Acknowledgements

Program Board Coordinator

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

Program Committee Co-Chairs

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

Co-Chair: Raymond C. Pitts, Ph.D. (University of North Carolina, Wilmington)
(BPH, EAB, EDC, OTH, TBA, TPC, VRB)

Program and 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

Applied Animal Behavior (AAB): Jennifer Sobie (The Creature Teacher) and Kennon A. Lattal (West Virginia University)

Autism (AUT): Jeffrey H. Tiger (Louisiana State University) and Dorothea C. Lerman (University of Houston-Clear Lake)

Behavioral Pharmacology (BPH): Jesse Dallery (University of Florida) and Karen G. Anderson (West Virginia University)

Clinical, Family, Behavioral Medicine (CBM): Jonathan Kanter (University of Wisconsin, Milwaukee) and Thomas J. Waltz (University of Nevada, Reno)

Community Interventions, Social & Ethical Issues (CSE): Michael Weinberg (Orlando Behavior Health Services, LLC) and Patricia Bach (Illinois Institute of Technology)

Developmental Disabilities (DDA): Joel E. Ringdahl (University of Iowa) and Jennifer M. Asmus (University of Wisconsin-Madison)

Experimental Analysis of Behavior (EAB): James S. MacDonall (Fordham University) and Robert W. Allan (Lafayette College)

Education (EDC): Cathy Watkins (California State University, Stanislaus) and Jennifer L. Austin (University of Glamorgan)

Human Development (DEV): Gary Novak (California State University, Stanislaus) and Hayne W. Reese (West Virginia University)

Organizational Behavior Management (OBM):

Alicia M. Alvero (Queens College & Graduate Center, City University of New York) and Heather M. McGee (Western Michigan University)

Teaching Behavior Analysis (TBA): Denise E. Ross (Teachers College, Columbia University) and Jessica Singer-Dudek (Teachers College, Columbia University)

Theoretical, Philosophical, and Conceptual Issues (TPC): Ted Schoneberger (Stanislaus County Office of Education) and Per Holth (The Behavioral Center, Oslo)

Verbal Behavior (VRB): Matthew Normand (University of the Pacific) and Caio Miguel (California State University, Sacramento)

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Paul Sizer, Production Manager;
David Marlatt, Office Associate; and Richard
Blighton, Whitney Goodell, Gabrielle Merritt, and
Michael Yamagata, Design (Design Center,
Western Michigan University)

Convention Planning & Assistance

Aaron Barsy, Elisabeth Berthiaume, Michael Cooper, Suzanne Eggers, Zachary Florian, Brandon Forth, Susan Frisbie, Jennifer Hauglie, Jean Herbrandson, Nikole Kennedy, Jack Lingbeek, Tina Newman, Joseph Romeo, Majda Seuss, Laurie Smith, Eddie Soh, and Betty Soltesz (ABA International)

ABAI Convention Presenters

This program contains the contributions of 3,462 participants from 53 countries. Thanks to their work, ABAI is able to offer a program with 83 workshops, 228 papers, 294 panels and symposia, 683 posters, 124 Expo posters, 54 business meetings, 17 reunions, 30 invited addresses, 13 tutorials, and 26 special events. We appreciate the support of ABAI's 31 special interest groups. They have made significant contributions to the quality and richness of the 2010 convention program. Special thanks to the Program Committee and the ABAI staff for their dedication and work.

Take advantage of all that ABAI has to offer while attending the annual convention. Everything you need to advance your knowledge and your career in behavior analysis is at your fingertips.

Stop By the Main Registration Counter:

- Become a member of ABAI and receive: The Behavior Analyst
 - ABAI's official publication Inside Behavior Analysis
 - —ABAI's member newsletter
- Subscribe to:
 The Analysis of Verbal Behavior
 Behavior Analysis in Practice
- Earn CE credits for attending educational programming

Browse the ABAI Cooperative Bookstore

- An outstanding selection of books from all areas of behavior analysis
- Educational games and tools
- Books from invited convention presenters
 — check the schedule to have them personally signed by the author
- DVDs and CE Packages from past conventions and conferences

Explore the Career Center

- Review jobs and resumes through Jobs in Behavior Analysis, ABAI's on-line job placement center
- Post your resume
- Place your job posting online and reserve a banner

Review Marketing Opportunities at the Exhibitor Center

- Reserve booth space for all 2011 events
- Secure ad space in ABAI journals or program books
- Become an Organizational Member



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Video Recording Policy

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

About the Association for Behavior Analysis International

Purpose

ABAI's purpose and mission is to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of behavior analysis through research, education, and practice. ABAI encompasses contemporary scientific and social issues, theoretical advances, and the dissemination of professional and public information. Advancing behavioral science and its application has become an international effort, as witnessed by the countries represented by our members.

ABAI is a membership organization that provides a forum for 31 special interest groups, maintains a mutually beneficial relationship with 68 affiliated chapters located across the U.S. and around the world, and organizes an annual convention in addition to other conferences and events. ABAI publishes three scholarly journals, distributes a triannual newsletter, provides support for continuing education credits, and accredits behavior analysis graduate training programs.

Background

ABAI was founded in May 1974 at the University of Chicago. The first annual convention was held the following year and has been the largest gathering of behavior analysts for all of its 36 year history. The event gathers more than 4,000 behavior analysts from all over the world—typcially more than 40 countries are represented. ABAI also conducts international conferences every two years and other special topic events, including autism, education, and behavioral research and translation, on a regular basis.

Membership

ABAI has more than 5,000 members from nearly 50 countries. Membership information and on-line applications are provided on the ABAI Website at www.abainternational.org/mem.asp.

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"

ABAI Executive Council

President (2008-2011)

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

Past President (2007-2010)

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

President-Elect (2009-2012)

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

Experimental Representative (2008–2011)

Michael J. Dougher, Ph.D. (University of New Mexico)

International Representative (2009-2011)

Maria Martha Hübner, Ph.D. (University of São Paulo)

At-Large Representative (2007-2010)

Kurt Salzinger, Ph.D. (Hofstra University)

At-Large Representative (2009-2012)

Kathryn Saunders, Ph.D. (University of Kansas)

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Past Student Representative (2007-2010)

Erick M. Dubuque, M.A., BCBA (University of Nevada, Reno)

Student Representative-Elect (2009-2012)

Sarah Dunkel-Jackson, M.S., BCBA (Southern Illinois University)

Student Representative-Elect (2008-2011)

Josh Pritchard, M.S., BCBA (University of Nevada, Reno)

Chief Executive Officer

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

Past presidents of the Association 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, William L. Heward, Philip N. Hineline, Brian A. Iwata, James M. Johnston, Kennon A. Lattal, Ogden R. Lindsley, M. Jackson Marr, Frances K. McSweeney, Jack Michael, John C. (Jay) Moore, Edward K. Morris, Henry S. Pennypacker, Michael Perone, Carol Pilgrim, Ellen P. Reese, Masaya Sato, Beth Sulzer-Azaroff, Janet S. Twyman, and Julie S. Vargas.

2010 Schedule and Program Book Information

Thursday, May 27	
5:00 p.m.–8:00 p.m.	Society for Quantitative Analyses of Behavior
Friday, May 28	
7:00 a.m10:00 p.m.	Society for Quantitative Analyses of Behavior
10:00 a.m5:00 p.m.	Workshops
6:00 p.m.–9:00 p.m.	Workshops
Saturday, May 29	
7:15 a.m5:00 p.m.	Society for Quantitative Analyses of Behavior
8:00 a.m11:00 a.m.	Workshops
11:30 a.m12:50 p.m.	Opening Event/SABA Awards
1:00 p.m4:50 p.m.	Sessions
5:00 p.m5:50 p.m.	Presidential Scholar's Address
6:00 p.m7:30 p.m.	Poster Sessions
7:30 p.m.–8:20 p.m.	Business Meetings
8:30 p.m11:00 p.m.	ABAI Expo
Sunday, May 30	
8:00 a.m8:50 a.m.	Business Meetings
9:00 a.m11:50 a.m.	Sessions
12:00 p.m1:30 p.m.	Poster Sessions
1:30 p.m5:50 p.m.	Sessions
6:00 p.m7:30 p.m.	Poster Sessions
7:30 p.m.–9:20 p.m.	Business Meetings
8:30 p.m10:30 p.m.	Reunions/Receptions
10:30 p.m1:30 a.m.	Dueling Pianos
Monday, May 31	
8:00 a.m8:50 a.m.	ABAI Business Meeting
9:00 a.m11:50 a.m.	Sessions
12:00 p.m.–1:30 p.m.	Poster Sessions
1:30 p.m4:50 p.m.	Sessions
5:00 p.m5:50 p.m.	Presidential Address
6:00 p.m.–7:30 p.m.	Poster Sessions
7:30 p.m.–8:50 p.m.	Business Meetings
9:30 p.m1:00 a.m.	ABAI Social
Tuesday, June 1	
8:00 a.m.–8:50 a.m.	Business Meetings
9:00 a.m1:50 p.m.	Sessions

Note: The schedule for the 2010 annual convention may be altered to accommodate changing circumstances. 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.

Using the Convention Program Book

Understanding Program Entries

To help you understand the organization method used in this book, the next few sections explain the various terms and codes that you will find throughout. A sample entry may also be found on page 9.

Session Formats

Pre-Convention Workshops 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 feature presenters asked by the Program Committee to discuss 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 2010 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 assembled by the 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 9:00 a.m. for noon sessions and 2:30 p.m. 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 from around the world.

Business Meetings are held by ABAI committees, chapters, special interest groups, and others.

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 deals with representative response (can include verbal behavior in humans); any species; theoretically driven; databased; 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 or why interventions, service delivery systems, or their components achieve desired goals; function of any manipulation or analysis is to go beyond demonstrating that environmental manipulations will produce desired goals by identifying how or why interventions, service delivery systems, or their components achieve those goals.

Service Delivery deals with behavior selected on the basis of its social significance; human emphasis; intervention driven with cure orientation: frequently but not necessarily supported through fee for service arrangement and staff position; extension of existing technology to new settings or population; not predominantly undertaken to disseminate an artifact that contributes to generalizable knowledge even though it may include databased decision making; predominantly a case history, illustration, description, or 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 or analysis is to apply environmental manipulations to produce desired

goals rather than to identify how or why interventions, service delivery systems, or their components achieve those goals.

Theory deals with abstract, conceptual, or integrative statements about organizations of facts, interpretations, or mathematical models and quantitative analyses. This area can also include historical and philosophical analyses or reviews.

Program Areas and Codes

The following program area identifiers 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.

