COONS and Stacey A. Trapani-Barber (Anderson Center for Autism)

#480 Business Meeting

5/26/2008
7:30 PM - 8:20 PM
PDR 1

ABA Spain Meeting
Chair: Javier Virués-Ortega (Instituto de Salud Carlos III & Universidad de Granada)

Purpose:

To gather people interested in behavior analysis training in Spanish.

To gather people interested on BACB credential dissemination in Spanish-speaking countries.

To meet with Western Michingan University representatives on a potential shared training program.

To inform the audience on the goals and current status of ABA Spain.

To report the actions taken by ABA Spain during the last year.

To attract people interested on experience exchange and business opportunities with ABA Spain.

#481 Business Meeting

5/26/2008
7:30 PM - 8:20 PM
Continental A

Behavior Analyst Certification Board: 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 experience courses. All BACB university contact faculty are urged to attend or send a faculty representative.

#482 Business Meeting

5/26/2008
7:30 PM - 8:20 PM
Boulevard C

***Education and Treatment of Children*: Editorial Board Meeting**
Chair: Dan Hursh (West Virginia University)

Purpose: Discussion of journal policy and procedures

#483 Business Meeting

5/26/2008
7:30 PM - 8:20 PM
Williford A

FABA Task Force for the Dissemination of Empirically Supported Treatment and Evidence Based Practice
Chair: Erin Petscher (University of Florida/Behavior Analysis Services Program)

Purpose: The goal of the FABA Task Force is to advance the establishment and dissemination of behavior-based ESTs and EBPs. This business meeting is open to members of the FABA Task Force and any others who are interested in influencing the goals, procedures and outcomes of the Task Force.

#484 Panel Discussion

5/26/2008
7:30 PM - 8:20 PM
Joliet
OTH; Applied Behavior Analysis

Fred Keller: All You Want to Know About His Personal Stories Including Pictorials & Memories
Chair: Sherman Yen (Asian American Anti-Smoking Foundation)

JACK MICHAEL (Western Michigan University)
PETER HARZEM (Auburn University)
MARIA TERESA ARAUJO SILVA (University of São Paulo)
R. DOUGLAS GREER (Teacher College, Columbia University)

#485 Business Meeting

5/26/2008
7:30 PM - 8:20 PM
Astoria

Interbehaviorists in ABA (SIG)
Chair: Yukiko Washio (University of Nevada, Reno)

Purpose: Re-organize the SIG for interbehaviorists.
Plans for recruiting members, dissemination of Kantor's philosophy.

#487 Business Meeting

5/26/2008
7:30 PM - 8:20 PM
PDR 3

Mississippi ABA
Chair: Craig A. Thomas (NBTS, LLC.)

Purpose: An organizational meeting of Mississippi ABA.

#488 Business Meeting

5/26/2008
7:30 PM - 8:20 PM
PDR 4

Missouri Association for Behavior Analysis
Chair: Jenny Frisbee (Special School District)

#488a Business Meeting

5/26/2008
7:30 PM - 8:20 PM
Continental B

New York State Association for Behavior Analysis
Chair: Helen Bloomer (H Bloomer Consulting)

Purpose: The activities of the New York State Association for Behavior Analysis.

#489 Business Meeting

5/26/2008
7:30 PM - 8:20 PM
Waldorf

Organizational Behavior Management (OBM) Network SIG 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.

#490 Paper Session

5/26/2008
7:30 PM - 8:20 PM
Marquette
EDC; Applied Behavior Analysis

Professional Development Series: Introduction to Direct Instruction for Behavior Analysts.
Chair: Nicole C. Groskreutz (Utah State University)

TIMOTHY A. SLOCUM (Utah State University)

#491 Business Meeting

5/26/2008
7:30 PM - 8:20 PM
Boulevard B

Professional Issues in Behavior Analysis
Chair: Joseph D. Cautilli (Children Crisis Treatment Center/St. Joseph's University)

Purpose: Electing officers at all levels and building a strong SIG agenda for the upcoming year.

#492 Business Meeting

5/26/2008
7:30 PM - 8:20 PM
Williford C

Rehabilitation & Independent Living SIG
Chair: Michael P. Mozzoni PhD./BCBA (Learning Services Corporation)

Purpose: To bring together behavior analysts working with persons with Acquired Brain Injuries (ABI) to trade treatment ideas. Another purpose of the SIG is to develop recommendations or guidelines for the behavioral treatment of persons with ABI through a review of the evidence base in the literature.

#493 Business Meeting

5/26/2008
7:30 PM - 8:20 PM
PDR 2

WisABA-Wisconsin Association for Behavior Analysis
Chair: Roger F. Bass (Carthage College)

Purpose: Agenda will include finishing touches on the 2008 Convention, election of officers, membership issues, reports from Secretary and Treasurer, and issues raised from the floor.

#493a Business Meeting

5/26/2008
7:30 PM - 8:20 PM
Williford B

Teaching Behavior Analysis SIG
Chair: Patrick S. Williams (University of Houston-Downtown)

Purpose: Elect officers and formulate plans for SIG business in the coming year.

#494 Special Event

5/26/2008
10:30 PM - 1:00 AM
Grand Ballroom

ABAI Social

Please join us, your friends, and colleagues for music and dancing at the ABAI Social.



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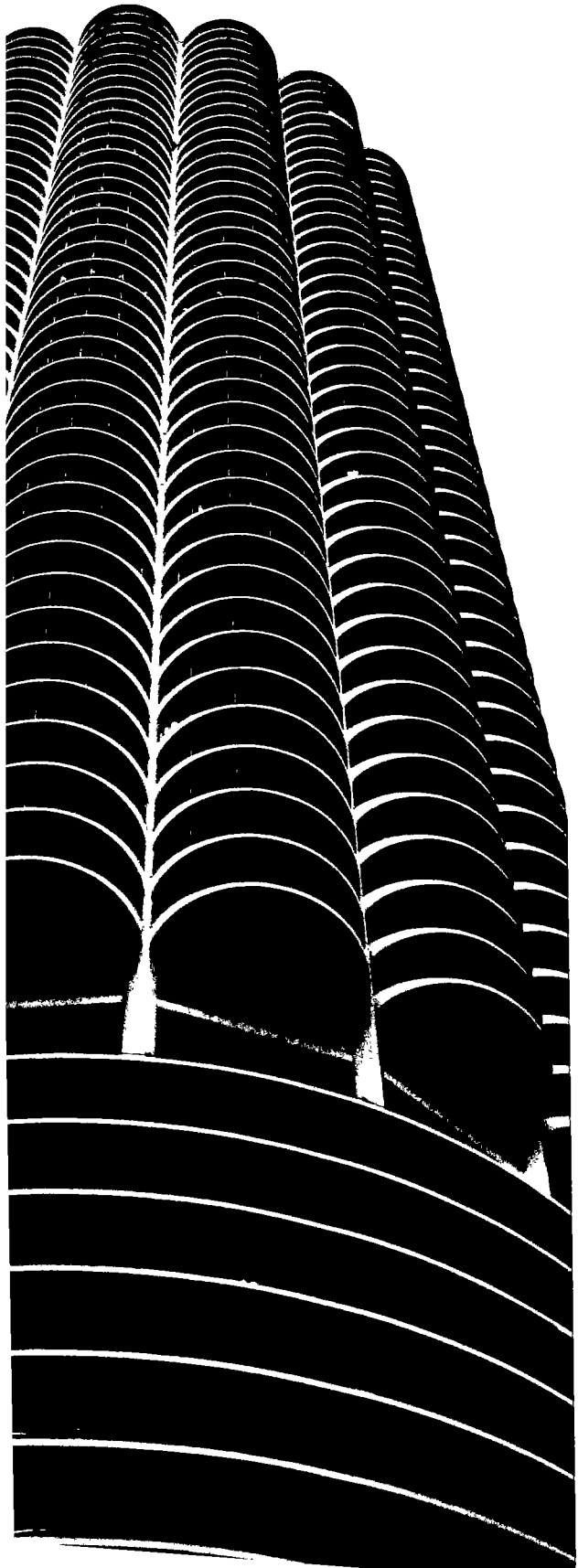
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TUESDAY, MAY 27

Day Schedule

Business Meetings

Sessions

Tuesday, May 27

	ROOM	7 AM :00	:30	8 AM :00	:30	9 AM :00	:30	10 AM :00	:30	11 AM :00	:30	12 PM :00	:30	1 PM :00
Lower Level	South Exhibit Hall			Registration, Continuing Education, START, and Exhibitors										
	Northeast Exhibit Hall					Bookstore								
	Stevens 1					#515 DDA Ch: Neill				#540 DDA Ch: Hough BACB		#562 DDA Ch: DeFalco BACB		
	Stevens 2					#507 AUT Ch: Kasper BACB				#542 AUT Ch: Fabrizio BACB		#560 AUT Ch: Fazzio BACB		
	Stevens 3					#509 AUT Ch: Sweeney				#531 AUT Ch: Remington		#565 AUT Ch: Solish		
	Stevens 4					#502 VRB Ch: Sota								
	Stevens 5					#519 VRB Ch: Martinez								
1st Floor	Continental A					#526 AUT Ch: Williams BACB				#534 AUT Ch: Donlin BACB		#555 AUT Ch: Wilczynski		
	Continental B					#522 AUT Ch: Tarbox BACB				#543 AUT Ch: O'Reilly BACB		#554 AUT Ch: Haugland		
	Continental C					#511 AUT Ch: Vedora BACB				#532 AUT Ch: Haris BACB		#561 AUT Ch: Fiske BACB		
2nd Floor	International North					#505 OTH Altarink				#538 CBM Kohlenberg				
	International South					#527 AUT Ch: Malmberg BACB				#545 AUT Ch: Malmberg BACB		#563 AUT Ch: Sgambati		
	Boulevard A					#504 CBM Ch: Golden BACB								
	Boulevard B					#512 CBM Ch: Najdowski BACB				#549 CBM Ch: Call				
	Boulevard C					#525 CBM Ch: Pierson								
	Grand Ballroom					#501 TPC BAUM		#528 AUT FOXX		#550 VRB HACKENBERG		#553 DDA CUVO		
3rd Floor	Williford A			#496 Chicago ABA		#503 EDC Ch: Thompson BACB				#537 EDC Ch: Woolf BACB		#556 EDC Ch: Fitzgerald BACB		
	Williford B					#500 EDC Ch: Holt		#529 EDC Ch: Cook BACB				#551 EDC Ch: Pampino BACB		
	Williford C			#495 BACB Introduction		#508 EDC Ch: Ray				#539 EDC Ch: Newsome		#557 EDC Ch: Bicard BACB		
	Waldorf			#497 Evidence-Based Practice		#517 EDC Ch: Francis				#547 EDC Ch: Metzger		#564 EDC Ch: Glomb		
	Astoria			#498 Health, Sport, Fitness		#520 AUT Ch: Wagner				#544 AUT Ch: Moore		#558AUT Ch: Tuzikow		
	PDR 1													
	PDR 2					#523 CSE Ch: Crosland BACB				#533 CSE Ch: Pumroy				
	PDR 3			#499 NABA				#530 TPC Ch: Walker				#552 TPC Ch: Romanczyk		
	PDR 4													
	PDR 5	Speaker Ready Room												
	PDR 6	Speaker Ready Room												
	Joliet					#516 OBM Ch: Taylor				#535 OBM Ch: Weatherly BACB				
	Marquette					#506 OBM Ch: Mechner				#541 OBM Ch: Porritt				
4th Floor	4A					#510 OTH Ch: Graff BACB				#548 OTH Ch: Calkin BACB		#559 AUT Ch: Johnson-Patagoc BACB		
	4B													
	4C													
	4D					#518 DEV Ch: MacDonald BACB								
	4E	START Job Interview Rooms (Interviews should be scheduled at the START Jobs desk in the South Exhibit Hall)												
	4F													
	4G													
	4H													
	4I													
	4J													
Blackstone Hotel	EI					#514 EAB Ch: Slater				#546 EAB Ch: Power				
	Chicago & Alton					#513 EAB Ch: Mui Ker Lik								
	Metra					#521 EAB Ch: Mansfield BACB				#536 EAB Ch: Abreu-Rodrigues				
	Barbershop					#524 EAB Ch: Becker								
	Inspiration Studio													

LEGEND

= Special and Invited Events

* = Science Series

BACB = Session available for BACB CE (for certified behavior analysts)

Ch: = Chairperson

#495 Business Meeting

5/27/2008
8:00 AM - 8:50 AM
Williford C

Behavior Analyst Certification Board: Introduction & Application
Chair: Christine L. Ratcliff (Behavior Analyst Certification Board)

Purpose: This meeting will cover important components of the BACB, including information on Board Certified Behavior Analyst (BCBA) and Board Certified Associate Behavior Analyst (BCABA) credentials; eligibility requirements; approved course sequences; examination administration; and applying for examination. The presentation will also offer information regarding BACB growth and development, as well as future initiatives planned by the BACB. Time will be provided for participant questions and discussion with the presenter. This meeting is intended for individuals who want basic information on the BACB or are planning to become certified.

#496 Business Meeting

5/27/2008
8:00 AM - 8:50 AM
Williford A

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 2007 and plans for 2008.

#497 Business Meeting

5/27/2008
8:00 AM - 8:50 AM
Waldorf

Evidence-Based Practices SIG Business Meeting
Chair: Teri Lewis-Palmer (Independent Consultant)

Purpose: The meeting will begin with an update on first year EBP-SIG activities followed by planning for our second year activities. Specific topics covered will include determining officers for the second year, newsletter, and student paper competition.

#498 Business Meeting

5/27/2008
8:00 AM - 8:50 AM
Astoria

Health, Sport, and Fitness SIG Meeting
Chair: Michael A. Kirkpatrick (Wheeling Jesuit University)

Purpose: To welcome conference attendants interested in behavior analysis and health, sport, and fitness, and to conduct the business of the special interest group. Anyone interested in this area should attend. Organizing collaborations and projects may be part of the agenda.

#499 Business Meeting

5/27/2008
8:00 AM - 8:50 AM
PDR 3

Nevada Association for Behavior Analysis
Chair: Ramona Houmanfar (University of Nevada, Reno)

Purpose: This meeting is open to all past, present, and prospective members of the Nevada Association for Behavior Analysis (NABA). We shall look back on our NABA '07 conference, review NABA's current status, and plan for NABA's future.

#500 International Paper Session

5/27/2008
9:00 AM - 9:50 AM
Williford B
EDC

Behavior Analysis and Sports

Chair: Josh Holt (University of Southampton and Southampton Football Club Academy)

Building Fluency of the Nondominant Foot in English Academy Soccer Players and the Application to Game Play. (Applied Behavior Analysis) JOSH HOLT (University of Southampton and Southampton Football Club Academy), Gary Kinchin and Gill Clarke (University of Southampton), and Phillip Ward (The Ohio State University)

The Effects of Goal Setting, Individual and Group Contingencies on Learning, and Effort in Practice by Young, Talented Soccer Players. (Applied Behavior Analysis) JOSH HOLT (University of Southampton and Southampton Football Club Academy), Gill Clarke and Gary Kinchin (University of Southampton), and Phillip Ward (The Ohio State University)

#501 Scientific Foundation and Tutorial

5/27/2008
9:00 AM - 9:50 AM
Grand Ballroom
TPC; Theory
BACB CE Offered. CE Instructor: William M. Baum, Ph.D.

A Molar View of Behavior

Chair: Sam Leigland (Gonzaga University)

WILLIAM M. BAUM (University of California, Davis)



Dr. William M. Baum received his A.B. in psychology from Harvard College in 1961. Originally a biology major, he switched into psychology after taking courses from B. F. Skinner and R. J. Herrnstein in his freshman and sophomore years. He returned to Harvard University for graduate study in 1962, where he was supervised by Herrnstein and received his Ph.D. in 1966. He spent the year 1965-66 at Cambridge University, studying ethology at the Sub-Department of Animal Behavior. From 1966 to 1975, he held appointments as postdoctoral fellow, research associate, and assistant professor at Harvard University. He spent two years at the NIH Laboratory for Brain, Evolution, and Behavior, and then accepted an appointment in psychology at University of New Hampshire in 1977. He retired from there in 1999. He currently has an appointment as Associate Researcher at University of California, Davis and lives in San Francisco. His research concerns choice, molar behavior-environment relations, foraging, and behaviorism. He is the author of a book, *Understanding Behaviorism: Behavior, Culture, and Evolution.*

Abstract: Two propositions about behavior seem uncontroversial: (a) all behavior takes time and (b) all behavior entails choice. The first, because it implies that duration is universal, suggests that all behavior is measurable on the scale of time. The second, which arises from the recognition that every situation allows the occurrence of more than one activity, suggests that all behavior may be viewed as the allocation of time among activities. Every activity is composed of parts that are other activities of lesser time scale and is also a part of an activity on a more extended time scale. The parts of every allocation function together to produce results which accompany or are correlated with the activity. Every activity-part produces such results and contributes to the whole results, which may be greater than the sum of the part-results. The time allocations inherent in activities are shaped by phylogenetically important events (PIEs), both as results and as inducers of behavior. An activity is defined by its results, the "job" it gets done. Results at different time scales sometimes conflict with one another, in the sense that local results may be higher or lower in value than extended results. These conflicts lead either to impulsiveness or self-control, depending on whether the resolution favors local or extended control. This molar view allows us to re-cast many familiar concepts, such as reinforcement, punishment, stimulus control, and verbal behavior.