AAB: Applied Animal Behavior

AUT: Autism

BPH: Behavioral Pharmacology

CBM: Clinical, Family, Behavioral Medicine

CSE. Community Interventions, Social and

Ethical Issues

DDA: **Developmental Disabilities**

DEV. **Human Development** EAB: Experimental Analysis of Behavior

EDC. Education

OBM: Organizational Behavior Management

TBA: Teaching Behavior Analysis

TPC: Theoretical, Philosophical, and

Conceptual Issues

VRB: Verbal Behavior

OTH: Other

On-Line Schedulina

Use ABAI's on-line scheduling option to make sure you don't miss an important session in San Antonio! To create a personalized convention schedule, visit the ABA International website (www.abainternational.org) and log into you ABAI portal account. 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. Once your personal schedule is finalized, print it and carry it with you during the convention.

Please note that adding a pre-convention workshop to your personalized schedule does not register you for that workshop. Once you are ready to purchase the workshops in your schedule select the button "Pay for workshops in your Personalized Schedule" located under the list of events.

Sample Program Entry

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

#492 Symposium

5/28/2010 (Date) 4:00 p.m.-5:20 p.m. (Time) Continental A (1st floor) (Room and floor—see maps pages 442-445) AUT; Applied Behavior Analysis (Area; Category)

BACB CE offered. CE Instructor: Joe Smith (CE available—see page 11 for details)

General Information

Registration Hours

On-site registration and pre-registration are located in Exhibit Hall A of the Henry B. Gonzalez Convention Center. On-site registration for the convention and workshops, as well as payment for continuing education credits, and family badges may be made at the Registration Counter. Hours are:

Thu., May 27	10:00 a.m8:00 p.m.
Fri., May 28	8:00 a.m.–8:30 p.m.
Sat., May 29	7:00 a.m.–8:30 p.m.
Sun., May 30	7:00 a.m7:30 p.m.
Mon., May 31	8:00 a.m7:30 p.m.
Tue., June 1	8:00 a.m2:00 p.m.

Membership

Unless you are registering for the convention as a nonmember, your ABAI membership must be current. ABAI membership is by the calendar year (January 1–December 31). You may become a member online at www.abainternational.org/mem.asp.

Convention Registration

All presenters, including invited presenters and authors, must register for the event(s) in which they are presenting. Payment of membership and registration fees is subject to current federal, state, and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of tax information.

All pre-registration forms and fees must reach the ABAI office by April 30, 2010. On-line registration will be closed at 12:00 a.m. Eastern Standard Time on April 30th. You may register on-line at www.abainternational.org/ Events/conv2010/convreg/index.asp.

ABAI will not be able to process pre-registration documents received in the office after this date. Those wishing to register after April 30th may do so in person at the convention.

Cancellation Policy

Requests for registration refunds for the 2010 annual convention in San Antonio, TX, minus a \$50 cancellation fee, will be met provided they are made prior to midnight (EST) April 30, 2010.

Refund requests received after deadlines, except for those made as a result of a death in the immediate family, will not be granted.

Cancellations due to a family death should be submitted to ABAI in writing; ABAI reserves the right to request legal verification of the death.

Transfer Policy

Requests for registration transfers (attendee replacements) for the 2010 annual convention in San Antonio TX, received by midnight (EST) May 7, 2010 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 \$50 processing fee for transfers.

Name Badges

Name badges are required for entry into all ABAI events, presentation rooms, and for access to ABAI on-site services, including bookstores, exhibits, and job placement services. Registrants receive a name badge on-site. Replacement name badges will be provided for a cost of \$20. Your name badge will be printed with your preferred first name (nickname) in addition to your full first and last name and affiliation.

Family Badges

Family attending only your convention presentation must purchase a family badge or they will not be permitted into your event. Include each of your family member's names, below, and \$10 per badge with your convention registration. Name badges may be purchased at the On-site Registration Counter.

Convention Materials

Attendees who register before by April 30, 2010 may pick up their convention badges, any workshop tickets, and other materials at the Pre-Registration Counter in Exhibit Hall A of the convention center.

Pre-Convention Workshops

Admission to workshops is by ticket only. You must present your ticket at the door to attend. Workshops may be cancelled due to low enrollment, so advance registration is advised. Registrants will receive workshop ticket(s) in the Registration Counter.

Continuing Education

General Information

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

The continuing education (CE) program is designed to meet needs for self-improvement and to provide continuing academic training for psychologists and behavior analysts as required by many licensing associations and specialty boards. ABAI will maintain records of all continuing education credits.

CE for Psychologists and Behavior Analysts

ABAI is approved by the American Psychological Association to sponsor continuing education for psychologists. ABAI maintains responsibility for this program and its contents. 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.

Workshop Registration Instructions

You may pay membership dues and register for workshops and the convention by mail, using the forms included in this newsletter, or online at www.abainternational.org.Workshops are subject to cancellation due to low enrollment, so advance registration is advised.

Detailed Instructions

Review workshop offerings on the following pages. Descriptions of all workshops are located on the ABAI website. Continuing education credit is \$10 per hour in addition to workshop registration fees (\$30 for 3-hour workshops and \$60 for 6-hour workshops.

Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events before

April 30, 2010. A handling fee of \$25 per cancellation will be deducted from all refunds. Refunds will not be granted after April 30, 2010.

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.

Workshops

Continuing education for psychologists and certified behavior analysts will be available for select pre-convention workshops. Sign in and out sheets and all other documentation will be available at the workshops.

Convention Sessions

Sessions being offered for CE for behavior analysts may be previewed on the ABAI website along with their abstracts. If you wish to earn CE for convention sessions, pick up a CE packet, which contains all necessary information, from the ABAI Continuing Education Desk prior to attending sessions.

The intended audience for CE for convention sessions is Board Certified Behavior Analysts and Board Certified Associate Behavior Analysts. Please note that ABAI does not offer continuing education for psychologists for regular convention sessions.

Documentation

Continuing education certificates will be posted in attendees' portal accounts by June 22, 2010. ABAI will provide documentation of conference, workshop, and convention session attendance at no additional charge upon request. If you have questions, please contact the ABAI office at (269) 492-9310 or by e-mail at mail@abainternational.org.

Convention Services

ABAI Cooperative Bookstore

The ABAI Cooperative Bookstore is pleased to offer titles relating to the field of behavior analysis at the 36th Annual Convention in San Antonio. The ABAI Cooperative Bookstore will be located in Exhibit Hall A of the Henry B. Gonzalez Convention Center. Books in the following categories will be represented:

AAB: **Animal Behavior**

AUT: Autism

BPH: Behavioral Pharmacology

CBM: Clinical: Family: Behavioral Medicine

CSE: Community Interventions: Social, and

Fthical Issues

DDA: **Developmental Disabilities**

and Autism

DEV: Human Development 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

Doonotoro mouro	
Th., May 27	10:00 a.m8:00 p.m.
Fri., May 28	9:00 a.m8:30 p.m.
Sat., May 29	1:00 p.m10:00 p.m.
Sun., May 30	11:30 a.m7:30 p.m.
Mon., May 31	9:00 a.m7:30 p.m.
Tues June 1	9:00 a.m2:00 p.m.

Author Signings

Author signings will be scheduled in the bookstore throughout the convention. Visit the bookstore for a schedule of authors and signing dates.

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 online. Several sessions at the 2010 annual convention will be video taped and offered for sale at a later date.

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.

Job Placement Services

ABAI's job placement service is called Jobs in Behavior Analysis and was developed to place behavior analysts in appropriate jobs, internships, and graduate programs; it offers onsite interview scheduling services for applicants and employers who have resumes and jobs posted on the ABAI website at jobs.abainternational.org.

Job Placement Hours

Jobs in Behavior Analysis is located in Exhibit Hall A of the convention center.

Th., May 27	10:00 a.m8:00 p.m.
Fri., May 28	9:00 a.m8:30 p.m.
Sat., May 29	1:00 p.m10:00 p.m.
Sun., May 30	11:30 a.m7:30 p.m.
Mon., May 31	9:00 a.m7:30 p.m.
Tues., June 1	9:00 a.m2:00 p.m.

B. F. Skinner Lecture Series

ABAI is pleased to announce the quality and diversity represented in the 2010 *B. F. Skinner Lecture Series*, which brings distinguished speakers from fields other than behavior analysis to the ABAI annual convention. These guest presenters have been selected especially for their relevance to our field and the Program Committee has arranged for you to hear an incredible range of scholars. Attendants will not want to miss these presentations.

Applied Animal Behavior

Behavioral Techniques for Studying Welfare: The Horse as a Model

Katherine Albro Houpt (Cornell University) Sunday, May 30, 1:30 p.m.

Reversing Brewing Behavior Problems in Dogs and Cats

Sophia Yin (San Francisco Veterinary Specialists) Monday, May 31, 10:00 a.m.

Clinical, Family, Behavioral Medicine

Community Reinforcement Approach and Community Reinforcement and Family Training

Robert J. Meyers (Robert J. Meyers, Ph.D. & Associates) Saturday, May 29, 3:00 p.m.

Community Interventions, Social and Ethical Issues

Don't Call Me Nuts: How to Study the Stigma of Mental Illness

Patrick W. Corrigan (Illinois Institute of Technology) Saturday, May 29, 4:00 p.m.

Education

Reading Intervention in Grades K-12: Scientifically Informed Policy

Barbara R. Foorman (Florida State University) Saturday, May 29, 4:00 p.m.

Human Development

Behaviorism and the United Ivory Archipelago

David Sloan Wilson (Binghamton University) Monday, May 31, 10:30 a.m.

Teaching Behavior Analysis

Behavior Analysis and the Charter School Movement

Josh Edelman (DC Public Schools) Sunday, May 30, 3:30 p.m.

Theoretical, Philosophical, and Conceptual Issues

Evolutionary Bedfellows: Skinner and Darwin

Stuart Silvers (Clemson University) Monday, May 31, 2:30 p.m.

The Pseudo-Empirical in Psychology

Jan Smedslund (University of Oslo) Sunday, May 30, 11:00 a.m.

Behavioral Monitoring to Support Evidence-Based Practices in Residential Settings

Gordon L. Paul (Mental Health Services, Research & Systems Consulting) Sunday, May 30, 9:00 a.m.

Verbal Behavior

Cognitive Fire: Language as a Cultural Tool Daniel Everett (Illinois State University)

Tuesday, June 1, 9:00 a.m.

ABAI Science and Practice Board Sponsored Events

ABAI is pleased to recommend events in the program that were created as a result of strategic development efforts within its Practice and Science Boards and with the support and dedicated work of Chairs and members of their various committees.

Science Board Events

Science Board sponsored sessions were designed to illuminate the behavior analysis continuum from laboratories to applied settings.