#502 Paper Session

5/27/2008
9:00 AM - 9:50 AM
Stevens 4
VRB

Verbal Behavior and Instruction
Chair: Melinda Sota (Florida State University and Headsprout)

Class Participation in Large Undergraduate Courses. (Applied Behavior Analysis) ROBERT WILLIAMS, Katherine R. Krohn, and Lisa N. Foster (University of Tennessee at Knoxville)

Approaches to Vocabulary Acquisition: Issues in Instructional Design and Assessment. (Applied Behavior Analysis) MELINDA SOTA (Florida State University, Headsprout)

#503 Symposium

5/27/2008
9:00 AM - 10:20 AM
Williford A
EDC; Theory

BACB CE Offered. CE Instructor: Rachel Thompson, Ph.D.

Advancing Behavioral Technology in Early and General Education
Chair: Rachel H. Thompson (The New England Center for Children)

Evaluation of an Affect Index for Determining Infant Preferences. TANYA BAYNHAM (University of Kansas) and Rachel H. Thompson (The New England Center for Children)

An Evaluation of the Effects of Intertrial Intervals on the Acquisition and Maintenance of Preschool Life Skills. MONICA T. FRANCISCO and Gregory P. Hanley (University of Kansas)

Different Response Patterns Following Extinction in Children With Selective Mutism. BRENDA J. ENGEBRETSON, David P. Wacker, Linda J. Cooper-Brown, and John A. Northup (University of Iowa)

Effects of Instruction, Goals, and Reinforcement on Academic Behavior: Assessing Skill Versus Reinforcement Deficits. JAMES W. DILLER, Claire Cathleen St. Peter Pipkin, and Shari Marie Winters (West Virginia University)

#504 Symposium

5/27/2008
9:00 AM - 10:20 AM
Boulevard A
CBM; Service Delivery
BACB CE Offered. CE Instructor: Jeannie Golden, Ph.D., BCBA

Applied Behavior Analysis in Therapeutic Contexts: Treating Children with Psychiatric Disorders
Chair: Jeannie Golden (East Carolina University)

Behavior Analysts and Counseling: Why are We Not There and How Can We Get There? LINDA HEITZMAN-POWELL and Rachel L. White (University of Kansas), and Nanette L. Perrin (Early Childhood Autism Program, CLO)

Trauma and Psychotherapy: Implications From a Behavior Analysis Perspective. WALTER PRATHER (Agency for Persons with Disabilities)

Differentiating Behavioral and Traditional Case Formulations for Children with Severe Behavioral and Emotional Problems. Ennio C. Cipani (National University) and JEANNIE GOLDEN (East Carolina University)

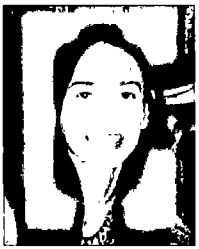
Teaching Task Analysis and Sequencing Skills to a Young Adolescent Boy with Multiple Psychiatric Diagnoses. SHANNON PATON (East Carolina University)

5/27/2008
9:00 AM - 10:20 AM
International North
OTH; Service Delivery

Behavior Analysis, Certification, and the APA Model Licensing Act
Chair: Larry Alferink (Illinois State University)

JANET S. TWYMAN (Headsprout)
GERALD L. SHOOK (Behavior Analyst Certification Board)
TERRENCE KOLLER (Illinois Psychological Association)

Abstract: Behavior Analysis has its origins within psychology. As the field has matured and the evidence supporting behavioral techniques has accumulated, the use of behavioral techniques has spread to other disciplines and the demand for services has dramatically increased. This led to the development of standards and procedures to certify that individuals have the training necessary to provide competent services. Like many other professions, psychologists may be licensed to provide services to the public. While these licenses are issued by the states, the American Psychological Association developed and periodically updated a Model Licensing Act to serve as a guide for state licensing laws. This Model Licensing Act has long included behavior analysis as part of the practice of psychology to be included in state licensing laws. Licensed psychologists may not be certified to practice behavior analysis, and individuals who are certified to provide behavior analytic services may not be either licensed or psychologists. Is there any conflict between certification and licensure and between behavior analysis and the Model Licensing Act? The panel will discuss certification, state licensure, and the APA Model Licensing Act as they relate to the practice of behavior analysis by certified behavior analysts and by licensed psychologists.



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 ABAI as a member, Chair of the Graduate Program Accreditation Processes, Applied Representative, and, most recently, as President.



Dr. Gerald L. Shook is Chief Executive Officer and Founder of the Behavior Analyst Certification Board, Inc. He holds a Ph.D. in Psychology and is a Board Certified Behavior Analyst with over 35 years experience in behavior analysis.

Dr. Shook has taken an active role in developing certification in several states, as well as internationally, and has published and presented extensively in the area of credentialing and behavior analysis as a profession. He conducted statewide distance education university graduate training in several states and consulted nationally on development of statewide behavioral service and training systems. He currently holds adjunct appointments in the College of Education and Graduate College at Penn State.

Dr. Shook was on the Executive Council of the Association for Behavior Analysis International, where he also was Coordinator of the Legislative and Public Affairs Committee and the Affiliated Chapters Board. He was President of the Florida Association for Behavior Analysis. He served on the Editorial Boards of *The Behavior Analyst, Journal of Organizational Behavior Management,* and *Behavior Analysis in Practice.* Dr. Shook is a Trustee of the Cambridge Center for Behavioral Studies, and a Fellow of ABAI.

He received the Florida Association for Behavior Analysis' Award for Outstanding Service; the California Association for Behavior Analysis' Award for Outstanding Contributor to Behavior Analysis; The Society for the Advancement of Behavior Analysis' Outreach Award and Award for Public Service; and the Outstanding Alumni Award from Western Michigan University.



Dr. Terrence Koller has been Executive Director and Legislative Liaison of the Illinois Psychological Association (IPA) since 1993. He served as IPA President in 1990-1991 but held a number of positions at the IPA before that including Secretary and Chair of the Clinical Section, and Chair of the Placement Committee. He was also Secretary of the IPA's Health Services Advisory Board and served as the Illinois Council Representative to APA for six years. His APA experience also includes serving as Platform Chair for the Association of Practicing Psychologists and Communication's Chair for Division 31 (State Provincial and Territorial Psychological Associations). Before becoming IPA's Executive Director, Terrence worked in a state hospital, community mental health center, as Director of Psychological Services for the Chicago Head Start Program and as Director of Training for the Michael Reese Health Plan. He continues to maintain a part-time private practice.

#506 Symposium

5/27/2008
9:00 AM - 10:20 AM
Marquette
OBM; Applied Behavior Analysis

Behavioral Contingency Analysis in Management and Education
Chair: Francis Mechner (The Mechner Foundation)

A Formal Language for the Codification of Behavioral Contingencies. FRANCIS MECHNER (The Mechner Foundation)

Improving Safety Practices Through Behavioral Contingency Analysis. TERRY E. MCSWEEN (Quality Safety Edge)

Behavioral Contingencies in the Business World. TOM MAWHINNEY (University of Detroit Mercy)

Applications of Behavioral Contingency Analysis in Education. MELINDA SOTA (Florida State University), Janet S. Twyman, Deborah Anne Haas, Jennifer D. Clayton, and T. V. Joe Layng (Headsprout)

#507 Symposium

5/27/2008
9:00 AM - 10:20 AM
Stevens 2
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Tamara S. Kasper, MS/CCC-SLP, BCBA

Comparing Methods to Improve the Intraverbal Repertoire in Children With Autism
Chair and Discussant: Tamara S. Kasper (The Center for Autism Treatment)

Multiple Intraverbal Responses: Quick Transfer From Tact-Intraverbal Versus Repeated Tacting. KIMBERLY DECK, Marisa E. McKee, and Tamara S. Kasper (The Center for Autism Treatment)

Increasing Multiple Responses to Intraverbal Categories. JESSICA FLYNN, Lauren Vukovic, Marisa E. McKee, and Tamara S. Kasper (The Center for Autism Treatment)

A Comparison of Sign and Echoic Prompts on the Acquisition of Intraverbal Fill-Ins. KELLEE WOOD RICH (Central Texas Autism Center) and Jessica Hetlinger Franco (University of Texas at Austin)

#508 Paper Session

5/27/2008
9:00 AM - 10:20 AM
Williford C
EDC

Computer Technology Meets Behavioral Technology: Applications to University Instruction
Chair: Roger Ray ((Al)2, Inc./Rollins College)

MediaMatrix Presenter: An Internet-Based System for Incorporating Cascading-Complexity in Individual Student Interactions With Multimedia Classroom Presentations. (Applied Behavior Analysis) ROGER D. RAY ((Al)2, Inc./Rollins College), Ana Carolina Maia, Amanda E. Frank, and Jennifer S. Queen (Rollins College)

Critical Components of the Personalized System of Instruction and Their Effects on Performance and Learning Outcomes for Graduate Level Students. (Applied Behavior Analysis) GRANT GAUTREAUX (Nicholls State University)

The Effects of One-Attempt Versus Three-Attempt On-Line Quizzes on Undergraduate Students' In-Class Quiz Performance. (Applied Behavior Analysis) CUONG LUU, Angella Harjani Singh, Moira Konrad, and Madoka Itoi (The Ohio State University)

#509 International Paper Session

5/27/2008
9:00 AM - 10:20 AM
Stevens 3
AUT

Emotion, Self-Esteem, and Phobic Responses
Chair: Jennifer Sweeney (Kent State University)

Enhancing Language Acquisition Skills for Students Across Multiple Disabilities: A Comparison of Two Instructional Strategies. (Applied Behavior Analysis) JENNIFER SWEENEY, Julie Goldyn, and Brian Friedt (Kent State University)

Self-Understanding in Adolescents With High-Functioning Autism and Asperger's Syndrome. (Theory) XIUCHANG HUANG (Duquesne University) and John J. Wheeler (Tennessee Technological University)

Decreasing the Phobic Response to Haircutting in an 8-Year-Old Boy With Autism. (Service Delivery) ELIZABETH BENEDETTO-NASHO, Michael Grabham, and Kevin S. Cauley (Step By Step Learning Group)

#510 Panel Discussion

5/27/2008
9:00 AM - 10:20 AM
4A
OTH; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Richard B. Graff, M.S., BCBA

Establishing and Expanding ABA Affiliate Chapters
Chair: Richard B. Graff (The New England Center for Children)

MICHELE D. WALLACE (California State University, Los Angeles)
DAVID E. KUHN (Kennedy Krieger Institute)
JAMES M. SPERRY (The May Institute)
JOHN D. MOLTENI (The Center for Children with Special Needs)

#511 Symposium

5/27/2008
9:00 AM - 10:20 AM
Continental C
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Robert Ross, Master's, BCBA

Establishing Social Initiation: There Is More Than One Way to Start a Conversation
Chair: Joseph M. Vedora (BEACON Services)
Discussant: Gordon A. DeFalco (Evergreen Center)

Use of a Conversation Box to Increase Social/Verbal Interaction in Children With Autism. AMY MUEHLBERGER, Amie Heagle, Ann Filer, and Robert K. Ross (BEACON Services)

Improving Social Skills for Children With PDD and Their Typical Peers in a Reverse Integration Preschool Setting. KIMBERLY KLEMEK (BEACON Services), Christina Stuart (Weymouth Public Schools), and Joseph M. Vedora (BEACON Services)

The Effectiveness of PECS Versus Vocal Mand Training to Increase Functional Communication Initiations. AMBER LAVALLEE (Evergreen Center)

#512 Symposium

5/27/2008
9:00 AM - 10:20 AM
Boulevard B
CBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Adel C. Najdowski, Ph.D., BCBA

Evaluations of Treatments for Food Selectivity
Chair: Adel C. Najdowski (Center for Autism and Related Disorders, Inc.)
Discussant: Meeta R. Patel (Clinic 4 Kidz)

A Comparison of Simultaneous Versus Sequential Presentation of Novel Foods in the Treatment of Food Selectivity. BECKY PENROD, Kate H. Perry, and Lisa Marie Byrne (California State University, Sacramento)

Utilizing Paired-Choice Presentation to Increase Food Consumption. KATHARINE GUTSHALL, Taira Lanagan, and John Galle (Center for Autism and Related Disorders, Inc.)

Treatment of a Feeding Disorder in the Real World: A Case Study. KATHARINE GUTSHALL, Taira Lanagan, and Rachel S. F. Tarbox (Center for Autism and Related Disorders, Inc.)

#513 Symposium

5/27/2008
9:00 AM - 10:20 AM
Chicago & Alton; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Experimental Analyses of Gambling Behavior
Chair: Nicholas Mui Ker Lik (Southern Illinois University)
Discussant: Charles A. Lyons (Eastern Oregon University)

Gambling With Earned Tokens: An Alternative to Staking Participants With House Money. ANDREW E. BRANDT and Cynthia J. Pietras (Western Michigan University)

Delay Discounting and Age as Predictors of Gambling. JOANNA MARINO, Brendan Slagle, F. Richard Ferraro, and Jeffrey N. Weatherly (University of North Dakota)

Examining Delay Discounting of Hypothetical and Real Money in Recreational Gambling. NICHOLAS MUI KER LIK, James W. Jackson, and Mark R. Dixon (Southern Illinois University)

#514 Symposium

5/27/2008
9:00 AM - 10:20 AM
EI; Blackstone Hotel Concourse Level
EAB; Experimental Analysis

Extending the Applications of the Implicit Relational Assessment Procedure
Chair: Regan Slater (University of Mississippi)

Modifying the IRAP: Exploration of the Training Potential of a Testing Procedure. ROBERT C. MARTIN, Regan Slater, and Rachel Lewis (University of Mississippi), Chad Drake (Veterans Affairs Hospital, Togus, Maine), and Kate Kellum and Kelly G. Wilson (University of Mississippi)

Evaluation of Values and IRAP. MONICA HERNANDEZ-LOPEZ (Universidad de Valladolid), Carmen M. Luciano Soriano (University Almeria, Spain), and Francisco J. Ruiz-Jimenez and Sonsoles Valdivia-Salas (University of Almería)

Stimulus Selection Procedures in the IRAP. GEORGE A. BALL, Georgia K. Fyke, and Emily Kennison Sandoz (University of Mississippi), Chad Drake (Veterans Affairs Hospital, Togus, Maine), and Kelly G. Wilson (University of Mississippi)

Testing an Adaptation of the IRAP: Validation of a New Procedure for Assessing Implicit Relations. MICHAEL LEVIN, Steven C. Hayes, Thomas J. Waltz, and Roger Vilardaga (University of Nevada, Reno)

#515 International Paper Session

5/27/2008
9:00 AM - 10:20 AM
Stevens 1
DDA

Genetic and Medical Research in Developmental Disabilities
Chair: John Neill (Long Island University)

Systematic Application of Harrisonian Behaviorism to Neurobehavioral Impairments. (Theory) JOHN C. NEILL (Long Island University)

Preliminary Examination of Gene-Behavior-Environment Relations; Challenging Behavior in Fragile X Syndrome. (Applied Behavior Analysis) PAUL D. LANGTHORNE (Tizard Centre) and Peter McGill (Tizard Centre, University of Kent)

Where's the Data? Developing an Evidenced-Based Approach to Psychotropic Medication Treatment. (Service Delivery) GREGORY S. HANDEL (The Halcyon Center (Groden Network))

#516 Paper Session

5/27/2008
9:00 AM - 10:20 AM
Joliet
OBM

Improvement of Posture for Ergonomic Safety
Chair: Matthew Taylor (Queens College & Graduate Center of City University of New York)

Extending Self-Monitoring of Posture Technology Into the Workplace. (Applied Behavior Analysis) SIGURDUR OLI SIGURDSSON (University of Maryland, Baltimore County)