#111 Edmund Fantino: Celebrating a Life in Science

Chaired by Timothy D. Hackenberg (Reed College)

#167 The Practical Utility of Behavioral Economics: A "How-To" Session

Chaired by Amy Odum (Utah State University)

#270 An Introduction to Precision Teaching

Chaired by Kendra L. Rickard (University of Nevada, Reno and Center for Advanced Learning)

#324 Practicum on Quantitative Methods and Data Analysis

Chaired by Timothy D. Hackenberg (Reed College)

#346 Behavioral Economics: The Bridge Between Behavior Analysis and Government Policy

Chaired by Timothy D. Hackenberg (Reed College)

#534 The Tyranny of Small Decisions: Behavior, Biology, Culture, and the Fate of Our Society

Chaired by Raymond C. Pitts (University of North Carolina, Wilmington)

Practice Board Events

Practice Board Sponsored events highlight the efforts being pursued on behalf of practice and practitioners.

#103 ABAI Practice Board Open Meeting: This Ain't Your Daddy's ABA!

Chaired by Michael F. Dorsey (Endicott College)

#114 (52) The ABAI Practice Board Expo Poster—Meeting the Needs of Practitioners

Presented by Michael F. Dorsey (Endicott College)

#114 (53) ABAI Practice Board: Licensure Committee Expo Poster—

Current Status and Developments

Presented by Michael Weinberg (Orlando Behavior Health Services, LLC)

#261 ABAI Practice Board Presents a Symposium for Parents: How to Get Medical Insurance Funding for Your Child's Applied Behavior Analysis Program

Chaired by Amy Kenzer (Center for Autism and Related Disorders)

#296 ABAI Practice Board Presents Advice for Professional Behavior Analysts:

How to Access and Maintain Medical Insurance Coverage for Your Behavioral Services

Chaired by Arthur E. Wilke (Center for Autism and Related Disorders, Inc.)

#453 Behavior Analyst Licensure: Current Status in States With Licensure Laws

Chaired by Michael Weinberg (Orlando Behavior Health Services, LLC)

Professional Development Series

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

#41 Teaching Behavior Skills—From the Trainer to the Technician

Chaired by Melissa Nosik (University of Nevada, Reno)

#46 Behavior Analysis Student Groups: Progress, Events, and Ideas From Current PresidentsChaired by Aimee Meier (The Chicago School, Los Angeles)

#50 Looking Forward: Applications of Behavior Analysis in a Changing and Troubled World

Chaired by Lisa A. Sennott (Special School District of St. Louis County)

#56 Behavior Analysis Around the World: No Boundaries

Chaired by Amy Durgin (Western Michigan University)

#67 Advice From the Recently Hired

Chaired by August F. Holtyn (West Virginia University)

#70 An Introduction to Clinical Behavior Analysis

Chaired by Jordan T. Bonow (University of Nevada, Reno)

#136 International Internships and Positions

Chaired by Tiffany A. Hammer Baker (Sam Houston State University)

#168 Giving Back to the Professional Community

Chaired by Josh K. Pritchard (University of Nevada, Reno)

#196 Balancing School, Work, and Life: How to be an Effective Scheduler

Chaired by Angelica A. Aguirre (California State University, Fresno)

#233 Prominent Women in Behavior Analysis

Chaired by Maranda Trahan (Southern Illinois University, Carbondale)

#236 Stimulus Equivalence: Current Applications and Future Developments

Chaired by Yors A. Garcia (Southern Illinois University)

#258 Creating and Marketing Behavior Analytic Products

Chaired by Timothy C. Fuller (University of Nevada, Reno)

#270 An Introduction to Precision Teaching

Chaired by Kendra L. Rickard (University of Nevada, Reno and Center for Advanced Learning)

#287 Research in Non-University Settings

Chaired by Sarah M. Dunkel-Jackson (Southern Illinois University)

#323 Interdisciplinary Collaborations: Personal Accounts of Bringing Behavior Analysis Into Nonbehaviorally Oriented Professional Domains

Chaired by Aimee Meier (The Chicago School, Los Angeles)

#398 Translation of Behavioral Momentum and Resurgence Theories to Differential Reinforcement Programs

Chaired by Jeffrey R. Luke (University of Iowa)

#422 Clinical Behavior Analysis Clinical Round Table

Chaired by Sabrina Darrow (University of Nevada, Reno)

#424 Going Green With Behavior Analysis

Chaired by Angelica A. Aguirre (California State University, Fresno)

#430 Practicing What You Teach: Behavioral Approaches to College Instruction

Chaired by Christopher J. Perrin (The Ohio State University)

#510 Issues and Implications From Graduate Program Directors, Service Providers, and BACB Personnel

Chaired by Tom Sharpe (Spalding University)

#540 Starting a Home-Based Applied Behavior Analysis Business

Chaired by Tiffany A. Hammer Baker (Sam Houston State University)

#544 How to Start and Run Your Own Behavior Analysis Business

Chaired by Molly Halligan (University Nevada, Reno)

The Parent Professional Partnership Special Interest Group Welcomes Parents to the ABAI Annual Convention

About the Annual ABAI Convention

Our annual convention is a fairly large event and may feel overwhelming. You will need to choose from several simultaneous events throughout the duration of the convention and select events most aligned with your interests and needs. Although geared towards professionals in the field of behavior analysis, parents have found this convention to be very helpful and informative and have availed themselves of opportunities to network with other parents and professionals alike.

This ABAI convention program book lists all presentations in chronological order. You will find the program book contains a large number of interesting presentations scheduled at the conference that are related to autism. Please note that there are literally hundreds of other presentations in areas outside of autism (such as education, mental retardation, child development, or inclusion) that may have direct relevance to you and should be considered. Abstracts summarizing all events are available in the on-line program. This printed program contains abstracts for special and invited events and business meetings.

General Convention Events and Opportunities

The ABAI convention features several different types of events:

Parents and Other Caregivers: Welcome to the ABAI Convention
 Parents who may be attending ABAI for the first time are encouraged to participate in this convention orientation on Saturday at 10:00 a.m.

Parent Professional Partnership Special Interest Group and Autism Special Interest Group Business Meetings

These events are brief meetings for those who share specific interests. We strongly encourage you to attend the PPP SIG and the Autism SIG meetings. The PPP SIG meets Sunday morning at 8:00 a.m. and the Autism SIG meets later that day at 7:30 p.m. You may be interested in attending other special interest group meetings as well (e.g., Verbal Behavior SIG, Positive Behavior Support SIG).

Parents Sharing the Conference Experience

This informal gathering, facilitated by a group leader, provides an opportunity for seasoned parents and parents attending for the first time to meet, share experiences, and network. We strongly encourage you to attend this session on Saturday at 7:30 in the evening.

- Poster Sessions showcase several dozen research-based projects. The posters include a written narrative describing the purpose, procedures, and findings of the research. Posters often display innovative approaches to the daily challenges many parents. There are typically over 100 posters presented at once in a large room, which are generally organized by area of focus. Authors of the posters stand alongside their respective research and answer questions from individuals such as parents or other professionals. Poster sessions enable you to meet and dialogue with both leaders in the field and individuals heavily involved in practice and research. However, the poster sessions can be a bit crowded. Considering the large volume of material, you may find it helpful to review the topics in this program book ahead of time and make note of those posters you wish to review.
- Paper Presentations are formal talks by one or more presenters on specific topics. Presentations
 are usually 20 minutes in duration and three different papers can be presented during one session.
 Topics are not always related. Plan your schedule around the topics that are of most interest to you.
 Attendees are free to enter or exit sessions while being respectful of ongoing presentations. There is
 typically time at the end for questions from the audience.
- Panel Discussions are structured or semi-structured dialogues around a particular theme or issue
 such as transition planning for young adults or criteria for including students with autism in regular
 education classrooms. Panels are moderated by a discussant. Often, there may be conflicting
 opinions expressed or lively dialogue reflecting different perspectives. There may or may not be

time for questions from the audience. Panel discussions are usually 50 or 80 minutes in duration based in part on the number of panelists.

- Symposia are a series of three to five short paper presentations that revolve around a particular
 theme. Each paper is presented one at a time. At the end of the symposia, a discussant highlights
 the key themes and may provide a critique of each paper. Unlike Panel Discussions there is no
 dialogue between speakers.
- Pre-Convention Workshops are more intensive presentations on a particular topic and range from
 three to six hours in duration. These are perhaps the most comprehensive of the various events and
 you will likely be provided with a handout that corresponds to the presentation. Please be aware
 that an additional fee is charged for workshops. These are the only conference events not included
 in the overall registration fee.
- ABAI Expo is a social gathering featuring presentations of graduate training programs, internship
 and employment opportunities, affiliated ABAI chapters, ABAI boards and committees, and
 behavioral associations from around the world. Officers from the Autism SIG and the ParentProfessional Partnership SIG are typically on hand to answer questions.
- ABAI Bookstore is open throughout the conference with hundreds of books available for immediate
 purchase, many of which would be of interest to parents. Convention attendees can skim through
 the books prior to purchase.

Topics of Potential Interest to Parents

Some common presentation topics that may be of interest to parents include:

- Teaching language and communication skills
- Teaching play and social skills
- Promoting generalization of skills
- Toilet training
- Understanding and addressing challenging behaviors
- Applying behavioral models in public school settings
- Parent training
- Transition planning
- Increasing independence in home and community settings
- Workshops related to specific teaching techniques such as discrete trial instruction or fluency based instruction

Become a Member of ABA International!

Join the more than 5,000 members of ABA International and belong to the premier organization dedicated to the field of behavior analysis. As an ABAI member, you'll receive several benefits:

- New and insightful information in ABAl's publications including our flagship journal, The Behavior Analyst, and the membership newsletter, Inside Behavior Analysis.
- Reduced registration fees for the annual convention, workshops, and specialized conferences, as well as discounted pricing for ABAI publications and conference DVDs.
- The opportunity to apply for Professional Liability Insurance coverage. Log in to your ABAI portal
 and learn more.
- Involvement opportunities in ABAI's committee work and special interest groups.
- A network of peers with whom to share challenges and solutions.
- 24/7 access to ABAI's on-line Membership Directory.
- Representation for behavior analysts' interests in government policy making.
- Opportunities to support the involvement of students in behavior analysis.
- Free and confidential résumé posting on Jobs in Behavior Analysis.

Visit www.abainternational.org and join now.

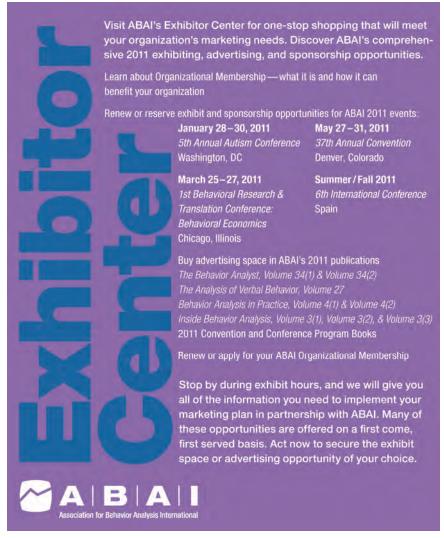
Exhibitors and Organizational Members

Be sure to visit the ABAI at the convention! ABAI exhibitors will be located in Exhibit Hall A of the Henry B. Gonzalez Convention Center. Exhibitors and organizational members prepare a description of their work and services to introduce themselves to the larger ABAI community. The inclusion of this material is not an endorsement, authorization, sponsorship, or affiliation by ABAI of these organizations or their work, services, or the content of the material they present.