The Observer Effect With Discrimination Training Plus an Assessment of the Relation Between Observer Ergonomic Safety Behavior and the Accuracy of Observations. (Applied Behavior Analysis) MATTHEW A. TAYLOR and Alicia M. Alvero (Queens College & Graduate Center of City University of New York)

The Effects of a Still-Photo Computer Module Without Feedback on Ergonomic Behaviors. (Experimental Analysis) RHIANNON M. FANTE and John Austin (Western Michigan University)

#517 Paper Session

5/27/2008
9:00 AM - 10:20 AM
Waldorf
EDC

Multicomponent Interventions for Adolescents
Chair: Chelsea Francis (Newark City Schools)

The Effect of Skillstreaming Training on the Self-Esteem of Adolescents with Emotional and Behavioral Disabilities. (Service Delivery) CHELSEA V. C. FRANCIS (Newark City Schools)

Teacher Friendly Behavior and Academic Monitoring System for High School Students With Challenging Behaviors. (Applied Behavior Analysis) RICK SHAW (Behavior Issues), Heidi Maurer, Stephen Litster, Tammie Harris-Smith, and Michelle Spratley (Kentwood High School)

Combatting "Senioritis": Using Contingency Contracting to Improve Academic Performance. (Applied Behavior Analysis) MEGAN KNIGHT (Sterne School)

#518 Symposium

5/27/2008
9:00 AM - 10:20 AM
4D
DEV; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Christine Reeve, Ph.D., BCBA

Rethinking Early Intervention for Autism Spectrum Disorder: The Critical Role of Parents as Therapists
Chair: Rebecca P. F. MacDonald (The New England Center for Children)

The Starting Right Program: Providing Parent and Family Support to Enhance the Quality of Early Intervention Services for Children With Autism Spectrum Disorder. CHRISTINE REEVE and Heather O'Brien (Mailman Segal Institute)

Social Referencing as a Learned Process. TARA M. SHEEHAN (Nova Southeastern University), and Martha Pelaez and Jacob L. Gewirtz (Florida International University)

Training Parents to Evoke and Reinforce Social Referencing Behavior in Their Young Child With Autism Spectrum Disorder. TARA M. SHEEHAN and Hernan Dennis Ruf (Nova Southeastern University), Heather O'Brien (Mailman Segal Institute), and Liliana Dietsch and Melissa DeVincentis (Nova Southeastern University)

Adult Child Interaction Therapy Using Video: A Preliminary Intervention Program for Pre-School Children With Autism. DONIA FAHIM (University of London)

#519 International Symposium

5/27/2008
9:00 AM - 10:20 AM
Stevens 5
VRB; Experimental Analysis

RFT Analysis of Therapeutic Techniques: Defusion and Metaphors
Chair: Olga Gutierrez Martinez (Universidad de Granada)
Discussant: Ian T. Stewart (National University of Ireland, Galway)

Relational Network Complexity and Defusion. PATRICIA BACH (Illinois Institute of Technology)

Hierarchy and Deictic Framing as Basis Process During Defusion Practices. CARMEN M. LUCIANO SORIANO, Sonsoles Valdivia-Salas, and Francisco José Ruiz Jiménez (University of Almería), Michael J. Dougher (University of New Mexico), Miguel Rodriguez-Valverde (Universidad de Jaen), and Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Experimental Analysis of the Use of Metaphors in Clinical Settings. FRANCISCO J RUIZ-JIMENEZ, Carmen Luciano, and Sonsoles Valdivia-Salas (University of Almería)

#520 Paper Session

5/27/2008
9:00 AM - 10:20 AM
Astoria
AUT

Social Skills Groups, Instruction, and Peer Tutoring
Chair: Nancy Wagner (ABA Academy)

Social Skills Groups for Preschoolers With Autism Spectrum Disorders. (Service Delivery) NANCY WAGNER (ABA Academy)

A Model for Delivering Effective Social Skills Instruction in Schools. (Service Delivery) KRISTA SMABY and Grace Medina Chow (Las Lomitas Elementary School District)

The Role of Peer Tutoring on the Acquisition of Verbal Operants. (Applied Behavior Analysis) SUDHA RAMASWAMY (Mercy College)

#521 International Symposium

5/27/2008
9:00 AM - 10:20 AM
Metra; Blackstone Hotel, Concourse Level
EAB; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Renee Mansfield, M.A., BCBA

Stimulus Equivalence: Research to Practice
Chair: Reneé C. Mansfield (The New England Center for Children)
Discussant: Martha Hubner (USP Sao Paulo, Brazil)

Establishing Conditional and Emergent Relations With Compound Stimulus. PAULA RIBEIRO BRAGA-KENYON (The New England Center for Children), Regina Carroll (University of Wisconsin, Eau Claire), Kylie Roberts (The New England Center for Children)

Ordinal Function Transfer Through Equivalence Classes in Deaf Adults. CELSO GOYOS and Ana Carolina Sella (Federal University of Sao Carlos)

Translating Research Into Practice: Taking a Step Towards Developing Teaching Technology. MARIA (MECA) ANDRADE, Reneé C. Mansfield, and Beth O. Bellone (The New England Center for Children)

#522 Symposium

5/27/2008
9:00 AM - 10:20 AM
Continental B
AUT; Service Delivery
BACB CE Offered. CE Instructor: Jonathan Tarbox, Ph.D., BCBA

The Center for Autism and Related Disorders, Inc.: Description of Service Model and Programs of Research
Chair: Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Comprehensive Behavioral Services for Children With Autism: Introductory Program Description for the Center for Autism and Related Disorders, Inc. JACKIE HARDENBERGH and Rachel S. F. Tarbox (Center for Autism and Related Disorders, Inc.)

Teaching Higher Order Skills to Children With Autism: "Executive Function" and "Social Cognition". SIENNA GREENER-WOOTEN and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

The CARD Specialized Outpatient Services Treatment Program. RACHEL S. F. TARBOX and Katharine Gutshall (Center for Autism and Related Disorders, Inc.)

Research at the Center for Autism and Related Disorders, Inc. JONATHAN J. TARBOX, Fernando Guerrero, Dennis Robert Dixon, Amy Kenzer, Melissa L. Olive, Rachel S. F. Tarbox, Adel C. Najdowski, and Doreen Granpeesheh (Center for Autism and Related Disorders, Inc.)

#523 Symposium

5/27/2008
9:00 AM - 10:20 AM
PDR 2
CSE; Service Delivery
BACB CE Offered. CE Instructor: Kimberly Crosland, Ph.D., BCBA

The Evolution of the Behavior Analysis Services Program: Data on Services, Training Components, and Related Measures
Chair: Kimberly Crosland (University of South Florida)

A Day in the Life of a BASP Behavior Analyst!
STACIE NEFF and David Geller (University of South Florida)

Parent Training With the Tools for Positive Behavior Change: The Effects of Group Training and In-Home Coaching. KIMBERLY CROSLAND, Amanda Keating, Jessica Thompson, Eva S Boyer, Kimberly V. Weiss, Betsy M. Zamora, and Kimberly Webb (University of South Florida)

Evaluating Alternative Valuable Outcome Measures: Parental Stress and Depression. AMANDA KEATING, Kimberly Crosland, Bryon R. Neff, and Glen Dunlap (University of South Florida)

How Consumer Driven Allocation of Services Effects BASP Direction and Expansion. BRYON R. NEFF (University of South Florida), Michael Stoutimore (Intermountain Centers for Human Development), Catherine E. Williams (Behavior Analysis Services Program)

#524 Symposium

5/27/2008
9:00 AM - 10:20 AM
Barbershop; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

The Varied Behavioral Effects of Conditioned Reinforcers Intermittently Paired With Unconditioned Reinforcers
Chair: April M Becker (University of North Texas)
Discussant: Marc N. Branch (University of Florida)

The Effects of Intermittently Omitting Unconditioned Reinforcers on Behavior Maintained by Continuous Presentation of Conditioned and Unconditioned Reinforcers. Pam Wennmacher and JESUS ROSALES-RUIZ (University of North Texas)

The Detrimental Effects of Adding a Conditioned Reinforcer to the First Response of a FR-2 Performance. KATHRYN KALAFUT, Erica Feuerbacher, and Jesus Rosales-Ruiz (University of North Texas)

The Disruption and Enhancement of Performance by Conditioned Reinforcers With Different Discriminative Functions. ERICA FEUERBACHER, Kathryn Kalafut, and Jesus Rosales-Ruiz (University of North Texas)

#525 International Panel Discussion

5/27/2008
9:00 AM - 10:20 AM
Boulevard C
CBM; Service Delivery

Therapeutic Relationship in Emerging Approaches to Clinical Behavior Analysis
Chair: Heather M. Pierson (University of Nevada, Reno)

GARETH HOLMAN (University of Washington)
JONATHAN W. KANTER (University of Wisconsin, Milwaukee)
RAINER FRANZ SONNTAG (Private Practice)
PAULETTE J. CHRISTOPHER (University of New Mexico)

#526 Symposium

5/27/2008
9:00 AM - 10:20 AM
Continental A
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Florence D. DiGennaro Reed, Ph.D., BCBA

Use of Behavioral Interventions to Promote High Levels of Staff Performance
Chair: Stacey Buchanan Williams (Melmark New England)
Discussant: Florence D. DiGennaro Reed (Melmark New England)

Intervention Package for Increasing Implementation of Student Programming. STACEY BUCHANAN WILLIAMS (Melmark New England)

Use of Behavioral Principles to Increase Employee Initiation of Problem Solving Strategies. MAGGIE ROSS, Jamie Fanelli, and Amy Badalucca (Melmark New England)

Increasing Staff Performance Through Public Posting. KRISTIN J. COLBERT and Brian C. Liu-Constant (Melmark New England)

#527 Symposium

5/27/2008
9:00 AM - 10:20 AM
International South
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Debra Berry Malmberg, Ph.D., BCBA

Using Visual Strategies to Promote the Acquisition of Communication and Social Skills of Children With Autism
Chair and Discussant: Debra Berry Malmberg (Claremont McKenna College)

Is the Picture Exchange Communication System (PECS) Functional? An Assessment of PECS Generalization. ALISSA GREENBERG and Melaura Andree Erickson (Claremont Graduate University), and Marjorie H. Charlop-Christy (Claremont McKenna College)

The Effects of PECS Training on Language Acquisition for Children With Autism. MELAURA ANDREE ERICKSON and Alissa Greenberg (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)

Designing AAC Interventions Based on the Strengths of Children With Autism. GINA T. CHANG (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)

#528 Invited Presenter

5/27/2008
10:00 AM - 10:50 AM
Grand Ballroom
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Richard Foxx, Ph.D., BCBA

Addressing the Challenging Behaviors of Adolescents With Autism: Successful Proactive Strategies, Methods, and Skills Building Interventions
Chair: William H. Ahearn (The New England Center for Children)

RICHARD M. FOXX (Pennsylvania State University)



Dr. Richard M. Foxx is a Professor of Psychology at Penn State Harrisburg and Clinical Adjunct Professor of Pediatrics at the College of Medicine of the Pennsylvania State University. He has written seven books, written over 130 scientific articles, and made 13 training films. He has given over 1700 talks and workshops. Dr. Foxx is an internationally recognized expert in treating behavioral problems. He has lectured in 11 foreign countries and 47 states. He is the Editor-in-Chief of *Behavioral Interventions* and is on the editorial board of five scientific journals. Dr. Foxx is a Fellow in five divisions of the American Psychological Association, the American Psychological Society, and the American Association on Mental Retardation. He was the President of the Association for Behavior Analysis International and the Division of Mental Retardation and Developmental Disabilities of the American Psychological Association. He has served as an expert witness in a number of court cases involving individuals with autism and developmental disabilities. One of his books, *Toilet Training in Less Than a Day*, has sold over two million copies and has been translated into seven languages and one of his training films, "Harry" (the treatment of a self-abusive man), has won numerous cinematic awards.

Abstract: Adolescents with autism can present a special set of behavioral challenges. This talk will focus on the application of effective educational and treatment strategies, methods and skills building approaches to help adolescents and their parents and caregivers not only deal with autism but puberty as well. Some of the areas covered include aggression, masturbation, inappropriate touching, toilet training, social skills, and problem solving skills. The discussion also will include how antecedent planning can reduce confrontations and escape motivated behavior.

#529 Symposium

5/27/2008
10:00 AM - 11:20 AM
Williford B
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: John V. Stokes, M.S., BCBA

Theory-Based Research on Conditions of Practice and the Development of Expertise in Sports
Chair: Elise Cooke (Holliston Public Schools)
Discussant: Eric J. Hörst (Training for Climbing)

A Review of Research and Operant Analysis of Ericsson's Model of Deliberate Practice Applied to Athletic Performance. RICHARD K. FLEMING (Shriver Center/University of Massachusetts Medical School)

Functional Analysis of Athletic Performance. JOHN STOKES (Simmons College)

The Use of Conditional Probability Data for Play Calling in High School Football. JOHN STOKES (Simmons College) and Peter Flynn (Billerica High School)

#530 Symposium

5/27/2008
10:00 AM - 11:20 AM
PDR 3
TPC; Applied Behavior Analysis

Under-Addressed Issues in Behavior Analysis: Diversity, Sexuality, Gerontology, and Response Amplitude
Chair: Diana J. Walker (The Chicago School of Professional Psychology)

Diversity and Multicultural Issues in Behavior Analysis. DIANA J. WALKER (The Chicago School of Professional Psychology)

Sexuality and Behavior Analysis: What's "Normal" and Why Should It Matter to Us? FAWNA STOCKWELL (The Chicago School of Professional Psychology)

Behavioral Gerontology: The Clients Will Be There; Where Are We? VINH DANG (The Chicago School of Professional Psychology)

Response Amplitude: A Neglected Dimension of Behavioral Research and Development. JOHN W. ESHLEMAN (The Chicago School of Professional Psychology)

#531 International Paper Session

5/27/2008
10:30 AM - 11:20 AM
Stevens 3
AUT

Predicting Outcomes for Children With Autism
Chair: Bob Remington (University of Southampton)

Field Effectiveness of Early Intensive Behavioural Intervention for Young Children With Autism. (Applied Behavior Analysis) BOB REMINGTON (University of Southampton), Richard P. Hastings (University of Wales, Bangor), Hanna Koversushoff and Francesca Degli Espinosa (University of Southampton), Erik Jahr (Akershus University Hospital)

Behavioral Intervention for Autism - A Survey of UK Service Providers. (Service Delivery) NEIL T. MARTIN (The Treehouse Trust)

#532 Symposium

5/27/2008
10:30 AM - 11:50 AM
Continental C
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Gerald Harris, Ph.D., BCBA

Assessment Considerations in Behavioral Treatment of Autism
Chair and Discussant: Gerald E. Harris (Texas Young Autism Project)

An Examination of Standardized Language Measures Used With Children With Autism. Catriona Cullum and GERALD E. HARRIS (Texas Young Autism Project)

Identifying Behavioral Patterns in Children With Autism Using the CBCL. GERI MARIA HARRIS, Catriona Cullum, and Gerald E. Harris (Texas Young Autism Project)

Revising Normalizations for the WPPSI-III for Use With Children With Autism. WENDY J. NEELY and Gerald E. Harris (Texas Young Autism Project), and Glen O. Sallows and Tamlynn Sallows (Wisconsin Early Autism Project)

#533 Symposium

5/27/2008
10:30 AM - 11:50 AM
PDR 2
CSE; Service Delivery

Behavior Analysis of the Voters' Quandary in 2008
Chair: Donald K. Pumroy (University of Maryland)
Discussant: Roger W. McIntire (University of Maryland)

Defending Against Emotional Manipulations of the Voter. LEOPOLD O. WALDER (Behavior Service Consultants, Inc.)

Analysis of the Content of Conservative Talk Radio Shows. DONALD K. PUMROY (University of Maryland)

Perceptions of Aging and Voter Turnout. JUDY G. BLUMENTHAL (Association for Behavior Change)

#534 Panel Discussion

5/27/2008
10:30 AM - 11:50 AM
Continental A
AUT/EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: David Celiberti, Ph.D., BCBA

Behavior Analysts Consulting in Public Schools: Identifying and Managing Obstacles
Chair: Ruth M. Donlin (Private Practice)

RUTH M. DONLIN (Private Practice)
DAVID A. CELIBERTI (Private Practice)
MARY ELLEN MCDONALD (Eden II Programs/ The Genesis School)
LINDA S. MEYER (The New Jersey Center for Outreach and Services for the Autism Community)

#535 Symposium

5/27/2008
10:30 AM - 11:50 AM
Joliet
OBM; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Nicholas L. Weatherly, M.A., BCBA

Behavior Systems Analysis in Health Care and Human Service Settings
Chair: Nicholas L. Weatherly (Western Michigan University)

A Systematic Evaluation of a Preschool Autism Intervention: Maintenance Training and Testing. NICHOLAS L. WEATHERLY and Richard W. Malott (Western Michigan University)

An Evaluation of the Impact of Computerized Physician Order Entry on Medical Errors. SHANNON M. LOEWY and John Austin (Western Michigan University)

HealthVisor: An OBM Intervention to Reduce Employer Health Care Costs. GUY S. BRUCE (Appealing Solutions, LLC) and James Keefe (Warren Achievement Center)

Current Work With a Hand Hygiene Auditor Program. KATHERINE C. WILLERICK (Bronson Methodist Hospital) and Krista Hinz (Western Michigan University)

#536 International Symposium

5/27/2008
10:30 AM - 11:50 AM
Metra; Blackstone Hotel, Concourse Level
EAB; Experimental Analysis

Behavioral Variability
Chair: Josele Abreu-Rodrigues (Universidade de Brasilia)
Discussant: Manoel Rodrigues-Neto (The Ohio State University)

Behavioral Variation in the Context of Choice. ALESSANDRA SOUZA and Josele Abreu-Rodrigues (Universidade de Brasilia)

Variation and Repetition: Sensitivity to Response-Independent Reinforcers. JOSELE ABREU-RODRIGUES and Paula Natalino (Universidade de Brasília)

The Effects of Variation and Repetition Upon Rule Discovery. Juliana Brasiliense Vilela and JOSELE ABREU-RODRIGUES (Universidade de Brasilia)

#537 Symposium

5/27/2008
10:30 AM - 11:50 AM
Williford A
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Robet K. Ross, M.S., BCBA

Beyond Autism and Developmental Disabilities: Expanding the Role of Behavior Analysts in Schools
Chair and Discussant: Steven Woolf (BEACON Services)

Use of a Hassle Log for Reducing Escape Maintained Behavior. STEVEN WOOLF (BEACON Services)

The Use of a Multicomponent Treatment Package to Reduce "Emotional Behavior" in Public School Classroom. JOSEPH M. VEDORA (BEACON Services)

Use of a Token Economy, Noncontingent Reinforcement and Time Out for Reducing Attention Maintained Behavior. DAVID M. CORCORAN (BEACON Services)

5/27/2008
10:30 AM - 11:50 AM
International North
CBM/AUT; Theory

Clinical Supervision in BA: Shaping the Knower to Know
Chair: Barbara S. Kohlenberg (University of Nevada School of Medicine)

PATRICK C. FRIMAN (Father Flanagan's Girls and Boys' Town)
ROBERT J. KOHLENBERG (University of Washington)
PATRICK M. GHEZZI (University of Nevada, Reno)
CLAUDIA DROSSEL (University of Nevada, Reno)

Abstract: Shaping the applied repertoires of our students requires sensitivity to both the shaping of specified and nonspecified response classes. We want our students to be able to attend to raw data, discriminate relevant functional units, and intervene effectively. Shaping the repertoires of clinical students in psychotherapy, and of behavior analysis students in applied settings, requires that the supervisor shape both topographically specified and nonspecified responses. This panel will search for commonalities across traditional clinical supervision and supervision in traditional applied behavior analytic settings.



Dr. Patrick C. Friman received his Ph.D. from the University of Kansas under the Mentorship of Drs. Montrose M. Wolf and Edward R. Christophersen. He is Director of Clinical Services Father Flanagan's Boys Home and a Clinical Professor of Pediatrics at the University of Nebraska School of Medicine. He has held faculty positions at the University of Nevada as well as Johns Hopkins and the University of Pennsylvania Schools of Medicine. He is the outgoing Editor of *The Journal of Applied Behavior Analysis* and is on the editorial boards of nine other peer-reviewed scientific journals. He has published more than 150 scientific papers most of which involve behavior disorders of childhood in general, and behavioral pediatrics in particular. Generally, Dr. Friman's research addresses the gap between outpatient well child medical care on one side, and referral-based clinical child psychologic and psychiatric care on the other. The gap includes behavior problems that bedevil parents, are outside the core curriculum used to train pediatricians, and yet are not sufficiently serious to warrant serious psychiatric diagnosis. For example, his research on solving bedtime problems was published in the *Archives of Pediatrics and Adolescent Medicine*, and presented at a large press conference in New York City, sponsored by the American Medical Association, at which the Surgeon General of the United States presented Dr. Friman to the press. His most recent book is *Good Night, Sweet Dreams, I Love You: Now Get in Bed and Go to Sleep.*



Dr. Robert J. Kohlenberg received his doctorate under Ivar Lovaas at UCLA and is a Professor of Psychology at the University of Washington where he was the Director of Clinical Training from 1997 to 2004. He is certified by the American Board of Professional Psychology and received the Washington State Psychological Association's Distinguished Psychologist Award. He uses behavior analysis to help understand, teach, and do research on the curative role of a close and intense therapist-client relationship as well as a broad range of clinical phenomena. The approach is represented by the 1991 book *Functional Analytic Psychotherapy* (known as FAP) by him and Mavis Tsai. Using this approach he and his colleagues (who are often first authors) have done research and published papers on electrical energy conservation, migraine, PTSD, marital counseling, OCD, depression, previously undocumented psychological side effects of antidepressant medication, DBT, CBT, BPD, acceptance, personality, the self, DSM IV Axis II diagnosis, co-morbidity, the integration of psychotherapies, and the parallels between implanted memories and the therapy rationales presented to clients by behavior therapists. He has also contributed radical behavioral genetic

material to help produce his daughter, Dr. Barbara Kohlenberg, a distinguished behavior analyst, talented clinician, teacher, researcher, and co-author.



Dr. Patrick M. Ghezzi is the director of the Behavior Analysis Program at the University of Nevada and the director and co-founder (with Sid Bijou) of UNR's Early Childhood Autism Program. He received his training in experimental psychology at Western Washington University (M.S.) and in the analysis of behavior at Utah State University (Ph.D.), and was on the research faculty in special education and rehabilitation at the University of Arizona prior to joining the faculty in the psychology department at the University of Nevada. His scholarly interests center on behavior theory, child pathology, and gambling.



Dr. Claudia Drossel has been a student, researcher, practitioner, and teacher of behavior analysis for more than a decade. As an undergraduate student, she was introduced to the experimental analysis of behavior by Bill Palya at Jacksonville State University. In 2004, she obtained her Ph.D. conducting studies in basic operant research with Phil Hineline at Temple University. She is now pursing a doctoral degree in clinical psychology at University of Nevada, Reno (UNR), where she studies the application of behavior analytic principles to assessment and interventions in dementia care with Jane Fisher. As a trainee within the Acceptance and Commitment Therapy (ACT) and the Functional Analytic Psychotherapy (FAP) teams, Claudia's ability to apply behavior analytic skills artfully has been honed. Claudia's behavior as a trainer has been shaped by her interaction with trainees. She has shaped student behavior as an instructor of behavior analytic core classes at Temple University and behavioral pharmacology at UNR's satellite master's programs. Since 2004, in collaboration with Jane Fisher, Claudia has been training family and professional caregivers of individuals with dementia throughout Nevada to apply behavior analytic principles. As the Associate Director of the Nevada Caregiver Support Center, the removal of caregivers' barriers to the implementation of behavior analytic care plans for individuals with dementia is Claudia's main concern.

#539 Symposium

5/27/2008
10:30 AM - 11:50 AM
Williford C
EDC; Applied Behavior Analysis

From Lecture Hall to Cyber Space: Three Models for Evidence-Based Instructional Design in College Teaching
Chair: Donny Newsome (University of Nevada, Reno)
Discussant: Jennifer L. Austin (University of Houston, Clear Lake)

Assessing the Effects of Peer Coaching in an Undergraduate Statistics Course. EMILY LEEMING, Joseph Charles Dagen, and Mark P. Alavosius (University of Nevada, Reno)

Using Cutting Edge Instructional Technology in Online Behavior Analysis Courses. JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology & ABA Tech), Josh Pritchard (University of Nevada, Reno), Melissa Nosik-Reitz (TEAM Centers), and Cindy Schmitt (Florida Institute of Technology)

An Investigation of Efficiency and Preference for Supplemental Learning Modules in Online Instruction. DONNY NEWSOME and Mark P. Alavosius (University of Nevada, Reno)

#540 Symposium

5/27/2008
10:30 AM - 11:50 AM
Stevens 1
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Paul Hough, M.Ed., BCBA

Measuring Efficiency and Quality of Performance Based Feedback Models Across Time and Setting
Chair: Paul Hough (Charles River ARC)
Discussant: John C. Randall (Charles River ARC)

Comparing Quality and Cost of Competing Staff Training Models in a Vocational Setting. PAUL HOUGH, Julie Erin Lomartire, and John C. Randall (Charles River ARC)

Comparing Quality and Cost of Maintaining Competency Over Time in Competing Training Models. JULIE ERIN LOMARTIRE, Paul Hough, and Heather Conlan (Charles River ARC)

Intellectual Disabilities Etiologies and Associated Psychiatric Disorders in Adults Living in Community Living Programs. JAMES M. SPERRY, James K. Luiselli, Christine M. Magee, Mark J Hauser, and Michelle J Graham (The May Institute), and John C. Randall (Charles River ARC)

#541 Symposium

5/27/2008
10:30 AM - 11:50 AM
Marquette
OBM; Service Delivery

Positive Reinforcement in Organizational Learning and Improvement
Chair: Matt Porritt (Aubrey Daniels International)
Discussant: Judy L. Agnew (Aubrey Daniels International)

From Up-State to Down Under: Engineering the Reinforcement Culture in Safety and OBM. JESSICA M. LUDWIG (SafetyWorks Group)

Spicing Things up With Fluency and Positive Reinforcement at a Chicken Wing and Beer Bistro. CATHERINE M. BALDERSON (Aubrey Daniels International)

Random, Fixed, and Variable-Time Delivery Schedules (NCR) of Stimuli With Supposed Reinforcing Properties in Organizations—Free Stuff! MATTHEW L. PORRITT (Aubrey Daniels International)

#542 Symposium

5/27/2008
10:30 AM - 11:50 AM
Stevens 2
AUT; Service Delivery
BACB CE Offered. CE Instructor: Michael Fabrizio, M.A., BCBA

Rapport Building
Chair: Michael Fabrizio (Fabrizio/Moors Consulting)
Discussant: Shahla S. Ala'i-Rosales (University of North Texas)

Developing and Measuring Rapport With Learners With Autism. MICHAEL FABRIZIO (Fabrizio/Moors Consulting), Kelly J. Ferris (Organization for Research and Learning), Krista Zambolin (Fabrizio/Moors Consulting)

Precise Measurement in Naturalistic Teaching Arrangements. KATHLEEN S. LAINO (Organization for Research & Learning) and Heidi Calverley and Holly Almon-Morris (Fabrizio/Moors Consulting)

Teaching Assent Withdrawal and Self-Advocacy Skills to Persons With Autism. HOLLY ALMON-MORRIS and Michael Fabrizio (Fabrizio/Moors Consulting)

#543 Symposium

5/27/2008
10:30 AM - 11:50 AM
Continental B
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Mark O'Reilly, Ph.D., BCBA

Recent Advances in the Assessment and Treatment of Challenging Behavior
Chair: Mark F. O'Reilly (University of Texas at Austin)

Treatment Outcome, Intervention Fidelity, and Operant Function Interactions in an Outpatient Clinic for Behavioral Problems. NEALETTA HOUCHINS-JUAREZ (Tennessee Family Solutions) and Craig H. Kennedy (Vanderbilt University)

Clarifying Ambiguous Functional Analysis Data via Inspection of Cumulative Data Displays. TIMOTHY R. MOORE, Jennifer J. McComas, and Frank J. Symons (University of Minnesota)

Discrepency in Functional Analysis Results Across Settings: Implications for Intervention Design. RUSSELL LANG, Mark F. O'Reilly, Wendy A. Machalicek, Jeffrey Michael Chan, Mandy J. Rispoli, and Tonya N. Davis (University of Texas at Austin), and Paul D. Langthorne (Tizard Centre)

Effects of Weighted Vests on Problem Behavior During Functional Analysis. SHAWN QUIGLEY, Lloyd D. Peterson, and Stephanie M. Peterson (Idaho State University)

#544 International Paper Session

5/27/2008
10:30 AM - 11:50 AM
Astoria
AUT

Social Skills, Play Skills, and Group Contingencies
Chair: Dennis Moore (Monash University)

The Role of Video-Modeling in Successful Interventions Targeting Social Skills in Children With Autism. (Applied Behavior Analysis) DENNIS W. MOORE and Angelika Anderson (Monash University)

A Preliminary Investigation of the Effect of a Playscript on the Acquisition of Symbolic Play for Children Diagnosed With Autism Spectrum Disorder. (Applied Behavior Analysis) NANCY J. CHAMPLIN, Elizabeth C. Rusinko, and Aimee E. Collier (Autism Concepts, Inc.)

Improving On-Task Behavior During Independent and Group Activities by Implementing a Group Contingency. (Applied Behavior Analysis) AMANDA S. MENTZER and Sana L. Shadded (Queens College & Graduate Center of City University of New York), Lynda Ellen Hounshell Fritschi (New York City Dept. of Education), and Arifa Roban and Alicia M. Alvero (Queens College & Graduate Center of City University of New York)

#545 Symposium

5/27/2008
10:30 AM - 11:50 AM
International South
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Debra Berry Malmberg, Ph.D., BCBA

Teaching Parents to Design, Implement, and Evaluate Behavioral Intervention for Their Children With Autism
Chair: Debra Berry Malmberg (Claremont McKenna College)
Discussant: Lara M. Delmolino (Rutgers University)

Evaluation of a Parent Education Program to Decrease Maladaptive Behaviors in the Home. Debra Berry Malmberg and Marjorie H. Charlop-Christy (Claremont McKenna College), and SABRINA D. DANESHVAR (Autism Spectrum Therapies)

The Contributions of the Ecological Model to a Parent Education Program. DEBRA BERRY MALMBERG and Marjorie H. Charlop-Christy (Claremont McKenna College)

Evaluating Interventions for Children With Autism: Development and Assessment of a Parent Education Program. KARI BERQUIST (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)

#546 International Symposium

5/27/2008
10:30 AM - 11:50 AM
El; Blackstone Hotel Concourse Level
EAB; Experimental Analysis

The Implicit Relational Assessment Procedure (IRAP): Investigating Implicit Attitudes in Health and Social Research
Chair: Patricia M. Power (National University of Ireland Maynooth)

Measuring Race-Related Implicit Attitudes, Using the Implicit Relational Assessment Procedure (IRAP). 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 (IRAP): Do We Really Believe That Gay People are Abnormal? CLAIRE CULLEN, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), and Ian T. Stewart (National University of Ireland, Galway)

Implicit Relational Assessment Procedure (IRAP): Influences of Deprivation and Smoking-History on Implicit Relational Responding. NIGEL AUGUSTINE VAHEY (National University of Ireland), 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: Investigating the Effects of Hunger Manipulations on Implicit Food Attitudes. IAN MCKENNA, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), and Ian T. Stewart (National University of Ireland, Galway)

#547 Symposium

5/27/2008
10:30 AM - 11:50 AM
Waldorf
EDC; Applied Behavior Analysis

The Positive to Negative Feedback Ratio: Educational Myth or Effective Practice?
Chair: Barbara A. Metzger (Sam Houston State University)
Discussant: Vicky Spencer (Sam Houston State University)

Tracking the Origins of "Magic" 5:1 Positive to Negative Feedback Ratio. BARBARA A. METZGER, Valerie Anderson-Grigg, Sarah J. Holmes, and Patricia Hitt (Sam Houston State University)

The Effect of the Positive to Negative Feedback Ratio on the Acquisition of a Novel Task. SARAH J. HOLMES (Sam Houston State University)

The "Magic" Positive to Negative Feedback Ratio: Does it Work in the Classroom Setting? PATRICIA HITT (Sam Houston State University)

#548 Symposium

5/27/2008
10:30 AM - 11:50 AM
4A
OTH; Theory
BACB CE Offered. CE Instructor: Abigail B. Calkin, Ph.D.