Exhibit Hours:

Friday, May 28	9:00 a.m8:00 p.m.
Saturday, May 29	1:30 p.m10:00 p.m.
Sunday, May 30	11:30 a.m7:30 p.m.
Monday, May 31	11:30 a.m7:30 p.m.

Following are descriptions of some of the 2010 exhibitors. ABAI Organizational Members have been approved by the Organizational Review Committee as being aligned with ABAI's mission to develop, enhance, and support the growth and vitality of behavior analysis. If you are interested in exhibiting or becoming an organizational member, please contact our office at: convention@abainternational.org or via telephone at 269-492-9310.



ABA International

550 West Centre Ave., Suite 1
Portage, MI 49024
(269) 492-9310
(269) 492-9316 (fax)
mail@abainternational.org
www.abainternational.org
Booth Number: 1

The Association for Behavior Analysis International is a nonprofit professional membership organization with the mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice. Visit our booth to learn about ABAI events, activities, and the benefits of ABAI membership including access to professional liability insurance and ABAI journals.

ABA of Illinois, LLC

928 Runyan Dr. Lockport, IL 60441 (630) 709-5910 jarenharperbcba@aol.com

Booth Number: 406

ABA of Illinois, LLC is an organization in providing services to nonprofit agencies, schools, and families in northern Illinois. Our comprehensive positive behavior supports focus on proactive strategies. We accomplish this by modifying environments, teaching new skills, and improving quality of life through person-centered planning. We believe in a team approach and accomplish this by collaborating with other professionals and families.

ABAI Professional Liability Program

8651 Market St. Youngstown, OH 44512 (330) 726-8861 Mike.dercoli@wellsfargo.com www.welsfargo.com

Booth Number: 2

Wells Fargo Insurance Services USA, Inc. has entered into a partnership with ABAI to provide all members of the organization the opportunity to purchase a complete and competitive professional liability insurance program. Coverage is available to ABAI members of all disciplines of psychology and behavior analysis. Our program, which is exclusive to ABAI, can be customized for desired limits, whether or not you have existing coverage, and for full or part-time professionals.

Academy of Certified Brain Injury Specialists

1608 Springhill Rd., Suite 110 Vienna, VA 22182 (703) 761-0750 acbis@biausa.org www.acbis.pro Booth Number: 313

The Academy of Certified Brain Injury Specialists (ACBIS), a program of the Brain Injury Association of America, offers the only nationally recognized credential for entry-level staff and experienced professionals specializing in brain injury. Stop by the ACBIS booth to learn how you can increase your brain injury knowledge and become a Certified Brain Injury Specialist or Certified Brain Injury Specialist Trainer.

AdvoServ

28334 Churchill Smith Lane
Mt. Dora, FL 32757
(352) 383-2580
nolan@cnow.com
www.advoserv.com
Booth Number: 329

For over 40 years, AdvoServ has offered specialized treatment to individuals with severe problems and significant developmental delays that interfere with full inclusion in community life. Services include

residential, educational, vocational, and medical-behavioral programs in New Jersey, Delaware, and Florida. AdvoServ's programs for children, adolescents, and adults have helped improve lives through behavior change using effective strategies of treatment and training, enabling successes never before achieved.

(AI)2, Inc.

1400 Bonnie Burn Circle Winter Park, FL 32789 (407) 234-0045 rdray@rollins.edu www.ai2inc.com Booth Number: 402

(Al)², Inc. develops and distributes cutting-edge on-line educational and training software for college courseware, laboratory simulations, and behavioral-services staff training. Our premiere products include 1) MediaMatrix adaptive tutoring systems, 2) CyberRat laboratory simulations, and 3) Train-to-Code—our newest adaptive expert system for training behavioral observation and coding skills as well as behavioral intervention discriminations. Visit our booth for detailed demonstrations.

The Aurora School

ABAI Organizational Member

420 Wildman St. Leesburg, VA 20176 www.aurora-school.com

Booth Number: 419

The Aurora School uses applied behavior analysis techniques offering affordable services for low-income families. It places special emphasis in identifying the necessary and sufficient verbal behavior skills required for children to learn educational materials. We serve individuals aged 2 to 22 with a variety of learning disabilities maintaining a 1:1.5 student-teacher ratio which warrants quality instruction. Research and postgraduate training play a vital role at The Aurora School.

Autism Community Network

701 S. Zarzamora
San Antonio, TX 78207
(210) 435-1000
brooke@autismcommunitynetwork-sa.org
www.autismcommunitynetwork-sa.org

Booth Number: 421

Autism Community Network (ACN) is a nonprofit organization that was created to serve the underserved. ACN provides diagnostic services to children under the age of 5-1/2 by a multidisciplinary team of therapists. ACN offers a six-week short course of therapy available to newly diagnosed children. ACN also offers workshops and runs a resource center open to the community.

Autism Concepts, Inc.

11302 Strang Line Rd. Lenexa, KS 66215 (913) 663-4100 brad@concepts.com www.autism-concepts.com Booth Number: 432

The ABLLS-R Data and Task Organizer, VB-MAPP Data and Task Organizer are tool kits based on assessments to aid BCBAs and educators in teaching skills and collecting data to enable children with autism spectrum disorders to acquire skills necessary to participate with typical peers. PlayTubs is a developmentally sequenced curriculum to teach preschool age children appropriate play skills. These tools were developed by BCBAs at Autism Concepts.

Autism Services North

39 Tannery Rd. Dillsburg, PA 17019 (800) 206-8602 lisa@autismservicesnorth.com www.autismservicesnorth.com

Booth Number: 327

Autism Services North provides applied behavior analysis therapy in homes, schools, and community settings. We have the privilege of serving more than 150 families nationwide. Autism Services North has providers across the United States to service military families when they PCS. Continuity of care is key for military families and we can offer that to them. Autism Services North is constantly seeking to contract with BCBAs, BCaBAs, and tutors anywhere in the United States. Our office looks forward to assisting you.

Autism Spectrum Therapies ABAI Organizational Member

6001 Bristol Parkway Ste. 200 Culver City, CA 90230 (310) 644-1100 barredondo@autismtherapies.com www.autismtherapies.com **Booth Number: 320**

Autism Spectrum Therapies is one of the leading providers of one-on-one services for individuals with autism in southern California. Our customized programs address the various needs of children, their families, schools, and communities.

Autism Training Solutions

3019 Kamakini Honolulu, HI 96816 (866) 966-9452 janet@autismtrainingsolutions.com www.autismtrainingsolutions.com

Booth Number: 426

Autism Training Solutions aims to enlighten, excite, and educate parents and professionals about the best practice methods for teaching individuals with autism and related disabilities using on-line training videos. Designed and created by professionals with a combined 28 years of experience in the field, the on-line trainings are delivered through entertaining, yet educational, videos using actual footage of professionals and students.

Behavior Analyst Certification Board

1705 Metropolitan Blvd, Ste. 102 Tallahassee, FL 32308 (904) 212-1688 info@bacb.com www.bacb.com **Booth Number: 317**

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 BACB credentials practitioners at two levels: Board Certified Behavior Analyst and Board Certified Assistant Behavior Analyst. Certificants must meet degree, training, and experience requirements and pass written examinations. See www.BACB.com for additional information.

BEACON Services

ABAI Organizational Member

321 Fortune Blvd Milford, MA 01757 (508) 478-0207 ext.286 swoolf@beaconservices.org www.beaconservices.org **Booth Number: 308**

BEACON Service provides intensive behavioral instruction to children with autism using the clinical practices of applied behavior analysis (ABA). 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 300 families and employs over 125 behavior educators. As an organizational member of the Association for Behavior Analysis International, BEACON has published peer-reviewed research and presents research.

Behaven Kids

8922 Cuming St. Omaha, NE 68114 (402) 926-4373 janie@behavenkids.com www.behavenkids.com Booth Number: 404

Behaven Kids is a behavioral day treatment program for young children, ages 2-8, with sever and chronic behavior problems. Early onset behavior problems have resulted in an increasing number of young children being "kicked out" of preschools. Nationally, the preschool expulsion rate is more than three times the rate found among K-12 students (Gilliam 2005). Learn about the possibilities of owning a Behaven Kids franchise.

Behavior Development Solutions

80 Paper Mill Rd. Woodbury, CT 6798 (203) 263-0892 seversoll@aol.com http://www.behaviordevelopmentsolutions.com

Booth Number: 315

Behavior Development Solutions provides training products, services, and tools for behavior analysts. The CBA Learning Module Series is the premier BACB exam prep resource. Our do-at-home CEU courses provide quality training for keeping up with research and practice methods. We also develop custom designed training software for organizations and universities. In addition, we have books and training and computer-based tools for graphing, data management, and data collection. Visit us at ABA!

Behavior Frontiers, LLC

18426 S. Western Ave., Suite 408 Los Angeles, CA USA (310) 856-0800 hmader@behaviorfrontiers.com www.behaviorfrontiers.com

Booth Number: 400

Behavior Frontiers, LLC specializes in providing applied behavior analysis (ABA) interventions and trainings to help students with autism and other disabilities to be successful. We offer a cutting edge ABA training program for both professionals and family members, which incorporates video demonstrations of techniques and is available either on-line or facilitated on-site by a behavior consultant. Check out www.behaviorfrontiers.com.

Behavioral Services of Tennessee

155 Cully Rd.
Cordova, TN 38018
(901) 624-2454
cpeacock@bstn.org
www.bstn.org
Booth Number: 409

Business Software for Therapist Networking—Our web-based software allows the synchronization of critical tasks by direct care staff and key agency supervisors (including behavior analysts), allowing everyone to share multiple records in multiple locations. The system allows information sharing with parents, physicians, behavior analysts, and administrators with state-of-the-art efficiency in the field of residential services. The system is a vital tool for the effective management of patients and staff.

Caring Technologies

1423 W. Franklin St. Boise, ID 83702 (888) 355-7161 info@caringtechnologies.com www.caringtechnologies.com

Booth Number: 221

Forbes' "Best of the Web" for autism, Caring Technologies/TalkAutism develops Behavior imaging solutions to facilitate the observational, analytical, and collaborative needs of behavioral healthcare and special education professionals. Behavior Imaging solutions enable collaboration and consultation between patients and professionals through video capture and a secure health record application that allows users to store, share, and annotate video and health data.

Center for Autism and Related Disorders

ABAI Organizational Member

19019 Ventura Blvd.
Tarzana, CA 91356
(818) 345-2345
employment@centerforautism.com
www.centerforautism.com
Booth Number: 418

The Center for Autism and Related Disorders, Inc. (CARD) is among the world's largest organizations effectively treating children with autism spectrum disorders. With 20 years of experience designing and implementing treatment plans based on the principles of applied behavior analysis, CARD helps each child achieve their maximum potential. CARD provides therapy, supervision, training, and mentorship. CARD maintains a research department and BACB-approved continuing education program.

CNOW

28334 Churchill Smith Lane Mt. Dora, FL 32757 (352) 383-2580 nolan@cnow.com www.cnowinc.com Booth Number: 331

CNOW designs and manages customized interactive videoconferencing applications, expanding treatment options for professionals and clients. CNOW'S innovative telehealth system allows its behavior analysts to deliver live clinical and consultative support in natural environments from remote locations, making the challenges of limited local services, travel, and scheduling inconveniences obsolete. CNOW'S telehealth solutions make high demand services more accessible, enabling responsive treatment at times and locations that are most relevant.

CodeMetro, Inc.

1333 S. Mayflower Ave., Suite 350 Monrovia, CA 91016 (877) 796-9883 sales@codemetro.com www.npaworks.com Booth Number: 401

NPAWorks is practice management software designed in collaboration with private clinics and education centers servicing children with special needs. NPAWorks increases your clinics' efficiency and profitability by streamlining human resources, clients & contracts, scheduling and timesheets, billing, payroll, and business analysis in an all-in-one software package.

The Columbus Organization ABAI Organizational Member 1012 West Ninth Avenue King of Prussia, PA 19406 (800) 229-5116 rtann@columbusorg.com www.columbusorg.com

Booth Number: 413

The Columbus Organization is the nation's leading provider of on-site and consultative services for individuals with special needs. Columbus' national reputation has been built on an outcome-oriented approach, coupled with a commitment to support all of our employees, to insure their success. Columbus currently provides behavior analysis service in six states. If you are interested in joining the Columbus Team, e-mail your resume to recruit@columbusorg.com, or call 800-229-5116. You can also visit our website at www.columbusorg.com.

Criterion Child Enrichment

ABAI Organizational Member

345 Fortune Blvd. Milford, MA 1757 (508) 662-0524 AWenKozma@aol.com www.criterionchild.com Booth Number: 213

Criterion Child Enrichment is a private, not-for-profit organization specializing in early childhood education. Founded in 1985, Criterion provides early intervention, teen parenting programs, parent education, and early education and care programs to approximately 5,000 families each year. Criterion, one of the largest providers of early childhood service in Massachusetts, is committed to generating increased access to effective services for a diverse population of families.

Everareen Center

ABAI Organizational Member

346 Fortune Blvd. Milford, MA 1758 (508) 478-2631 services@evergreenctr.org www.evergreenctr.org Booth Number: 312

The Evergreen Center is a private nonprofit educational and residential treatment center that utilizes evidence-based practices to serve children and adolescents with autism and other developmental disabilities. Educational effectiveness is assured at the Evergreen Center through the use of applied behavior analytic scientifically based instruction to teach functional daily living, pre-academic, and early academic skills and to address challenging behaviors. For more information visit our website at www.evergreenctr.org.

Florida Institute of Technology

2202 S. Babcock St. Ste. 101 Melbourne, FL 32901-6370 (326) 674-8382 cschmitt@fit.edu http://uc.fit.edu/pdp/programs/aba

Booth Number: 302

Learn applied behavior analysis any time, any day! Florida Tech Behavioral Science and Technology offers a comprehensive program in behavior analysis offered completely online. All courses meet the instructional requirements for certification as a Board Certified Behavior Analyst from the Behavior Analyst Certification Board, Inc. and the Board Certified Assistant Behavior Analyst examinations. Offered 100% online, in a user friendly format, and no special computer skills are needed. Visit http://aba.fit.edu for more information or call 1-800-676-9245, or 1-321-674-8382.

Institute of Professional Practice

ABAI Organizational Member

P.O. Box 1249 Montpelier, VT 05601 (603) 249-9553 kkelly@ippi.org www.ippi.org Booth Number: 314

The Institute of Professional Practice, Inc. is an innovative, multi-state nonprofit provider of residential, day, and educational services to people with disabilities and autism spectrum disorders. Established in the 1980s, The Institute has an extensive history of providing evidenced-based, effective treatments to people of all ages and diagnoses in the community. Our breadth of services and experience in applied behavior analysis provides many opportunities for those seeking professional experience and advancement.

Judge Rotenberg Education Center ABAI Organizational Member 250 Turnpike Street Canton, MA 02021 (781) 828-2202 www.judgerc.org

Booth Number: 316-318

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.

May Institute, Inc.

ABAI Organizational Member

41 Pacella Park Drive Randolph, MA 02368 (781) 440-0400 nprindeville@mayinstitute.org www.mayinstitute.org

Booth Number: 333

For 55 years, the caring professionals at May Institute have set a national standard for providing comprehensive, research-validated services to individuals with autism spectrum disorders and other developmental disabilities, brain injury, mental illness, and other behavioral health needs. The Institute's award-winning national network of educational, rehabilitative, and behavioral health programs blends science with service to help make progress possible for thousands of individuals every year.

Med Associates, Inc.

P.O. Box 319 Randolph, MA 02368 (781) 440-0400 nprindeville@mayinstitute.org www.mayinstitute.org Booth Number: 425

Med Associates, Inc. is the leading manufacturer, software developer, and supplier of products for behavioral psychology, pharmacology, neuroscience, and related research and teaching areas. Some of our new products include Video Freeze for conditioned immobility and fear conditioning, Morris Water Maze, and wireless running wheels for circadian rhythm analysis.

Melmark ABAI Organizational Member 2600 Wayland Rd. Berwyn, PA 19312 (610) 325-4762 rebeccagarrison@melmark.org www.melmark.org

Booth Number: 305-307

Melmark is a well-established nonprofit that provides educational, residential, vocational, and therapeutic services for children and adults with a developmental disability, including autism spectrum disorder, acquired brain injury, and other major neurological impairments. With major campuses in suburban Philadelphia and Boston, Melmark provides community-based programs based on a model of applied behavior analysis and other evidence-based interventions. Melmark specializes in improving challenging behavior disorders, communication techniques, and life skills for those we serve.

National Autism Center

ABAI Organizational Member

41 Pacella Park Drive Randolph, MA 2368 (781) 440-0400 kleahy@nationalautismcenter.org www.nationalautismcenter.org

Booth Number: 332

The National Autism Center is dedicated to serving children and adolescents with autism spectrum disorders (ASD) by providing reliable information, promoting best practices, and offering comprehensive resources for families, practitioners, and communities. In 2009, the National Autism Center completed the National Standards Project and issued the National Standards Report—the most comprehensive analysis available to date about treatments for children and adolescents with ASD.

The New England Center for Children

ABAI Organizational Member

33 Turnpike Rd. Randolph, MA 2368 (781) 440-0400 kleahy@nationalautismcenter.org www.nationalautismcenter.org Booth Number: 301–303

Internationally recognized for its award winning programs and services, The New England Center for Children (NECC) has provided comprehensive education and treatment based upon the principles of applied behavior analysis to children with autism for over 30 years. In addition to its central school in Southboro, MA, NECC provides consulting and model ABA classrooms throughout New England and recently opened a school in Abu Dhabi. Visit www.necc.org to learn more.

Noldus Information Technology

1503 Edwards Ferry Rd., Suite 201. Leesburg, VA 20176 (800) 355-9541 paige.roderick@noldus.com www.noldus.com

Noldus Information Technology (www.noldus.com) offers computer software and integrated systems for recording and analyzing the behavior of animals or humans. Our products include EthoVision XT, our video tracking, motion analysis and behavior recognition software, and The Observer XT—the state-of-the-art video observation system available for live observations, video analysis, eye-tracking, or mobile coding. Please visit us for information on how our solutions can work for you.

NSU Mailman Segal Institute for Early Childhood Studies

3301 College Avenue
Ft. Lauderdale, FL 33314
(954) 262-7154
reeve@nova.edu
www.nova.edu/msi
Booth Number: 408

Booth Number: 309

Mailman Segal Institute offers a variety of courses series meeting the certification requirements to become a BCaBA or BCBA through a variety of disciplines including education and psychology at the undergraduate. Master's, and doctoral level.

Professional Crisis Management Association, Inc.

10269 NW 46th Street Sunrise, FL 33351 (954) 746-0165 pcma@pcmaocom www.pcma.com Booth Number: 412

Professional crisis management (PCM) is a behavioral crisis management system used with children and adults who exhibit disruptive, aggressive, and self-injurious behaviors. PCM is prevention oriented and includes a complete system of physical intervention procedures based on active feedback and learning. The Professional Crisis Management Association has provided expert training, certification, and consultation to education and human service professionals worldwide for over a quarter century.

Quality Behavior Solutions, Inc.

P.O. Box 6221 Holliston, MA 1746 (866) 429-9211 Info@QBSCompanies.com www.QBSCompanies.com Booth Number: 233

Quality Behavior Solutions, Inc. (QBS) supports organizations that serve people with behavioral challenges. Using evidence-based behavior analytic interventions, we offer consultation, training, and software to provide quality behavioral solutions to complex behavioral problems. QBS behavior

analysts have extensive experience with behavior challenges, from disruption to severe aggression and self-injury—with all ages, settings, and diagnoses.

Rethink Autism

19 West 21st St. Ste 403 New York, NY 10010 (646) 257-2919 x 202 Info@rethinkautism.com www.rethinkautism.com

Booth Number: 319

Rethink Autism makes effective and affordable treatment tools available to parents and professionals everywhere. Our web-based program provides an individualized applied behavior analysis based curriculum for the child or individual, hundreds of dynamic instructional videos of best practice teaching interactions, step-by-step training modules, automated progress tracking, and on-line professional support.

Spaulding University Applied Behavior Analysis Graduate Program

845 S. 3rd St. Louisville, KY 40203 (502) 992-2498 Dpierce@spalding.edu www.spalding.edu/ABA Booth Number: 300

Spaulding University's Graduate Degree in Applied Behavior Analysis with Board Certification is the flagship and only graduate program in Kentucky devoted to applied behavior analysis, Spaulding offers a unique and substantive opportunity for professional preparation, working in clinical settings with a range of clientele. Graduate focus is on the principles and practice of applied behavior analysis for education, clinical, and business concerns.

The Spectrum Center ABAI Organizational Member

16360 San Pablo Avenue San Pablo, CA 94806 (510) 741-5440 jmedina@esa-education.com www.spectrumschools.com

Booth Number: 209

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.