The Present Will Pass: Preserving Your Work for the Future
Chair: Abigail B. Calkin (Calkin Consulting Center)

Tom Gilbert's Performance Engineering. MARILYN B. GILBERT (Performance Engineering Group)

Bea Barrett's Archives: Theoretical and Practical Applications Using Information Science and Gilbert's Performance Matrix. YUKA KOREMURA (University of North Texas)

Og Lindsley's Archival Collection. ABIGAIL B. CALKIN (Calkin Consulting Center)

Archives of the History of American Psychology. SHARON OCHSENHIRT (Archives of the History of American Psychology)

#549 Symposium

5/27/2008
10:30 AM - 11:50 AM
Boulevard B
CBM; Applied Behavior Analysis

The Use of Caregivers as Therapists in the Assessment of Problem Behavior
Chair: Nathan Call (The Marcus Institute)

Using Parent-conducted Descriptive Assessments to Treat Pediatric Feeding Disorders. HEATHER KADEY, Cathleen C. Piazza, and Kristi D. Murphy (Munroe-Meyer Institute)

Procedural Integrity of Brief Functional Analyses With and Without Consequences when Parents Serve as Therapists. AMANDA ZANGRILLO and Nathan Call (The Marcus Institute), Karen Rader (Louisiana State University), and Michael E. Kelley (University of Southern Maine)

Comparison of Functional Assessment Methods: Structured Descriptive Assessment With Caregivers versus Experimental Functional Analysis With Professionals. STEPHANIE A. CONTRUCCI KUHN (Kennedy Krieger Institute), Michael A. Lind (Kennedy Krieger Institute and Johns Hopkins University School of Medicine), and David E. Kuhn (Kennedy Krieger Institute)

Applying Brief Experimental Analysis to Typically Developing Children With Severe Behavior Disorders. BRENDA J. ENGEBRETSON, David P. Wacker, Melanie H. Bachmeyer, Linda J. Cooper-Brown, Matthew O'Brien, and Michael A. Lind (University of Iowa)

#550 Scientific Foundation and Tutorial

5/27/2008
11:00 AM - 11:50 AM
Grand Ballroom
VRB; Theory
BACB CE Offered. CE Instructor: Timothy D. Hackenberg, Ph. D.

The Tacts of Life: Accuracy, Science, and Pseudoscience
Chair: William F. Potter (California State University, Stanislaus)

TIMOTHY D. HACKENBERG (University of Florida)



Dr. Timothy D. Hackenberg received a B.A. degree in Psychology from the University of California, Irvine in 1982 and a doctorate in Psychology from Temple University in 1987, under the supervision of Philip Hineline. He held a postdoctoral research position at the University of Minnesota with Travis Thompson from 1988-90. He joined the faculty in the behavior analysis program at the University of Florida in 1990, where he is currently a Professor of Psychology. He has served on the Board of Directors of the Society for the Experimental Analysis of Behavior, of the Society for the Quantitative Analysis of Behavior, as Associate Editor of the *Journal of the Experimental Analysis of Behavior*, as President of Division 25 of the American Psychological Association, and is currently serving as the Experimental Representative to the ABAI Council. His major research interests are in the area of choice and conditioned reinforcement in humans and other animals. In work funded by the NSF and the NIH, he and his students have developed procedures for comparing adaptive choice in different species, showing that species differences are frequently a product of procedural differences. Reducing or eliminating procedural differences brings cross-species continuities into sharper focus. He is blessed with a talented cadre of graduate students, and has the good fortune to teach courses he cares about, including *Theoretical Foundations of Behavior Analysis*, *Verbal Behavior*, and *Interpretive Systems*.

Abstract: Correspondence relations play a key role in everyday verbal functioning. Describing a weekend outing, classifying a musical piece, categorizing a type of insect, and interpreting a behavioral episode all involve correspondence between a verbal response and some aspect of the world. Such correspondence relations lie at the heart of Skinner's analysis of the tact, defined as a verbal response evoked by some event or property of some event, maintained by generalized reinforcement (e.g., social approval). The degree to which a tact truly or accurately reflects some event depends on its correspondence with the contingencies, and can range from high (when contingencies permit precise tacting) to low (when contingencies arranged for tacting are weak or detective, or when special interests of the speaker intrude). Accuracy and truth are therefore products of contingencies arranged by verbal communities which place a premium on correspondence. This is of more than idle theoretical interest. Correspondence relations bear on distinctions between facts and opinions, and more generally, to differences between scientific and pseudoscientific claims. In this presentation, I will discuss some general areas of research relevant to distorted tacts, the conditions under which people are especially prone to their disruptive influences, and how such relations can be studied with traditional behavioral methods. Some implications for scientific accuracy, and for distinguishing science from pseudoscience, will also be considered.

#551 Symposium

5/27/2008
11:30 AM - 12:50 PM
Williford B
EDC; Service Delivery
BACB CE Offered. CE Instructor: Ralph N. Pampino Jr., M.A., BCBA

Behavioral Consultation: Applications From the Field
Chair: Ralph N. Pampino, Jr. (Quality Behavioral Outcomes)
Discussant: Donald A. Wachelka (Quality Behavioral Outcomes (QBO))

Conducting Brief Functional Analyses in Elementary Schools. HEIDI OKAMOTO, David Slade, Steven H. Troyer, and Ralph N. Pampino, Jr. (Quality Behavioral Outcomes)

The Use of the Daily Behavior Report With Middle and High School Students. JENNIFER MACDONALD and Ralph N. Pampino, Jr. (Quality Behavioral Outcomes)

#552 International Paper Session

5/27/2008
11:30 AM - 12:50 PM
PDR 3
TPC

Recommendations for Advancing Behavior-Analytic Science
Chair: Raymond Romanczyk (Institute for Child Development)

What Behavior Analysts Can and Must Learn From Clinical Psychology: The World of Service Delivery. (Applied Behavior Analysis) RAYMOND G. ROMANCZYK (Institute for Child Development)

Casinos as *In Situ* Sites for Longitudinal, Human Behavior Research: Advantages, Possibilities, and Problems. (Theory) CALVIN K. CLAUS (National-Louis University)

Perception of ABA in Mainstream News Media. (Applied Behavior Analysis) DOUGLAS S. LEE, Cristin D. Johnston, and Mike R. Johnston (Behavioral Solutions, Inc.)

#553 Tutorial

5/27/2008
12:00 PM - 12:50 PM
Grand Ballroom
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Anthony Cuvo, Ph.D., BCBA

Building a Transactional Systems Model of Services for Children With Autism
Chair: Mollie Horner-King (Southern Illinois University)

ANTHONY J. CUVO (Southern Illinois University)



Dr. Anthony J. Cuvo is Professor of Behavior Analysis and Therapy and Director of the Center for Autism Spectrum Disorders at Southern Illinois University. His academic history includes degrees in psychology from Lafayette College (B.A. Psychology, 1965), Kent State University (M.A. Clinical Psychology, 1967), and University of Connecticut (Ph.D. Child and Developmental Psychology, 1973). Dr. Cuvo is a former Distinguished Research Fellow of the National Institute of Handicapped Research, and Fellow of the American Psychological Association, the American Psychological Society, and American Association of Mental Retardation. He was the recipient of his College's Outstanding Teaching Award, first recipient of the College Outstanding Researcher Award, and the Phi Kappa Phi Outstanding Scholar Award. Dr. Cuvo worked as a clinical psychologist in Pennsylvania and Connecticut before assuming his faculty position at Southern Illinois University in 1973. He is the Founding Director of the Center for Autism Spectrum Disorders at Southern Illinois University and a founding partner in Illinois' The Autism Program. Dr. Cuvo has obtained approximately

four million dollars in external funding. He has edited two books, authored 14 book chapters, over 100 journal articles and other publications, and made more than 200 professional presentations. Dr. Cuvo has served as Associate Editor for five professional journals, and regular board member for 10 journals. He has been a grant proposal reviewer and site visitor for several federal agencies. He has given invited addresses and workshops in England, Italy, Costa Rica, and Brazil on numerous occasions.

Abstract: There has been an escalation in the number of children identified with autism spectrum disorders in recent years. To increase the likelihood that treatments for the children be effective, interventions should be derived from sound theory and research evidence. Absent this supportive foundation, intervention programs could be inconsequential if not harmful to children. Although atypical, the development of children with autism should be considered initially from the perspective of the same variables that affect the development of typical children. In addition, the developmental deviations that characterize autism must be considered when developing intervention programs. Behavioral systems models describe both typical as well as atypical development, and emphasize dynamic multidirectional person-environment transactions. The environment is viewed as having multiple levels, from the individuals with autism, themselves, to larger societal and cultural levels. Behavioral systems models of human development can be generalized to a transactional systems model of services for children with autism. This model is the foundational theoretical position of the Southern Illinois University Center for Autism Spectrum Disorders. The Center's programs are described to illustrate the application of the model to multiple levels of the social ecology.

#554 Symposium

5/27/2008
12:00 PM - 01:20 PM
Continental B
AUT; Applied Behavior Analysis

Evaluating Effective Strategies for Educating Children With Autism
Chair: Morten Haugland (Haugland Learning Center)
Discussant: John W. Eshleman (Optimal Instructional Systems)

A Comparison of Transfer of Stimulus Control or Multiple Control on the Acquisition of Verbal Operants in Young Children. TRACI CIHON (The Chicago School of Professional Psychology)

Promoting Efficiency: A Comparison of Two Teaching Protocols in the Education of Children With Autism . GWEN DWIGGINS and Ralph Gardner, III (The Ohio State University), Joshua Garner (Haugland Learning Center), and Valerie E. Cook (The Ohio State University)

What Effect does Adding TAG Teaching Have on Acquisition of Letter Writing Skills Using Fluency Based Procedures in Learners With Autism? KRISTINE D. HAUGLAND (Haugland Consulting)

#555 Symposium

5/27/2008
12:00 PM - 01:20 PM
Continental A
AUT; Service Delivery

Evidence-Based Practice and Autism Spectrum Disorders
Chair: Susan Wilczynski (National Autism Center/May Institute)
Discussant: Dennis C. Russo (The May Institute)

The Importance of Evidence-Based Practice in Autism Spectrum Disorders. JENNIFER D. BASS (The May Institute)

The National Standards Project and Evidence-Based Practice in Autism Spectrum Disorders. SUSAN WILCZYNSKI (National Autism Center; May Institute)

Moving from Treatment to Practice in Evidence-Based Practice. ROBERT F. PUTNAM (The May Institute)

#556 Symposium

5/27/2008
12:00 PM - 01:20 PM
Williford A
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Deirdre Fitzgerald, Ph.D., BCBA

Making ABA a First Choice Treatment in More Settings
Chair: Deirdre Lee Fitzgerald (Eastern Connecticut State University)
Discussant: Donn Sottolano (Area Cooperative Educational Services)

Why Data are Not Enough to Increase the Adoption of Effective Practices. Deirdre Lee Fitzgerald, Tricia Heavysides, and MELISSA MICHAUD (Eastern Connecticut State University), and Jessica Paredes (The New England Center for Children)

Making University Training Part of the Solution. MENIKA S. SCHULTE and Deirdre Lee Fitzgerald (Eastern Connecticut State University)

Increasing the Social Validity of Behavioral Interventions. MALLORY KEEGAN, Putita St. Onge, and Deirdre Lee Fitzgerald (Eastern Connecticut State University)

#557 Symposium

5/27/2008
12:00 PM - 01:20 PM
Williford C
EDC; Applied Behavior Analysis
BACB CE Offered. CE Instructor: David F. Bicard, Ph.D., BCBA

No Time for Sleep: Active Student Responding in College Classrooms
Chair: David Bicard (The Univeristy of Memphis)
Discussant: Matthew Tincani (University of Nevada)

Effects of Student Response System versus Traditional Techniques on College Students' Quiz and Application Performance. SARA C. BICARD, David Bicard, Clinton Smith, Esther Plank, Richard C Casey, and Laura Baylot Casey (University of Memphis)

Effects of Handwritten versus Electronic Guided Notes on College Students' Recall and Application. SARA C. BICARD and David Bicard (The Univeristy of Memphis), and Hirofumi Shimizu (Headsprout)

The Effects of SAFMEDS On Students' Recall, Response Generality, and Maintenance of ABA Terms. DAVID BICARD, Laura Baylot Casey, Sara C. Bicard, Mindy Taylor and (The University of Memphis)

#558 Paper Session

5/27/2008
12:00 PM - 01:20 PM
Astoria
AUT

Optimizing Learning in Children With Autism
Chair: Jenny Tuzikow (Devereux CARES)

Comparison of Prompt Strategies for Teaching Students With Autism. (Applied Behavior Analysis). JENNY TUZIKOW (Devereux CARES)

Are the Reinforcers Reinforcing? Analysis of Motivation Using a Computer-Assisted Learning Program for Autism. (Applied Behavior Analysis) SHANNON CERNICH and Christina Whalen Dallaire (TeachTown)

Using High Interest Visuals to Increase Learning Trends for Students With Autism. (Service Delivery) ARLENE DWORKIN KAYE (CREC River Street Autism Program at Coltsville)

#559 Symposium

5/27/2008
12:00 PM - 01:20 PM
4A
OTH; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Katherine Johnson-Patagoc, M.S., BCBA

Pocket PC and Video Applications in Clinical Settings
Chair: Katherine Miriam Johnson-Patagoc (Our Lady of Peace)
Discussant: James W. Jackson (Southern Illinois University at Carbondale)

Using a Pocket PC to Collect Data During Behavioral Assessment and Treatment Sessions. JEFFREY E. DILLEN, Holly L. Bihler, Katherine Miriam Johnson-Patagoc, Kimberly Dwyer-Moore, Janice L. Marley, Beth A. Duncan, and Erin G. Moreschi (Our Lady of Peace)

Competency Based Video Training: Increasing Staff Interaction Skills and Use of Positive Behavioral Programming in Developmental Disabilities. JOHN M. GUERCIO, Marinda Phillips, Gary Scheffler, Bob Bradshaw, and Donna Delia (Missouri Department of Mental Health)

Designing Computer Data Collection Tools for Working With Children With Autism. JAMES W. JACKSON and Jacquelyn M. MacDonald (Southern Illinois University at Carbondale), Mark R. Dixon (Southern Illinois University), and Susan Szekely (Illinois Center for Autism)

#560 International Symposium

5/27/2008
12:00 PM - 01:20 PM
Stevens 2
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Daniela Fazzio, Ph.D., BCBA

Research and Practice on Staff and Parent Training in Autism Early Intensive Intervention
Chair: Daniela Fazzio (University of Manitoba/St. Amant)
Discussant: Tricia Corinne Vause (Brock University)

Rapid Training Package to Teach Instructors to Implement Discrete-Trials Teaching With Children With Autism. DANIELA FAZZIO and Lindsay Maureen Arnal (University of Manitoba/St. Amant), Garry L. Martin (University of Manitoba), and Dickie C. T. Yu and Mandy Starke (University of Manitoba/St. Amant)

Developing Independence in Natural Environments in the Home. KALA J. DABLE, Kara L. Riedesel, and Eric V. Larsson (Lovaas Institute Midwest)

Increasing the Effectiveness of Intensive Early Intervention Through Parent Training. Adrienne Stalder, MELISSA J. GARD, Steffani N. Falardeaux, and Kristy L. Oldham (Lovaas Institute Midwest)

#561 Symposium

5/27/2008
12:00 PM - 01:20 PM
Continental C
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Lara Delmolino, Ph.D., BCBA

The Assessment and Application of Momentary Time Sampling and Partial Interval Recording in Classroom Settings
Chair: Kate E. Fiske (Rutgers University)
Discussant: Rebecca P. F. MacDonald (The New England Center for Children)

Comparing the Use of Momentary Time Sampling and Partial Interval Recording in Stereotypy Data Collection. LARA M. DELMOLINO, Kate E. Fiske, and Melissa Dackis (Rutgers University)

Calibration of Stereotypy Data Collection Methods Based on Frequency of Behavior and Episode Length. Kate E. Fiske, SUZANNAH J. FERRAIOLI, and Lara M. Delmolino (Rutgers University)

Teacher Perceptions of and Accuracy in Data Collection Using Momentary Time Sampling and Partial Interval Recording. KATE E. FISKE and Lara M. Delmolino (Rutgers University)

#562 Symposium

5/27/2008
12:00 PM - 01:20 PM
Stevens 1
DDA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Gordon DeFalco, Ph.D.