Spectrum Technologies

4711 Seven Lakes Place
Powell, OH 43065
(866) 828-9128
info@spectrumtechnologies.org
www.spectrumtechnologies.org
Booth Number: 326-328

Spectrum Technologies' mission is to provide the highest standards of web-based technology, treatment curricula, and therapy materials. Our Autism Applied Behavior Analysis (ABA) Web Consultant is a web-based video training and therapy curriculum providing real-time lesson plans from the child's previous performance, scanned data, progress reports, scheduling, behavior data, maintenance, generalization, progress e-mail alerts, and more. Designed for parents, professionals, and organizations. Help is just a click away.

Step by Step Academy

445 E. Dublin Granville Rd., Bldg. G Wothington, OH 43085 (614) 436-7837

rmcintyre@stepbystepacademy.org www.stepbystepacademy.org

Booth Number: 330

Step By Step Academy is a mental health treatment facility in Worthington, OH. We use applied behavior analysis as treatment for our clients with autism spectrum disorders and other developmental disabilities.

Summit Educational Resources

150 Stahl Road Getville, NY 14068 (716) 629-3471 info@summited.org www.summited.org Booth Number: 403

Summit Educational Resources offers comprehensive services for children and young adults with autism and related developmental disabilities. Services include evaluations, early intervention preschool, school, consulting, and a range of family support services. Summit operates an early intensive behavioral intervention program (EIBI) for children with autism. Our services reach out to eight western New York counties and more than 50 school districts. Our agency serves more than 1700 individuals each year.

Teach Your Children Well

P.O. Box 908 Belleville, ON K8N3R1 Booth Number: 324

Teach Your Children Well is the award-winning publishing arm of QLC Educational Services, the first company to integrate behavior management, direct instruction and precision teaching into a unified system 31 years ago. Teach Your Children Well creates educational programs in reading, math and spelling using these three combined technologies. Our products have become staple tools for teachers, tutors, homeschoolers and therapists working with children and adults with behavioral, educational and intellectual challenges.

Thought Technologies

2180 Belgrave Ave.
Montreal, PQ H4A218
(514) 489-8251
mail@thoughttechnology.com
www.thoughttechnology.com
Booth Number: 201

Thought Technology's Infiniti line of instrumentation monitors surface electromyography, electroencephalography, electrocardiogram, skin conductance, temperature, blood volume pulse, and respiration. Single to forty channel encoders and software suites measure and record physiological signals, synchronized with video, and provide statistics. Auditory and visual "feedback" enable patients to control their minds and bodies. Evidence-based medicine has taken another important step. For further information visit www.thoughttechnology.com.

Tucci Learning Solutions

6 Hangar Way, Ste. A Watsonville, CA 95076 (831) 786-0600 info@tuccionline.com www.tuccionline.com

Booth Number: 200

Tucci Learning Solutions provides educational programming for educators and parents of naïve learners. This organization implements the Competent Learner Model (CLM) to serve its learners. The CLM was designed to equip naïve learners with the core repertoires to act effectively "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.

Wellspring

16713 Roscoe Blvd. North Hills, CA 91373 (888) 1-NEWORK byoung@wellspring.com www.wellspring.com Booth Number: 304

Wellspring is committed to providing scientifically based services with the highest consistent quality to clients affected by autism and other related disorders. We deliver leadership through ethical, individualized treatment from trained personnel while pioneering the standard of delivery through best practices, fiscally sound coordinated care management, research, and technology. We measurably change behavior and enhance the lives of our clients and their families.

Wellspring Autism Network

16714 Roscoe Blvd.
North Hills, CA 91374
(800) 418-9320
amascarinia@welspring.com
www.wellspring.com
Booth Number: 306

Wellspring Autism Network is a national consortium of like-minded applied behavior analysis (ABA) providers that specialize in the treatment of children with autism spectrum disorders and developmental disabilities utilizing ABA. Wellspring has contracts with national health plans that are looking for qualified ABA providers to treat their clients. By joining this influential network, you automatically gain immediate representation with health plans and are eligible to receive clients.

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Positions available in Los Angeles, San Fernando Valley, San Gabriel Valley, Inland Empire, Orange County & San Diego!

DIRECT INTERVENTIONIST, BA/BS

- . Minimum of one year experience working with children with autism
- · Appropriate educational or training background

PROGRAM SUPERVISOR, MA/MS

- · BCBA required
- Minimum of two years experience in working with children with autism and designing behavior intervention programs
- · Experience in providing supervision of ABA methods

DIVISION COORDINATOR, MA/MS or PH.D.

- BCBA required
- Minimum of four years experience working with children with autism
- Experience in independent program development, report writing and case supervision

WE OFFER COMPETITIVE SALARIES AND A BENEFITS PACKAGE INCLUDING:

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- Medical Insurance
- Dental Insurance
- Vision Insurance
- . Life & Disability Insurance
- . Paid Vacation & Sick Leave

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Launch your career with

AST now! To learn more,
please visit our website:

www.autismtheraples.com



www.autismtherapies.com

Want referrals from Insurance Companies ...without the hassle?

Insurance companies need professionals like you to treat their members, but there are numerous time-consuming processes involved in working with them. The purpose of Wellsp Autism Network is to alleviate those challenges and get you credentialed with insurance companies so you can get authorized insurance referrals of children that have ASD in your ar

Join the Network and enjoy the following benefits:

Minimize administrative paperworkwe do it for you!)

We manage the credential in and contracting roces and handle most of the paperwork for you.

We coordinate hereferral and authorizatio for you.

Reduce your workloadby letting us do the claims billing and reconciliation for you

Increase number of clients (we'll send you qualified health plan referrals in your area)

Increase profit marginsby learning proven methods of expanding your practice without expanding your workload.

Wellspring Autism Network is a consortium of the best independent providers in the nation that use Applied Behavior Analysis (ABA) to treat children with Autism Spectrum Disorders a related behavioral disorders.

Go to the Wellspring Autism Network Booth for a free water bottle and to learn more information!

1-888-51-NETWORK • www.WellspringAutismNetwork.com



Grand Hyatt San Antonio; Friday, May 28

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Grand Hyatt San Antonio; Friday, May 28

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Henry B. Gonzalez Convention Center; Friday, May 28

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Workshop #1 CE: PSY/BACB

5/28/2010 10:00 a.m.–1:00 p.m. Republic C (Grand Hyatt) CBM

CE Instructor: Susan Smith, M.S., BCBA

Developing a Dialectical Behavior Therapy Program Suited for Persons With Intellectual Delay and Coexisting Conditions

SUSAN M. S. SMITH, JAMES R. PRICKETT, JAN MUNSON, CINDY GRONERT, GEORGE DOBRZYNSKI, and SHERI BOWLES (Woodward Resource Center)

Description

The number of intellectually challenged persons who live in residential treatment settings and engage in suicidal and nonfatal self-harm behaviors is plentiful and may be growing, making the identification of effective treatment methodology critical. Dialectical behavior therapy (DBT) is a treatment that has been found to be effective for individuals exhibiting these behaviors: however, DBT materials and activities that cater to those dually diagnosed with mental illness and intellectual delay are scarce. This workshop will illustrate the Woodward Resource Center's DBT program, which converts the DBT philosophy into materials and activities that are well suited for this special population. Specifically, the following will be covered: functional assessment and hypotheses of persons who may benefit from this treatment, aspects of effective skill groups, several adapted activities for both group and individual therapy sessions, phone consultation, organization of a productive consultation team, and strategies to effectively convey knowledge of the technology from professional to direct-care staff.

Obiectives

At the conclusion of this workshop, participants will have learned how to do the following:

- Identify and describe adapted activities from each of the DBT skill modules: mindfulness, emotion regulation, interpersonal effectiveness, and distress tolerance
- Visually illustrate the concept of "dialectical thinking" to increase its utility in the daily lives of this special population
- Identify five ways to make DBT skill groups effective for the mental retardation and

- developmental disabilities population living in residential treatment settings
- Discuss strategies used to shape staffs' behavior so that it reflects DBT philosophy
- Discuss strategies used to shape clients' abilities to describe their private events

Activities

Attendees will view a PowerPoint presentation that vividly illustrates DBT philosophy converted into materials suitable for persons who are intellectually delayed with coexisting conditions; review accompanying handouts that include several take-home, ready-to-use activities; and view videotaped examples of validation techniques applicable to both verbal and nonverbal clients.

Audience

Persons with an interest in clinical behavior analysis, and/or an interest in an extension of DBT to persons who are intellectually delayed with coexisting conditions.

Level: Introductory
Member: \$95.00
Nonmember: \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #2 CE: PSY/BACB

5/28/2010

10:00 a.m.-1:00 p.m. Travis C/D (Grand Hyatt)

CRM

CE Instructor: Kate Kellum, Ph.D.

Values Work in Behavior Analysis

EMILY KENNISON SANDOZ and KATE KELLUM (University of Mississippi)

Description

Behavior change is hard for humans. From discrete trial training to individual psychotherapy, we see humans trying to change their own behavior in such a way so as to foster behavior change in another. Recently, values work has been described as a way to direct and dignify the hard work of behavioral interventions. This workshop will explore the conceptual and practical implications of this idea. In this workshop, we will 1) examine the challenges to successful behavioral intervention, 2) define values and related concepts in behavioral terms, and 3) explore conceptually and experientially

the impact of making values an explicit part of any behavioral intervention.

Objectives

At the conclusion of this workshop, participants will have learned how to do the following:

- Describe in behavioral terms potential obstacles to successful intervention with respect to therapist behavior, client behavior, and behavior of others in the support system
- Define values in behavioral terms and give examples of valued activities
- Describe the theoretical justification for values work in behavior analysis
- Describe three ways that values work might be applied to their own work in behavior analysis

Activities

Activities will include a 20-minute introduction to analyzing the behavior of all individuals involved in behavior analytic interventions: a 30-minute discussion of challenges facing successful intervention and shaping the audience's responses into terms of stimulus control; a 10-minute introduction to the concept of values; a 20-minute experiential exercise fostering contact with values, followed by a debriefing; a 20-minute discussion of values and discriminating valued activities from those under aversive control: a 30-minute experiential exercise practicing discrimination of valued activities with those under aversive control. followed by a debriefing: a 20-minute presentation on examples of values work in behavior analysis; a 20-minute small group exercise generating examples of explicit values work that might fit the participants' own activities: and a 10-minute closing.

Audionco

This workshop is appropriate for anyone working in the area of behavior analysis who is interested in ways to make their work more meaningful for themselves, their clients, and the system supporting their clients. Participation will require a basic understanding of behavior analysis and a willingness to engage in values-based experiential exercises.

Level: Introductory

Member: \$100.00

Nonmember: \$155.00

Member On-Site Fee: \$125.00 Nonmember On-Site Fee: \$180.00

Workshop #3

5/28/2010 10:00 a.m.-1:00 p.m. Seguin (Grand Hyatt)

CRM

CE Instructor: Julie Knapp, Ph.D.