The Influence of Positive Behavior Analytic Procedures on Problem Behaviors
Chair: Gordon A. DeFalco (Evergreen Center)
Discussant: Thomas L. Zane (The Center for Applied Behavior Analysis at The Sage Colleges)

Increasing Positive Reinforcement Programming by Teachers in a Classroom Setting: The Effects on Student Problem Behavior. LAWRENCE L. LOCKWOOD, Tara-Lynn Burbee, Kristofer van Herp, and Gordon A. DeFalco (Evergreen Center)

The Effects of Scheduled Access to Noncontingent Edibles on Pica in a Classroom Setting. KRISTOFER VAN HERP and Gordon A. DeFalco (Evergreen Center)

Using Component Analysis for Program Development of Individuals With Attention Maintained Behavior. TARA-LYNN BURBEE and Lawrence L. Lockwood (Evergreen Center)

#563 Panel Discussion

5/27/2008
12:00 PM - 01:20 PM
International South
AUT/OBM; Service Delivery

Trials and Tribulations: Developing a Residential Program Based in Applied Behavior Analysis for Adolescents With ASD
Chair: Joanne Sgambati (Eden II/Genesis Programs)

WILLIAM J. DONLON (Eden II/Genesis School)
HESTER BEKISZ (Genesis School)
BRADLEY RICHARDS (Eden II Programs)
PIERA INTERDONATI (The Genesis School)

#564 Panel Discussion

5/27/2008
12:00 PM - 01:20 PM
Waldorf
EDC; Applied Behavior Analysis

Using the Principles of Applied Behavior Analysis to Develop and Deliver Effective Online Instruction
Chair: Nancy Glomb (Utah State University)

MELINA ALEXANDER (Weber State University)
JASON GIBSON (University of Kentucky)
NANCY GLOMB (Utah State University)
KATHERINE J. MITCHEM (California University of Pennsylvania)

#565 International Paper Session

5/27/2008
12:00 PM - 01:20 PM
Stevens 3
AUT

Parental Decision-Making, Perspectives, and Perceptions
Chair: Abbie Solish (York University)

Parent and Therapist Perspectives on Parent Involvement in Behavioral Intervention. (Applied Behavior Analysis) ABBIE SOLISH and Adrienne M. Perry (York University)

Urban Legends and Autism: Clinical Encounters With Popular Fiction. (Service Delivery) JOEL FARB (The Center for Behavior Therapy)

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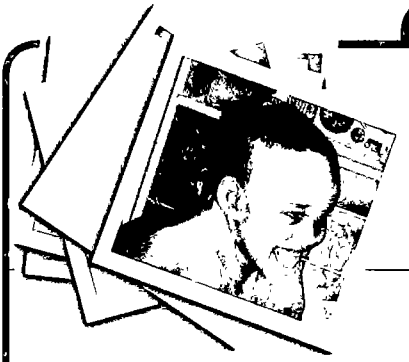
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Timothy Slocum, Ph.D. (Utah State University)
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Susan M. Wilczynski, Ph.D., BCBA (National Autism Center)
And others!

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http://www.abainternational.org/educonf/index.asp
for more information and registration forms.



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Be the

difference

Help a child with autism discover the world

Toronto Partnership for Autism Services

Surrey Place Centre is the lead agency in a community partnership initiative called Toronto Partnership for Autism Services (TPAS), with partners Adventure Place, Aisling Discoveries Child and Family Centre, The Etobicoke Children's Centre and Geneva Centre for Autism. We are dedicated to helping children living with autism develop skills and experience success – at home, at school, at childcare and in the community – through coordinated services at the local level We currently have the following positions available:

PSYCHOLOGISTS & CLINICAL SUPERVISORS

You will provide clinical supervision and accountability for the development, delivery and evaluation of Intensive Behavioural Intervention programs for children with autism, including the supervision of Supervising Therapists employed by the TPAS Community Partnership. Knowledge of Autism, Developmental Disabilities, IBI and assessment is required. Excellent leadership, communication and interpersonal skills are essential. Clinical Supervisors must have a Master's degree in Behaviour Analysis or Psychology, BCBA or eligibility, and three years of senior experience in a BCBA supervised practice Psychologists must hold a Ph.D., and be registered or eligible for registration with the College of Psychologists of Ontario.

SUPERVISING THERAPIST

In this role, you will supervise and assist in training Instructor Therapists to ensure the highest quality of intensive behavioural intervention services are provided to children in the TPAS program. As our ideal applicant, you will have an MA in Psychology or a related field or equivalent combination of education and experience, preferably complemented by three to five years of associated experience with IBI involving young children with autism. You are able to write and monitor IBI programs and have supervisory experience in inspiring and guiding a team.

Successful candidates for all three positions will have to pass a criminal reference check. Fluency in other languages or an understanding of distinct cultures is an asset.

Please note that a grant assistance program is available,
details of which may be viewed at **www.autismgrantprogram.on.ca**

We will be accepting CVs and conducting meetings at the 2008 ABA Conference, May 23rd - 26th at the Hilton, Chicago. Please leave your CV in the Surrey Place mailbox (Attn.: Dr. Nancy Freeman) at the front desk with your cell phone, e-mail, or hotel room # so we can contact you.

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TORONTO PARTNERSHIP FOR AUTISM SERVICES

Surrey Place Centre fosters diversity in the workplace and welcomes applicants from the communities we serve.

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Thank you to all who donated to SABA's Student Presenters Fund for the 34th annual convention. Your generous contributions have supported the registration of the following 207 student presenters in Chicago!

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Reach thousands of individuals through *The ABAI Newsletter*, program books, and *The Behavior Analyst.*

Deadline for submissions for the next newsletter is June 15th, 2008.

Send an e-mail to mail@abainternational.org for information on pricing and future deadlines.

UF & USF Behavior Analysis Services Program

Investigators

UF UNIVERSITY of FLORIDA
Timothy Vollmer, PhD
Carole Van Camp, PhD
USF UNIVERSITY OF SOUTH FLORIDA
Rusty Clark, PhD
Glen Dunlap, PhD

Objective & Results

The Behavior Analysis Services Program has been providing classroom trainings in behavior analysis, child behavior assessments, and other consultative services to foster caregivers and children since 2001. We believe that foster caregivers who are professionally trained in behavior management skills are likely to experience less stress and to interact with children more thereby improving children's placement stability within the system and reducing the need for restrictive placements and use of psychotropic drugs and inappropriate punitive strategies. We scored between seven and nine behavior management skills for 382 caregivers who took our 15-hour or 30-hour training in 2006. The skills were measured during live role plays before and after the training. The average percentage of steps demonstrated correctly across the seven to nine skills increased from 42% to 81% – a promising outcome for children.



Career Opportunities

We offer behavior analysts faculty positions at UF and USF with supervision for board certification within 15 months of hire, mentorship and research opportunities in applied behavior analysis, 15 locations across Florida, and a full benefits package including health, retirement and 4+ weeks vacation. A PhD or Master's in Behavior Analysis is preferred but those with a Bachelor's and experience in Behavior Analysis will be considered.

Contact Us

Margie Foster, UF Coordinator
(352) 846-3510 margiefoster@ufl.edu
Bryon Neff, USF Coordinator
(813) 974-6279 bneff@fmhi.usf.edu
www.psych.ufl.edu/~basp
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2008 ABAI Convention and Workshop Registration Form

Mail form and payment to: ABAI, 1219 South Park Street, Kalamazoo, MI 49001
Telephone: (269) 492-9310. Fax: (269) 492-9316

Contact Information

Title: ❑ Dr. ❑ Prof. ❑ Ms. ❑ Mrs. ❑ Mr.

First Name & M.I.: _____

Last Name: _____

Affiliation: _____

Address: ❑ Home ❑ Work

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City: _____

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Continuing Education

Will you be attending convention events to earn BACB credits? ❑ Yes ❑ No
Certificant #: _____

Convention Registration

To register for the convention at the member rates you, including if you are a student, must be a member for the 2008 calendar year. To renew your membership, please fill out the separate ABAI 2008 Membership form. If you do not wish to renew your membership for 2008, you must register as a nonmember. **All attendees, including presenters and authors, must register for the convention. Name Badges will be required for entry to all convention events.**

Pre-registration will end May 1, 2008. No registration forms received after this date will be processed. On-site registration will open at 5:00 PM May 22.

Registration for the Entire Convention

(Saturday 5/24 – Tuesday 5/27)
Circle membership category.

Category	**2/28-5/1**	**On-site**
Sustaining, Supporting, Full or Affiliate Member	☐$150	☐$170
Emeritus and Student Member	☐$76	☐$86
Chapter-Adjunct Member	☐$188	☐$208
Nonmember	☐$329	☐$349

One-Day Registration.
Circle day(s) attending:

Saturday 5/24 Sunday 5/25
Monday 5/26 Tuesday 5/27
Circle your membership category.
Fill in the appropriate amount
(fee X # of days): $_____

Category	**2/28-5/1**	**On-Site**
Sustaining, Supporting, Full or Affiliate Member	☐$76	☐$86
Emeritus and Student Member	☐$76	☐$86
Chapter-Adjunct Member	☐$98	☐$108
Nonmember	☐$125	☐$135

Workshop Registration

Continuing education (CE) credit is $10/hour in addition to workshop registration fees. Not all workshops are available for APA and BACB CE. To purchase CE for workshops check one or both of the CE boxes.

Workshop #_____ $_____
☐ APA ☐ BACB
Workshop #_____ $_____
☐ APA ☐ BACB
Workshop #_____ $_____
☐ APA ☐ BACB
Workshop #_____ $_____
☐ APA ☐ BACB

2008 ABAI Convention and Workshop Registration Form

METHOD OF PAYMENT

Please be advised that full payment in U.S. dollars must be received by the ABAI office before services will be granted. Payment may be made by check, credit card, or money order.

Make checks payable to *ABA International* or charge your:

☐ Am.Ex. ☐ MasterCard ☐ Visa ☐ Disc.

If paying by credit card, please complete the following:

Name on card:

_____

Card Number:

_____

Authorization Code (last three digits on back of card): _____ Exp. Date: _____

Signature:

_____

Billing Address (if different from above):

_____

City: _____

State/Province: _____

Postal Zip Code: _____

Country: _____

Total Payment Enclosed $____

Overpayments and discounts not taken will be considered donations to ABAI unless a request for a refund is received by the ABAI office in writing. Requests for membership cancellations will not be granted.

The Association for Behavior Analysis International makes accommodations for convention attendants with disabilities. We ask that any individual requiring special arrangements at the convention submit their need in writing and follow up with the ABAI office accordingly. Arrangements are not guaranteed for requests made after midnight (EST) April 1, 2008.

If you have any questions regarding convention registration, please contact the ABA International office at (269) 492-9310 or via e-mail at mail@abainternational.org.

Cancellation Policy: Requests for registration refunds, minus a $30 processing fee, received by midnight (EST) May 1, 2008 will be met. Refund requests received after the deadline, except for those made as a result of a death in the immediate family, will not be granted. Cancellation due to death must be submitted to the ABAI office in writing; ABAI reserves the right to request legal verification of the death. Requests for registration transfers (attendee replacements) received by midnight (EST) May 8, 2008 will be processed in the ABAI office prior to the convention. Requests made after this date will be processed on-site at the Registration Counter. There will be a $30 processing fee for transfers.

Visit the

CE Information Desk

at On-Site Registration in the South Exhibit Hall
for information and questions about continuing education.

Hours:

Thursday, May 22	5:00 PM – 8:00 PM
Friday, May 23	7:00 AM – 7:00 PM
Saturday, May 24	7:00 AM – 7:30 PM
Sunday, May 25	8:00 AM – 7:00 PM
Monday, May 26	8:00 AM – 7:30 PM
Tuesday, May 27	8:00 AM – 2:00 PM

See page 8 for more information.

ABAI 2008 Membership Information

Mail form and payment to: ABAI, 1219 South Park Street, Kalamazoo, MI 49001
Telephone: (269) 492-9310. Fax: (269) 492-9316

Membership Benefits

Members of ABA International enjoy reduced convention registration fees, subscriptions to *The ABAI Newsletter*, and access to on-line membership services through the ABAI Portal. Additional benefits are included in the member type description.

FULL MEMBERS Dues help support the involvement of undergraduate and graduate students in behavior analysis.

Additional Benefits: Voting rights on ABAI business matters, participation 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. When requesting for the first time, send vita and course records along with the "Full Member Status Determination" checklist below. First time applicants will be classified as Affiliate members until a decision is made by the Membership Committee.

EMERITUS FULL MEMBERS For individuals approved for full membership status and who are over the age of 65.

Requirement: Send verification of age when applying for this status for the first time.

SUPPORTING & SUSTAINING FULL MEMBERS Through increased dues, encourage the involvement of graduate and undergraduate students in the science and practice of behavior analysis.

Additional Benefit: Citation in *The ABAI Newsletter* and the *Convention Program Book*.

HOW TO BECOME A MEMBER

To become a member of the ABAI, fill out the 2008 Membership Form, include payment and all supporting documentation, and mail to the ABAI office. You may also apply for membership by visiting on-site registeration or at: http://www.abainternational.org/member/index.aspx.

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. Vita must include description of supervised experience, as well as specific topic areas to which the applicant was exposed.

Name of supervisor:

_____

Organization in which supervised experience occured:

_____

☐ 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 occured:

_____

☐ 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: _____

ABAI 2008 Membership Information, pg. 2

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 or complete the "Recommendation from a 2008 ABAI Full Member" section below.

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.

SUPPORTING & SUSTAINING AFFILIATE MEMBERS Through increased membership dues, provide additional support to encourage the involvement of graduate and undergraduate students in the science and practice of behavior analysis.

Additional Benefit: Citation in *The ABAI Newsletter* and the *Convention Program Book.*

RECOMMENDATION FROM A 2008 ABAI FULL MEMBER

I, _____, believe the

interests/studies of (name)

_____ meet ABA

International's membership requirements.

Full Member Signature:

_____

Date:_____

CHAPTER/ADJUNCT MEMBERS members of an ABAI-affiliated chapter.

Requirement: Send proof from the chapter confirming chapter membership or complete the "Verification of ABAI-Affiliated Chapter Membership" section. If purchasing a three-year membership, proof must be sent annually at the time of ABAI membership renewal.

VERIFICATION OF ABAI-AFFILIATED CHAPTER MEMBERSHIP

I, _____, certify that

_____ is a current member of

(chapter name)

_____.

Chapter Representative Signature:

_____

Date:_____

STUDENT MEMBERS full-time undergraduate or graduate students, residents, or interns.

Additional benefits: Subscription to The Behavior Analyst and free resume posting in the on-line job placement directory.

Requirement: Send proof of full-time student, intern, or resident status or complete the "Verification of Full-Time Student Status" section below. Students who do not send proof with their application will be charged and classified as Affiliate members until verification is received.

VERIFICATION OF FULL-TIME STUDENT STATUS

I, _____, certify that

_____ is a full-time student,

intern, or resident at

_____.

Faculty Signature:

_____

Date:_____

ABAI 2008 Membership Form, pg. 3

Membership Dues

Please circle:	Category A		Category B		Category C		Category D	
Membership Type:	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr
Sustaining Affiliate Sustaining Full	$308	$893	$231	$670	$185	$536	$123	$357
Supporting Afiliate Supporting Full	$167	$485	$126	$364	$100	$291	$67	$194
Affiliate or Full	$126	$366	$95	$274	$76	$219	$50	$146
Chapter-Adjunct	$50	$144	$45	$131	$45	$131	$45	$131
Emeritus	$50	$144	$45	$131	$45	$131	$45	$131
Student	$50	N/A	$45	N/A	$45	NA	$45	N/A

Category A: For countries with income per capita of 75%-100% of the US, including **Australia, Austria, Belgium, Bermuda, Canada, Denmark, Finland, France, Germany, Iceland, Ireland, Japan, Luxembourg, Netherlands, Norway, Qatar, Sweden, Switzerland, United Kingdom,** and all other countries not listed in categories B, C, and D.

Category B: For countries with income per capita of 50%-75% of US, including **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, Czech Republic, Greece, Israel, Korea, Portugal, and Saudi Arabia.**

Category D: For countries with income per capita of <25% of the US, including **Albania, Argentina, Bangladesh, Benin, Brazil, Chile, China, Colombia, Costa Rica, Ecuador, Egypt, Georgia, India, Jordan, Malaysia, Mexico, Nigeria, Oman, Pakistan, Paraguay, Peru, Philippines, Poland, Russian Federation, South Africa, Thailand, Turkey, and Venezuela.**

Personal Information

Title: _____

First Name & M.I.: _____

Last Name: _____

Affiliation: _____

Gender: ☐ Male ☐ Female

Date of Birth: _____

Address: ☐ Home ☐ Work

Address: _____

City: _____

Country: _____

Citizenship: _____

E-Mail: _____

Home Telephone #: _____

Home Fax #: _____

Work Telephone #: _____

Work Fax #: _____

Cell #: _____

Website : _____

Journal Subscriptions

The Analysis of Verbal Behavior
Student: ❑ $22 Individual: ❑ $30

Behavior Analysis in Practice Student: ❑ $25
Individual: ❑ $35

*The Behavior Analyst**
Student or Individual ❑ $47

*Chapter/adjunct dues do not include a subscription to *The Behavior Analyst*. Dues for all other membership categories include subscriptions to both *The ABAI Newsletter* and *The Behavior Analyst*.

Shipping: For international orders, please add $7 for *The Analysis of Verbal Behavior* or *Behavior Analysis in Practic* and $14 for *The Behavior Analyst*.

ABAI 2008 Membership Form, pg. 4

METHOD OF PAYMENT

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FEES FOR INTERNATIONAL MEMBERS

ABA International offers discounted fees for members with permanent residency in countries with per capita income of less than 75% of the United States'. Members in Category B will receive a 25% discount on membership dues; Category C will receive a 40% discount; and Category D will receive a 60% discount.
Income per capita information was obtained from the World Bank Group, 2006. Source is available at http://www.worldbank.org/data/quickreference/quickref.html.
If your country is not listed, but you feel you qualify, contact the ABAI office.

Personal information such as age and annual income will be kept confidential. This information is collected for the purpose of membership data analysis only.

Student Member Information:

☐ High School
☐ Undergraduate
☐ Masters
☐ Doctoral
☐ Post Doctoral

Name of School You Attend:

_____

Program Name: _____

Expected Grad Date: _____

Reason for membership or renewal:

☐ 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
☐ Other: _____

Degree Held:

Most Recent Degree Received:

_____

Conferring Institution:

_____

Year Received:_____

Certification

Are you a certified behavior analyst?
☐ Yes ☐ No
If yes, by whom? _____

BACB #: _____

Languages Spoken:

First Language:_____

Second Language: _____

Third Language: _____

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Position Title
Please check the one box that most closely describes your job title:

- ☐ Administrator
- ☐ Student
- ☐ Consultant/Staff Trainer
- ☐ Professor/Academic
- ☐ Psychologist/Therapist
- ☐ Researcher
- ☐ Social Worker
- ☐ Speech/Language Pathologist
- ☐ School Teacher
- ☐ Parent
- ☐ Other:_____

Primary Activity
Please check the one box that most closely describes your work:

- ☐ Administration
- ☐ Clinical
- ☐ Consulting/Staff Training
- ☐ Research
- ☐ Student
- ☐ Teaching
- ☐ Retired
- ☐ Other: _____

Primary Discipline
Check the one box that most closely describes your field of study:

- ☐ Behavior Analysis
- ☐ Behaviorology
- ☐ Communication Disorders
- ☐ Education
- ☐ Medicine
- ☐ Organizational Management
- ☐ Pharmacology
- ☐ Psychology
- ☐ Social Work
- ☐ Other: _____

Annual Income Range:

- ☐ <$15,000
- ☐ $15,000-$35,000
- ☐ $35,001-$55,000
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During the past 12 months have you served as a member of a grant review committee?
☐ Yes ☐ No

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Note: This information may be shared with persons or agencies/organizations engaged in efforts to support & promote behavioral research.

☐ Yes ☐ No

What source provided the funding?
_____

What was the amount of funding?
$_____ over _____ year(s).

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Participation is needed on ABAI Boards & Committees. Please indicate where you would like to volunteer:

- ☐ Affiliated Chapters
- ☐ Education
- ☐ Membership – Recruitment & Retention
- ☐ Program – Program Committee
- ☐ Practice
- ☐ Publications
- ☐ Science

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Affiliated chapters are membership organizations associated with ABA International through their interest in the dissemination and growth of behavior analysis. They are defined by a geographical boundary; for instance, a state, a region, or a country. ABA International maintains a mutually beneficial relationship with 64 affiliated chapters in Asia, Australia, Europe, and North and South America. These chapters often hold conferences, sponsor lectures, and offer continuing education opportunities.

Please indicate which ABAI affiliated chapter(s) you are a member of or are interested in. Mark those you are member of with M and those you are interested in with I.

__ ABA Colombia
__ ABA India
__ ABA of Argentina
__ ABA of Brazil
__ ABA of Italy (IESCUM)
__ Alabama ABA
__ Asociación Latinoamericana de Analisis y Modificacion del Comportamiento
__ Asociación para el Avance de la Ciencia de la Conducta–ABA España
__ Australian Association for Cognitive Behaviour Therapy
__ Behavior Analysis Association of Michigan
__ Behavior Analysis Society of Illinois
__ Behaviour Analysis in Ireland
__ Berkshire Association for Behavior Analysis and Therapy
__ California ABA
__ Chicago ABA
__ Chinese ABA
__ Connecticut ABA
__ Delaware Valley ABA
__ Experimental Analysis of Behaviour Group UK
__ Florida ABA
__ Four Corners ABA
__ Georgia ABA
__ German Society for Behavioral Medicine and Behavior Modification
__ Hawai'ian ABA
__ Heartland ABA
__ Iceland ABA
__ Indiana ABA
__ Israel ABA
__ Italian Association for the Analysis and Modification of Behavior
__ Japanese ABA
__ Jordan ABA
__ Kansas ABA
__ Korean ABA
__ Manitoba ABA
__ Maryland ABA
__ Massachusetts ABA
__ Mid-American ABA
__ New Jersey ABA
__ Middle East ABA
__ Missouri ABA
__ Nevada ABA
__ New York State ABA
__ New Zealand ABA
__ Norsk Atferdsanalytisk Forening (Norwegian ABA)
__ North Carolina ABA
__ Northwestern ABA
__ Ontario ABA
__ Pennsylvania ABA
__ Philippines ABA
__ Polish ABA
__ Polish Association of Behavioral Therapy
__ Russian ABA
__ Sociedad Mexicana de Analisis de la Conducta
__ Southeastern ABA
__ Swedish ABA
__ Taiwan ABA
__ Tennessee ABA
__ Texas ABA
__ Venezuelan ABA
__ Vermont ABA
__ Virginia ABA
__ Wisconsin ABA

Special Interest Groups (SIGs) are a critical component of ABA International and provide additional services and support to members with specialized interests. SIGs are initiated by members to provide a forum for information exchange and a vehicle to promote a particular area of interest.

Please indicate which SIGs of which you are a member of and which you are interested in. Mark those you are a member of with M and those you are interested in with I.

__ Applied Animal Behavior Analysis
__ Autism
__ Behavior Analyst Online
__ Behavioral Gerontology
__ Behavioral Medicine
__ Behavioral Technology
__ 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, Sports & Fitness
__ Experimental Analysis of Human Behavior (EAHB)
__ Health, Sports & Fitness
__ Instructional Design
__ Interbehaviorists
__ Neuroscience
__ OBM Network
__ Parent-Professional Partnership
__ Positive Behavior Support
__ Rehabilitation & Independent Living
__ Sex Therapy and Educational Programming (STEP)
__ SIG Español
__ Speech Pathology
__ Standard Celeration Society
__ Teaching Behavior Analysis
__ Verbal Behavior

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 International (ABAI). The eight Directors of SABA are also members of the Executive Council of ABAI.

Grants Awarded by SABA

The **Janet and Sidney Bijou Fellowship** provides two $5,000 grants annually to 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 two $2,000 grants annually to students 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

NEW! The **Doctoral Dissertation and Master's Thesis Research Endowment Fund** will provide financial assistance for individuals for long-term development of dissertation and Master's thesis research. Contributions to this endowment are now being accepted.

The **International Endowment Fund** is allocated to support the dissemination of behavior analysis outside of the United States.

The **Student Presenters Fund** supports registration fees for senior student presenters of a papers or poster at the ABAI annual convention.

Unrestricted funds are used to support the SABA award ceremony at the ABAI convention and other regular SABA activities.

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 ABAI's Executive Council.
- It allocates unrestricted gifts to help advance behavior analysis in areas which otherwise might not be funded.
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You may also make a secure donation on line using the SABA Web site www.abainternational.org.

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Behavior Analysis in Practice (BAP) is ABA International's new peer-reviewed journal for practitioners and the people who train and supervise them. Published twice annually, BAP promotes empirically validated best practices in an accessible, colorful format and describes not only what works but also the challenges of implementation in applied settings. Articles and topics published in BAP will include empirical evaluations of behavior-analytic procedures and programs; discussion papers on professional and practice issues; technical articles on methods, data analysis, and instrumentation; tutorials on terms, procedures, and theories relevant to best practices; and critical reviews of books and products that are aimed at practitioners or consumers of behavior analysis.

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Anderson-Grigg, Valerie: #324(40), #547
Andery, Maria Amalia: #394(41)
Andrade, Maria (Meca): #21, #206(7), #521
Andreolli, Rubens: #210(101)
Andrews, Jennifer: #210(103)
Andrzejewski, Matthew E.: #323(81)
Angel, García Pacheco: #398(116)
Anger, W. Kent: #360, #447
Anson, Heather M.: #294(8), #323(52)
Antcliff, Carol M.: #49

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Aoyama, Kenjiro: #341
Aparicio, Carlos F.: #210(98)
Apsche, Jack A.: #27
Arantes, Joana: #243
Arbogast, Aaron R.: #80
Arean, Patricia A.: #143
Arellano, Denise Lott: #273
Arevalo, Lorena: #250, #402
Argott, Paul: #410
Arkoosh, Maigen: #208(67)
Arkoosh, Maire K.: #338
Armistead, Mary J.: #477(120)
Armstrong, Andrew: #94(54), #94(55)
Armstrong, Crystal N.: #28, #295(45)
Armstrong, Nora: #206(5)
Arnal, Lindsay Maureen: #294(11), #294(13), #560
Arnold, R. L.: #417
Arnold, Michelle Lynn: #44, #241
Arnold-Saritepe, Angela: #454
Arntzen, Erik: #98(135), #99(144), #199, #206(39), #210(102), #248, #297(94), #298(123), #323(72), #397(87)
Arroyo, Rosalinda: #96(93)
Artiano, Katie H.: #352, #472(17)
Arvans, Rebecca K.: #280
Asano, Toshio: #281
Asikhia, Edward: #139a
Asmus, Jennifer M.: #71
Assalone, Joseph: #474(71)
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Auld, Ruth: #98(134), #206(16)
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Avalos Latorre, Maria Luisa: #209(86)
Avery, Rachel: #94(62)
Avila, Raul: #412
Avis, Kristin T.: #380
Axe, Judah: #48, #168, #211(137), #370, #401(142), #420
Axelrod, Lauren: #337
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Bach, Patricia: #W31, #W47, #W64, #96(98), #165, #230, #236, #368, #519
Bachá, Gustavo: #477(111)
Bachmeyer, Melanie H.: #57, #198, #549
Badalucca, Amy: #526
Badger, Gary J.: #190
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Bailey, Jon S.: #W30, #84, #248, #319(6), #367, #442, #479(142)
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Bailey, Lacey R.: #472(42), #472(44)
Bainor, Mary: #472(21)
Baird, May L.: #266
Baker, A. Harvey: #453
Baker, Jonathan C.: #326(96)
Baker, Joshua: #62
Baker, Katie: #211(136)
Baker, Natalie: #414
Baker, Sonia Denise: #474(69)
Balasanyan, Susie: #224, #472(38)
Balawejder, Teresa: #92(1)
Balderson, Catherine M.: #541
Baldus, Robbie J.: #212(142), #212(145)
Ball, George A.: #28, #514
Bamond, Meredith: #92(16), #206(40), #254, #373
Bancroft, Stacie: #374
Banerjee, Snigdha: #294(39)
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Bannon, Tamara A.: #325(92)
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Barkhoff, Harald: #295(56)
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Barnes, Christopher L.: #99(145), #99(148)
Barnes, Conrad C.: #147
Barnes, Jessica C.: #28, #149
Barnes, Julia: #92(36)
Barnes, Lori: #397(85)
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Barnett, Lara: #395(53)
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Barrett, Scott T.: #152
Barrett, Tim M.: #211(125)
Barretto, Anjali: #57, #99(142), #208(67), #209(88), #272, #324(36), #338, #398(107), #472(13), #475(73)
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Bassett, Dana: #153
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Bauer, Chris: #395(48)
Bauer, Tiffany: #195
Baum, William M.: #214, #501
Baumann Neves, Ana Amelia L.: #210(100)
Baumgardner, Jennie: #477(118)
Baumgartner, Megan R.: #212(144)
Bayat, Ehsan: #226
Bayliss, Virginia: #270
Baylot Casey, Laura: #557
Baynham, Tanya: #94(59), #297(87), #397(97), #503
Beard, Stephanie: #472(41)
Beaubien, Jeff: #450
Beaubrun, May Chriseline: #22
Beauchamp, Kenneth: #97(118)
Beaulieu, Lauren: #95(88), #95(89)
Beavers, Gracie: #70
Bechner, Lori E.: #260, #323(69)
Bechtel, D. Reed: #294(21), #294(42), #472(32)
Beck, Melissa H.: #380
Becker, April M.: #524
Becker, Gary S.: #91
Beckmann, Joshua: #418
Behrmann, Michael M.: #324(34)
Bekisz, Hester: #472(21), #563
Belfiore, Phillip J.: #86, #98(134), #451
Bell, Matthew C.: #367
Bell, Mike: #394(36)
Bellone, Beth O.: #521
Ben Chaabane, Delia Beth: #176
Benavides, Christian: #252
Benca, Ruth M.: #210(109)
Benedetto-Nasho, Elizabeth: #160, #285, #509
Benigno, Alonso Álvarez: #297(93)
Benne, Jennifer A.: #206(8)
Bennett Golomb, Ashley: #92(33)
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Bennett, J. Adam: #96(95), #477(103)
Bennett, Kyle: #472(29)
Ben-Zvi, Michael: #W32, #323(63), #478(127)
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Berends, Valori N.: #246
Berens, Kimberly Nix: #257
Berens, Nicholas M.: #257, #326(113)
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Berg, Lindsay E.: #474(67)
Berg, Wendy K.: #25, #95(67), #95(68), #208(67), #209(73), #209(82), #209(89), #209(90), #209(91), #272, #338
Bergstrom, Ryan: #224, #472(37)
Berkovits, Melody: #381
Berkowitz, Merrill J.: #50, #169, #229
Berlanga Villarreal, Karen Anacris: #400(123)
Berlinsky, Hagit: #478(127)
Bernal Morales, Blandina: #398(115)
Bernardo, Melissa: #362
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Berry, Alexis: #295(52)
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Besner, Amanda C.: #340
Bessette, Kimberly K.: #323(65), #448
Best, Sarah: #479(146)
Bethay, Scott: #28, #270
Betz, Alison M.: #225
Bever, Amanda J.: #20, #300(133)
Beverley, Michael: #323(57), #357
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Bicheli, Terry Jo: #192
Bickel, Warren K.: #38
Biermaas, Tim: #394(13)
Biesbrouck, Jeremy A.: #371
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Biglan, Anthony: #236, #408, #441
Bihler, Holly L.: #559
Bilich, Linda: #270, #206(35)
Billingsley, Glenna: #298(104)
Bills, Wendy: #396(73)
Biondi, Dawn R.: #412
Bird, Frank L.: #189, #376, #394(3)
Birge, Barbara: #233
Bisen-Hersh, Emily B.: #294(6), #324(26)
Bitsika, Vicki: #345, #473(57)
Bizo, Lewis A.: #150, #273
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Blackford, Jaina: #201
Blackledge, Cynthia R.: #472(11)
Blackledge, John Tanner: #W47#51, #153
Blackmore, Tania Louise: #96(100)
Blackshire, Amy Dawn: #296(78)
Blackwell, Terence G.: #W4
Blake, Allison C.: #442
Blakely, Elbert: #324(27)
Bland, Tenieka: #396(66)
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Blenkush, Nathan: #329, #452
Blevins, Leia D.: #424
Blevins, Travis: #323(59)
Bliss, Stacy: #208(65)
Bloh, Christopher: #300(132)
Bloom, Sarah E.: #220, #457
Bloomfield, Tony: #181
Blumenthal, Judy G.: #533
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Bockmann, Ryan T.: #206(14)
Boelter, Eric W.: #206(4), #156, #209(76)
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Bollman, Jessica R.: #475(89)
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Bolton, Alexis: #94(54), #94(55)
Bolton, Janice R.: #294(4)
Bonem, Marilyn K.: #92(19), #99(147)
Bonner, Jill: #324(35)
Bonow, Jordan T.: #434
Booth, Cathy J.: #233
Borders, Christy: #170
Bordieri, James: #200
Bordieri, Michael: #20, #200, #475(91)
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Borrero, Carrie S. W.: #94(61), #94(62), #162
Borrero, John C.: #95(79), #97(118), #319(1), #320(44), #338, #476(99), #477(110)
Bosch, Amanda: #162, #339
Bosch, Sebastien: #294(19)
Boscoe, James H.: #299(128), #472(12), #169
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Bouldin, Laura: #473(54)
Bourret, Jason C.: #17, #259, #337, #339, #374
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Brackney, Ryan J.: #210(102)
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Bradshaw, Bob: #559
Bradstreet, Matthew P.: #190
Braga-Kenyon, Paula Ribeiro: #259, #521
Branch, Marc N.: #152, #433, #524, #461
Brandt, Andrew E.: #513
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Browder, Diane: #62
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Brown Popp, Keri R.: #W1
Brown, Bruce L.: #371, #453
Brown, Melissa: #92(5)
Brown, Molly: #170
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Brownlee, Joyce: #196
Bruce, Guy S.: #W9, #326(105), #378, #383, #535
Bruner, Carlos A.: #73, #167, #210(104), #210(116), #323(67), #397(96)
Bruner, Natalie Rose: #207(48), #319(12), #358
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Brunson, Lashanna: #340
Brusa, Elizabeth: #25
Bruzek, Jennifer Lynne: #292
Bryant, Nicole: #W63
Bryant, Shawn David: #287
Bryson, Catherine A.: #389
Bryson, Susan E.: #32
Budowle, Rachael E.: #60, #474(66)
Budzinska, Anna: #294(22), #472(16)
Buitrago, Carmen: #390, #477(107)
Bullard, Laura A.: #152
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Burbee, Tara-Lynn: #562
Burch, Mary R.: #W30
Burgess, Helene: #324(23)
Burgos, Jose: #348
Burgos, José E.: #348, #401(143), #401(144)
Burke, Erin: #294(24)
Burke, Mary V.: #208(70), #473(53), #476(93), #476(97), #476(98)
Burkett, Leslie S.: #324(13), #378
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Cabello Luque, Francisco: #24, #434
Cabrera, Felipe: #397(89)
Cabrera, Rosalva: #210(114), #398(104)
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Calderón Pérez, Ana Cristina: #400(124)
Calkin, Abigail B.: #W49, #326(113), #548, #W13
Call, Nathan: #20, #22, #95(69), #95(70), #95(71), #95(72), #95(80), #209(79), #296(68), #296(75), #296(76), #296(77), #401(137), #549
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Calverley, Heidi: #W66, #444, #542
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Camassa, Cheryl Lynn: #17
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Campbell, Claire: #155
Campbell, Lindsay: #206(3)
Campbell, Randy V.: #319(4)
Cançado, Carlos: #96(105)
Cannella-Malone, Helen I.: #95(78), #211(137), #319(7), #385, #401(142), #456
Canon, Krista: #298(107)
Capik, Nicole A.: #207(51), #207(55)
Cappalli, Cara M.: #W19, #325(82)
Cappo, Rich: #394(13)
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Carpenter, Mike: #92(26), #294(43)
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Carr, James E.: #69, #162, #224, #231, #319(15), #323(68), #384
Carrasco Giménez, Tomás J.: #W7, #180, #323(48), #454
Carreau, Abbey: #67, #162, #337
Carroll, Regina: #59, #521
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Carter, John: #98(138)
Carter, Ned: #W29, #323(76)
Carter, Stacy L.: #394(8)
Cartigny-Riviere, Vinca: #297(97)
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Chaney, Donna C.: #195, #294(36)
Chang, Gina T.: #527
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Chin, Michelle D.: #296(69)
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Cho, Jung Yeon: #296(60)
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Christensen, Amy: #81
Christensen, Darren: #243
Christensen, Tory J.: #95(77), #156, #296(70), #332, #396(64)
Christianson, Sara: #71
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Chung, Bo In: #215
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Ciarrochi, Joseph: #153, #270
Ciccone, Francis J.: #407
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Cichy, Bryan: #14
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Cihon, Traci: #98(140), #222, #294(3), #294(41), #324(39), #554
Cipani, Ennio C.: #504
Clark, Alaina Nichole: #98(136)
Clark, Denise: #382
Clark, Hewitt B.: #180, #366
Clark, James: #323(71)
Clark, Kathleen M.: #300(144), #364
Clark, Steven T.: #361
Clark, Teresa: #290
Clarke, Gill: #500
Clarke, Laura: #170
Clarke, Steven W.: #417
Clarke, Susan Elizabeth: #76, #463
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Clayton, Jennifer D.: #53, #506
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Colby, Amanda M.: #59, #296(71), #474(62),
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Collier, Aimee E.: #194, #544
Collins, Kristen: #390
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Cooke, Nancy L.: #30
Coonce, Joey: #297(88)