Sleep Disorders and Autism Spectrum Disorders: Research Update and Behavioral Interventions

CE: PSY/BACB

JULIE KNAPP and ALLISON NEWMAN (Cleveland Clinic Center for Autism)

Description

Research indicates that difficulties initiating and maintaining sleep are common in children with autism spectrum disorders (ASD), with as many as 70%-80% experiencing sleep problems in their youth. Lack of sleep contributes to secondary symptoms such as irritableness, inattention, memory problems, disruptive behaviors, cognitive inflexibility, depression, emotional dysregulation, impulsivity, and aggression. Lack of sleep also affects physical health, family functioning, and quality of life. In this workshop, updated research will be offered on theories of sleep problems in ASD and common pediatric sleep issues in this population such as parasomnias and primary insomnia. Behavioral assessment, such as sleep diaries and behavioral logs, will be presented for collecting baseline data and ongoing data for measuring treatment effectiveness. Information will be provided on possible medical causes that will help clinicians make more appropriate physician referrals. Finally, behavioral interventions such as environmental modifications sleep hygiene, restriction of daytime sleep, positive bedtime routines, and graduated extinction procedures will be offered.

Objectives

At the conclusion of this workshop, participants will have learned how to do the following:

- Identify common sleep problems in children with ASD
- Recognize secondary symptoms associated with poor sleep
- Learn key components in behavioral assessment of sleep
- Arrange a child's sleep environment for promoting sleep success
- Describe evidence-based behavioral strategies for improving sleep

Activities will consist of didactic instruction and case studies

Audience

Behavior analysts, psychologists, social workers, speech and language pathologists, and special education teachers.

Level: Intermediate **Member:** \$95.00 **Nonmember:** \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #4 CE: PSY/BACB

5/28/2010 10:00 a.m.-1:00 p.m. Republic B (Grand Hyatt)

CBM

CE Instructor: Stephen Flora,

Ph.D., BCBA

Behavior Analytic Fitness Training for Fitness, Health, Life, and Peak Personal Performances

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 those 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 will be covered. The workshop will teach participants to use applied behavior analytic principles to objectively access, 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, databased analysis and decision making; and on how behavioral analytic experimental designs—such as multiple baselines across situations and bounded changing criterion designs—may be used not just to measure change, but actually facilitate effective behavioral change. Participants will learn how improved health and physical fitness allow individuals to live a valued life and pursue chosen life directions.

Objectives

At the conclusion of this workshop, participants will have learned how to do the following:

- State many of the behavioral, psychological, and medical benefits of physical fitness, athletic participation, and living a healthy lifestyle
- Perform a functional assessment of current health and fitness related behaviors
- Perform task analyses of healthy eating behaviors, safe and 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, and pinpointing
- Understand how to identify skill gaps, set realistically achievable goals, and effectively use publicly posted goals to achieve fitness and optimal athletic performance
- Use behavior analytic experimental designs to not only measure and access behavioral change, but to facilitate health, fitness, and athletic behavioral changes
- 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

Activities

Participants will be guided though presented information with PowerPoint slides, worksheets, demonstrations, and lecture handouts. These materials will provide the information necessary to develop effective programs for improving health, physical fitness, diet behaviors, and healthy lifestyles; to 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, board certified assistant behavior analysts, psychologists, personal trainers, and others interested in learning to use behavior analytic procedures to promote healthy lifestyles,

fitness, or to optimize elite performance. Professionals with a strong interest in behavioral medicine or health and fitness will also benefit.

Member: \$95.00 Nonmember: \$150.00

Level: Intermediate

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #5 CE: PSY/BACB

5/28/2010 10:00 a.m.-1:00 p.m.

Lone Star Ballroom Salon F (Grand Hyatt)

CSE

CE Instructor: Andrew Houvouras IV,

M.S., BCBA

Do the Right Thing: Ethics in Behavior Analysis and Other Clinical Fields

ANDREW J. HOUVOURAS IV (Brevard County Public Schools) and ADA C. HARVEY (Florida Institute of Technology)

Description

Behavior analysts have the power to benefit or harm their clients. What course of action is in the long-term best interests of clients? What are those interests and who should define them? In this workshop, we will overview the BACB ethical guidelines related to serving clients with various diagnoses and disability types, and present case studies that illustrate the types of ethical problems that practitioners may encounter. Participants will have the opportunity to use ethical principles to solve these problems. Emphasis will be placed on service provision by behavior practitioners working in schools, day programs, and community settings.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

 Given real-life examples of ethical problems that practitioners must solve, participants will select the course of action that is in the best long-term interests of their clients, based on the BACB code of ethics

- Given recommended solutions to ethical problems, participants will state the reasons they chose a particular course of action, justifying their decisions in terms of the long-term best interests of their clients
- Attendees will be able to identify the three elements of ethically obtaining consent, and given specific scenarios relating to each, discuss how they would apply them

Activities

Presenters will overview guidelines related to ethical practice in a variety of settings, emphasizing real-life examples of ethical dilemmas, and guiding discussion on how to proceed with resolving them in accordance with the BACB code of ethics. Participants will be provided with a variety of real-life ethical problems and opportunities to use ethical guidelines to evaluate different courses of action in terms of their impact on the long-term best interests of their clients.

Audience

Practitioners of behavior analysis who work in clinical, educational, or other organizational settings.

Level: Introductory
Member: \$105.00
Nonmember: \$160.00

Member On-Site Fee: \$130.00 Nonmember On-Site Fee: \$185.00

Workshop #6 CE: PSY/BACB

5/28/2010 10:00 a.m.-1:00 p.m. Lone Star Ballroom Salon E (Grand Hyatt) VRB

CE Instructor: Daniel Moran,

Ph.D., BCBA

RFT 101: An Introduction to Relational Frame Theory

DANIEL J. MORAN (Trinity Services, Inc.) 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 basic RFT research methods and results in a manner that will help people new to RFT begin applying the concepts to their own behavior analytic endeavors. The workshop will clarify the core assumptions of functional contextual behavior analysis and how they apply to discussing language and cognition. Future directions for improving language acquisition and treating autism will also be discussed.

Objectives

At the conclusion of this workshop, participants will be able to answer the following questions:

- What is arbitrary applicable relational responding?
- What are the fundamental assumptions of modern functional contextual behavior analysis compared to mainstream psychology's fundamental assumptions?
- What occurs with transformation of stimulus functions?

Activities

The workshop will be guided by an animated slide show and will be punctuated with audience and small group participation. Slide show handouts will be available as well.

Audience

Beginners, clinicians, and researchers.

Level: Introductory

Member: \$95.00

Nonmember: \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #7 CE: PSY/BACB

5/28/2010 10:00 a.m.–5:00 p.m. Texas Ballroom Salon C (Grand Hyatt) AUT

CE Instructor: Frank Cicero, Ph.D., BCBA

Developing Successful Programs to Meet the Needs of Adolescents and Adults With Autism Spectrum Disorders

FRANK R. CICERO and JOANNE GERENSER (Eden II Programs), PETER F. GERHARDT

(Organization for Autism Research), and NICOLE WEIDENBAUM (Nassau-Suffolk Services for Autism)

Description

There has been considerable research done in the past 20 years in the area of autism and related disorders. We have learned a great deal about the genetics and neurobiology of autism and made great strides in early identification and intervention. Clinical research in speech and language, social skills, and behavior problems has 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 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 ASD is particularly problematic today. The dramatic increase in the incidences of ASD 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 ASD. 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 will be presented.

Objectives

At the conclusion of this workshop, participants will have learned how to do the following:

- Discuss the relevant literature relating to services and treatments of adults with ASD
- Identify key components of an effective program to meet the needs of adolescents and adults with ASD
- Describe programming to address employment, sexuality, recreation and leisure, and other key areas in the lives of adolescents and adults with ASD
- Describe strategies for promoting independence and community access for adults with ASD

Activities

The workshop will include lecture and group discussion as well as videos of different aspects of service delivery for adolescents and adults with ASD. Participants will review data sheets, program forms, assessment materials, and other program materials used within a behavioral program for adolescents and adults with ASD.

Audience

Service providers, program administrators, behavior analysts, parents of adolescents with ASD, and adults with ASD.

Level: Introductory **Member:** \$110.00 **Nonmember:** \$180.00

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$205.00

Workshop #8

CE: PSY

5/28/2010 10:00 a.m.-5:00 p.m. Texas Ballroom Salon B (Grand Hyatt) AUT CE Instructor: Oliver Wendt, Ph.D.

Augmentative and Alternative Communication in Autism: Evidence-Based Strategies to Enhance Communication and Remediate Challenging Behavior

OLIVER WENDT and MIRIAM CHACON BOESCHO (Purdue University) and RAVI NIGAM (Governors State University)

Description

This workshop will provide an introduction and overview of interventions in augmentative and alternative communication (AAC) for autism spectrum disorders (ASDs). One of the core ASD symptoms includes a "delay in, or total lack of, the development of spoken language." Approximately 25%-50% of children with ASD are functionally nonverbal and will not develop sufficient natural speech or writing without ongoing and systematic AAC intervention. AAC augments or replaces spoken language through alternative means of communication. The first part of this workshop will review evidence-based AAC strategies to facilitate functional communication skills, enhance natural speech production, and increase social-communicative behaviors. Strategies include unaided approaches such as manual signs and gestures. and aided approaches such as graphic symbols, Picture Communication Exchange System, and speech-generating devices. The second part will focus on how to use AAC for remediating challenging behaviors such as aggression or self-injury. AAC strategies can be part of functional communication training—a systematic program to replace challenging behavior with alternative communicative responses. Results from recent systematic reviews of single-subject and group experiments will be reviewed to identify empirically supported AAC interventions. Pseudoscientific treatment claims will be outlined along with guidelines for evidence-based decision making when providing AAC services for ASDs.

Objectives

After completion of this workshop, participants have learned how to do the following:

- Summarize and critically appraise research related to ASD and AAC approaches such as manual signs and gestures, communication boards with graphic symbols, tangible symbols, Picture Exchange Communication System, speech-generating devices, and functional communication training
- Understand the potential benefits of AAC intervention on the development of natural speech in children with ASD, as well as the roles of behavioral versus naturalistic AAC intervention approaches for children with ASD
- Understand how single-subject research is used to evaluate the effectiveness of AAC interventions, how practitioners can easily

CE: PSY/BACB

estimate the amount of treatment effectiveness, and how to identify quality criteria for sound treatment research in AAC

- Define evidence-based practice in AAC, understand the benefits of systematic reviews and meta-analyses for clinical decision-making in ASD, and identify empirically supported AAC interventions for this population
- Understand the controversy about facilitated communication and rapid prompting method, and be able to distinguish scientific from pseudoscientific AAC treatment claims

Activities

Lectures will provide an initial overview on the various AAC interventions and their effectiveness for individuals with ASD. Videotaped case studies will illustrate differences between AAC approaches and provide a better understanding of different intervention components. During practical exercises participants will learn how to use easy-to-compute nonparametric measures within a single-subject design to determine how effective an AAC or FCT intervention truly was. Group discussion will revolve around the presentation of two controversial videotapes. one on facilitated communication (FC), and the other on rapid prompting (RP). Participants will learn warning signs to watch for, when separating scientific from pseudoscientific treatment claims, and will subsequently apply these criteria to the FC and RP controversies. Finally, resources will be discussed that are available to practitioners seeking for best available AAC treatment evidence. Attendees will be provided with handouts of all the information covered in the workshop.