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Cooper, Cindy: #W33
Cooper-Brown, Linda J.: #57, #198, #331, #503, #549
Copeland, Jennifer E.: #97(132)
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Corcoran, David M.: #W61, #472(41), #537
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Cote, Catherine: #339
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Coughlin, Cristy: #56
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Schindler, Kelly: #99(142)
Schirmer, Barbara: #211(134)
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11:30 AM					
12:00 PM					
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6:30 PM					
7:00 PM					
7:30 PM					
8:00 PM					
8:30 PM					
9:00 PM					
Evening					



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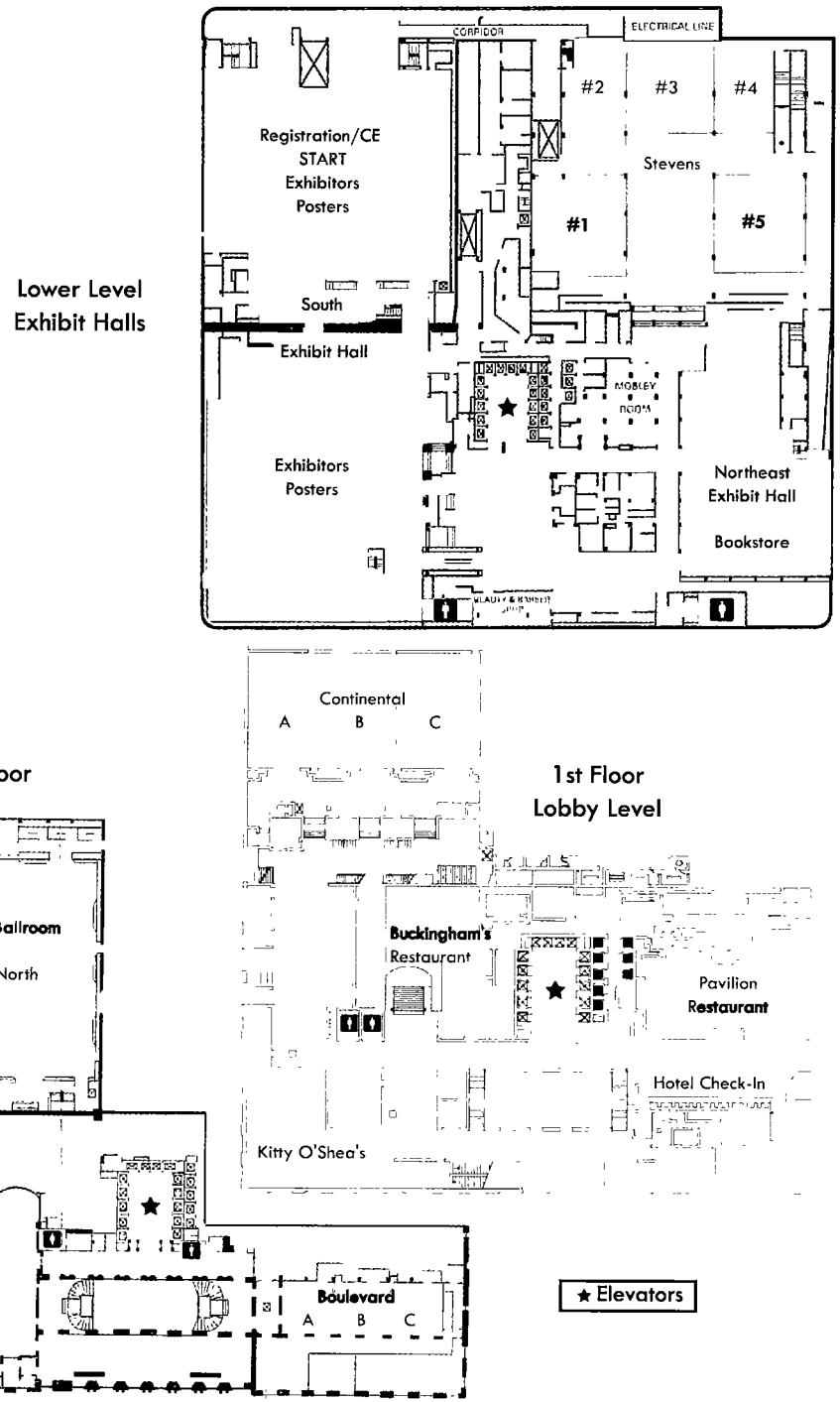
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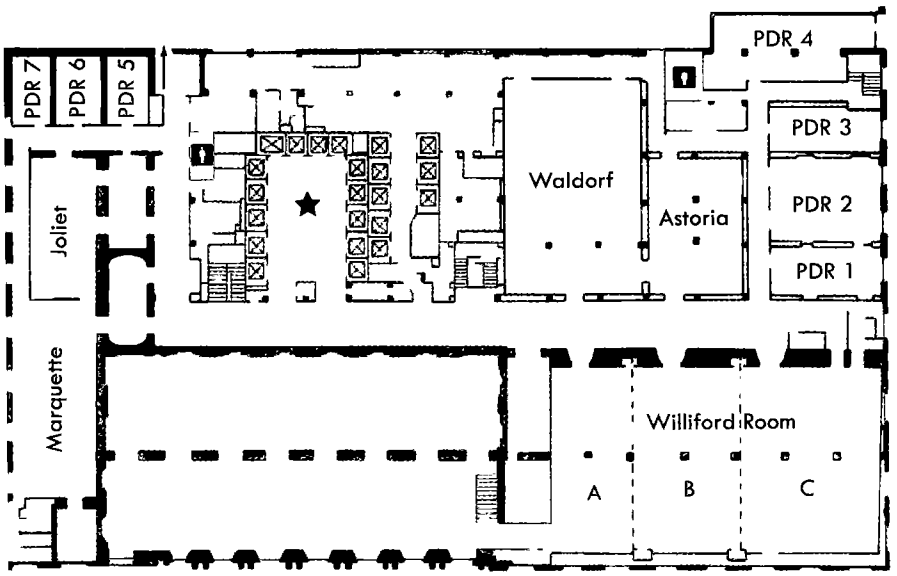
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Hilton Chicago Meeting Space

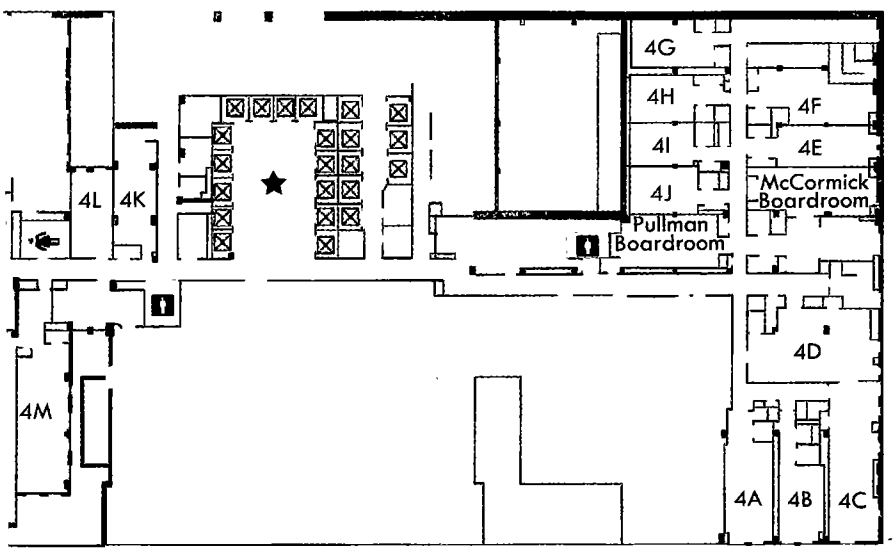


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3rd Floor



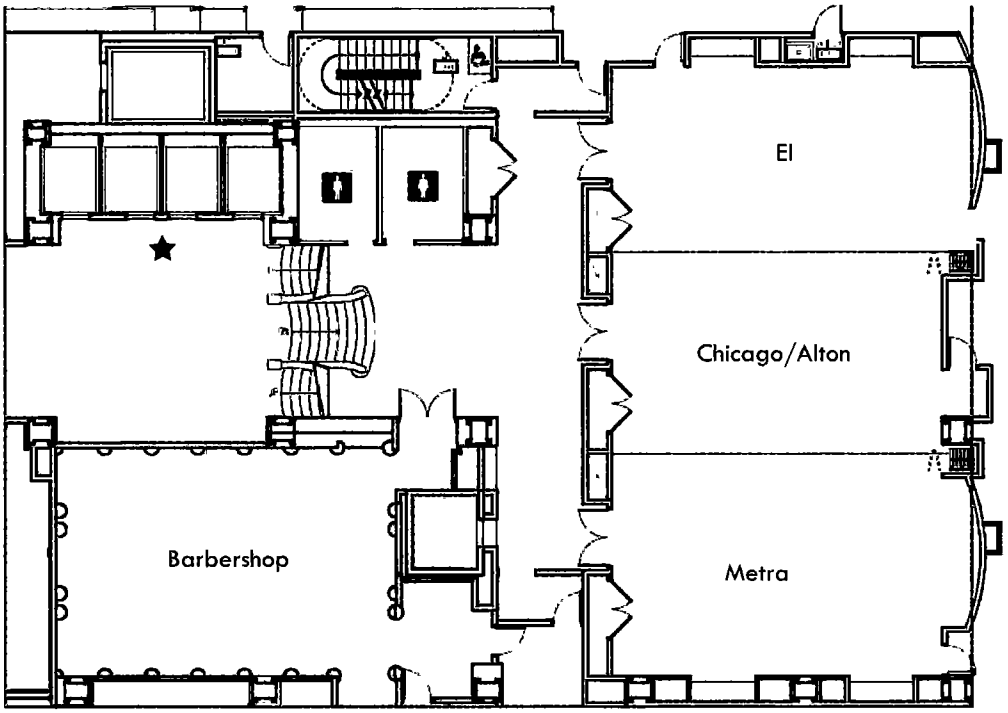
4th Floor



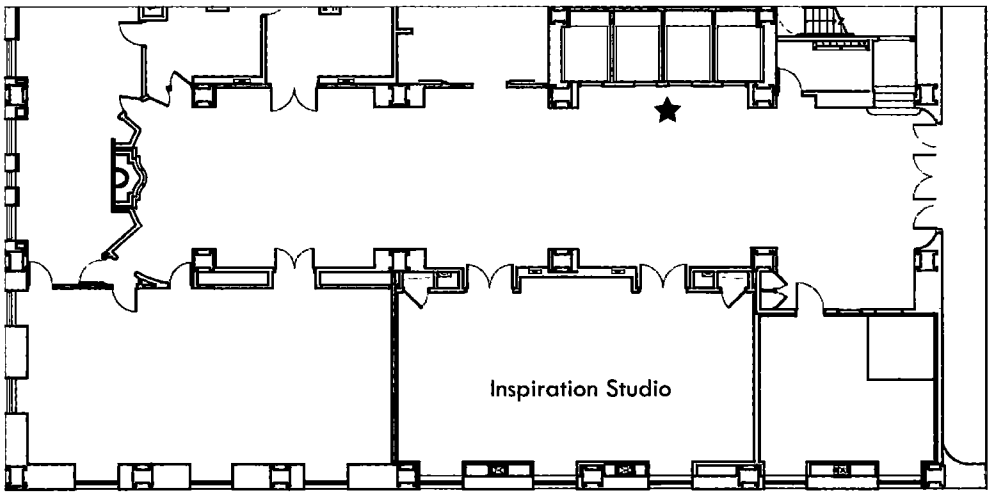
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