Audience

This workshop is intended for professionals working in the autism field who have an interest in AAC interventions for individuals presenting with little or no functional speech. Specifically, practitioners with motivation to implement evidence-based practices in AAC and particular interest in treatment efficacy will find this workshop very suitable for their needs. This can include applied researchers, behavior analysts, special education teachers, speech-language pathologists, graduate students in any of these disciplines, and other practitioners serving individuals with autism. A basic understanding of single-subject research methodology is

advantageous to fully benefit from this workshop, but not strictly necessary.

Member: \$110.00 Nonmember: \$180.00

Level: Introductory

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$205.00

Workshop #9

5/28/2010 10:00 a.m.-5:00 p.m. Bonham C (Grand Hyatt)

AUT

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

Data-Based Process to Improve Outcomes for Children With Autism

GUY S. BRUCE, JORDAN P. BOUDREAU, MEGAN A. BOYLE and NICOLE BECKER (Florida Institute of Technology)

Description

Organizations that serve children with autism require valid measures of how efficiently their clients are acquiring language and social skills, the accuracy and speed with which their teachers are implementing client programs, and an efficient process for using those data to change teacher performance and programs when children are not acquiring the skills they need. This is because the number of service delivery hours that such organizations can provide is limited by both funding and a small time window for the delivery of effective interventions. Organizational performance engineering is the application of behavior analysis to solve organizational performance problems so that individuals and organizations can achieve desired results. The process is called PARSE, an acronym that 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 implemented. The skills participants will acquire will allow them to implement an efficient data-based process to improve outcomes for children with autism.

Objectives

At the conclusion of this workshop the participant will have acquired the following skills:

After collecting information about a client's desired results and the organizational

performance necessary to achieve those results, the designer will pinpoint the performance problems by a) defining the client's desired results and performance necessary to produce those results and b) evaluating current results and performance to decide whether the problem is worth solving

- Given information about the causes of performance problems, the designer will analyze those problems, classify them as "can-do," "know-how," and/or "want-to" problems and identify their causes as defective resources, training programs, and management practices
- Given an evaluation of 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 that improvement, the designer will evaluate solution effectiveness, efficiency, and return on investment and recommend design changes needed to produce further improvement

Activities

Fluency practice: Participants will gain fluency in component skills of organizational performance engineering by practicing with flashcards, measuring, and graphing their own learning efficiencies. Practice solving organizational performance problems: Participants will practice solving organizational performance problems with case studies provided by the instructor. Discuss performance engineering projects: Participants will discuss their performance-engineering projects, present their work to the instructor and fellow students and help their fellow students solve project-related problems.

Audience

This workshop will be of interest to anyone

responsible for solving human performance problems, whether these exist at the organizational, process, or individual levels. It can help agency directors change the flow of resources and feedback to and within their organizations so that their agencies can achieve their missions of helping clients achieve their goals. It can help agency managers redesign work processes so that their staff are able to work together more efficiently to help clients achieve their goals. And it can help agency supervisors and trainers provide more efficient resources, training, and management practices so individual staff will be more efficient in helping clients achieve their goals.

Level: Introductory

Member: \$145.00 Nonmember: \$215.00

Member On-Site Fee: \$170.00 Nonmember On-Site Fee: \$240.00

Workshop #10

CE: PSY/BACB

5/28/2010 10:00 a.m.-5:00 p.m. Bowie A (Grand Hyatt)

AUT

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

Developing the Social Skills of Students With Autism Spectrum Disorders Served in Inclusive Settings

ROBERT F. PUTNAM and MARISSA PETRUCCELLI (The May Institute)

Description

The purpose of this workshop is to enhance the competencies of participants to design and improve social skills of students with autistic spectrum disorders (ASD). This workshop will review the research on assessment and intervention with social skills of students with ASD. The workshop will focus on the development of effective social skill interventions based on a variety of assessments. The participants will learn how to empirically assess social skills of students with ASD through a variety of measures. Using this information the participants will learn how to design 1) effective direct instructional interventions to improve social skills, 2) interventions within general education classrooms to teach and generalize social skills of these students, and 3) interventions to generalize these skills to home and community settings.

Objectives:

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

- Identify assessment instruments and methods to inform the development of social skill development in students with ASD
- Design direct instructional methods to increase social skills
- Design function based interventions to teach social skills that complete with problem behavior
- Design strategies to support social skills development in inclusionary settings
- Adapt curriculum and activities for students with ASD to increase social interactions
- Design strategies to encourage social interactions between students with ASD and their typical peers
- Increase opportunities for students with ASD to practice social skills in different environments (e.g., other school settings, home, community)
- Increase success of students with ASD in a variety of settings

Activities

Participants will follow a process of case-based assessment of social skills with students with ASD. Participants will then use this assessment process to gather information on students that they working with. Based on this assessment the participants will learn the process of designing a comprehensive social skills intervention plan to increase social skills. Participants will this process to design interventions with students that they are currently working with.

Audience

Behavior analysts, educational consultants, and technical assistance providers.

Level: Intermediate **Member:** \$110.00 **Nonmember:** \$180.00

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$205.00

Workshop #11

5/28/2010 10:00 a.m.-5:00 p.m. Bonham D (Grand Hyatt)

AUT

CE Instructor: Susan Tirella, M.Ed., BCBA

Designing and Implementing Video Modeling Procedures to Teach Skills to Individuals With Autism and Other Developmental Disabilities CASANDRA C. NGUYEN, SABRINA D. DANESHVAR, and SUSAN E. TIRELLA (Autism Spectrum Therapies)

CE: PSY/BACB

Description

Video modeling is an empirically validated method for teaching children with autism and other developmental disabilities a wide range of target behaviors. These skills include play, social skills, conversational speech, and self care routines. The purpose of this workshop is to review the research on video modeling comparing adult to child models as well as in vivo verses video instruction. Participants will learn to identify the components of effective video modeling instruction, design their own protocols, and be able to implement video modeling procedures to teach a variety of learners across a variety of settings.

Objectives

At the completion of the workshop the participants will be able to do the following:

- Demonstrate an understanding of the research behind video modeling procedures
- Identify appropriate candidates for video modeling procedures
- Identify appropriate target behaviors to teach using video modeling
- Develop scripts, videos, and data collection methods
- Implement video modeling to teach target skills in a variety of settings (home, classroom, clinic, community, etc.)

Activities

Workshop includes didactic instruction, discussion, and small group activities during which participants will identify target behaviors, develop scripts, and create their own videos.

Audience

Professionals and parents working with individuals with autism or other development delays such as behavior analysts, teachers,

speech language pathologists, and school psychologists.

Level: Introductory **Member:** \$125.00 **Nonmember:** \$195.00

Member On-Site Fee: \$150.00 Nonmember On-Site Fee: \$220.00

Workshop #12 CE: PSY/BACB

5/28/2010 10:00 a.m.-5:00 p.m. Bowie B (Grand Hyatt)

AUT

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

Systematic Staff Training for School-Based Autism Support Programs Using the Analysis of Verbal Behavior

MICHAEL MIKLOS and AMIRIS DIPUGLIA (Pennsylvania Training and Technical Assistance Network)

Description

A large-scale implementation effort, the Pennsylvania Verbal Behavior Project, has developed and implemented systematic and multi-tiered approaches to staff training. This workshop will include a review of staff training procedures for the aguisition of the basic conceptual skills and practice skills needed to teach students with autism the primary verbal operants. Participants will be provided with various training protocols and competency checklists. Opportunity to practice skills such as assessing fluency for tacting the verbal operants and intensive teaching processes will be provided. Staff training procedures to be reviewed include basic conceptual skills, delivery procedures for discrete trial instruction of the basic verbal operants, systems implementation reviews, and implementation fidelity measures. Participants will receive a resource CD, a DVD reviewing processes implemented in the Pennsylvania Verbal Behavior Project, and training manuals.

Objectives

At the conclusion of this workshop, participants will have learned how to do the following:

 Practice using a procedure to measure staff fluency for identifying the verbal operants as presented in discrete trials

- Demonstrate effective processes for monitoring treatment fidelity of intensive teaching and discrete trial training of verbal operants and other skills
- Describe components of a review process for determining implementation fidelity for classroom organization, data collection, effective consultation and decision making systems, instruction, and behavior management
- Identify key components of staff training at various stages of program implementation
- Describe the integration of staff training, materials organization, teaching protocols, and data systems for classroom-based programs serving students with autism

Activities

The session will involve lecture, videotape demonstrations, data review, discussion, and guided practice for participants in certain training protocols. Participants will have the opportunity to engage in analogue demonstrations of training processes.

Audience

Behavior analysts, trainers, teachers, and administrators providing consultation to classroom based programs involved in the education of students with autism. The session will also be relevant to those interested in training procedures for behavior analytic service providers in a variety of school settings.

Level: Intermediate **Member**: \$110.00 **Nonmember**: \$180.00

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$205.00

Workshop #13 CE: PSY/BACB

5/28/2010

10:00 a.m.-5:00 p.m.

Texas Ballroom Salon A (Grand Hyatt)

ΑU

CE Instructor: Amanda Little, Ph.D., BCBA

Collaborating With Families During
Assessment and Intervention Planning Utilizing
Routines as the Context for Intervention
AMANDA L. LITTLE (University of Texas
at Austin) and NANETTE L. PERRIN
(Early Childhood Autism Program)

Description

Although the display of challenging behavior is not an uncommon occurrence in young children, some children exhibit behaviors that develop into more serious behavior problems affecting the overall family quality of life (Campbell, 1995; Turnbull & Ruef, 1997; Wang, Summers, Little, Turnbull, Poston, Mannan, 2006). Through the use of functional analysis, challenging behavior can be assessed and successfully reduced in a variety of community settings. For example, recent researchers have intervened on challenging behavior occurring during problematic family routines, such as during mealtime or going to the grocery store (e.g., Buschbacher, Fox, & Clarke, 2004; Lucyshyn, Albin, Horner, Mann, Mann, & Wadsworth, 2007). This workshop will provide participants with interventions implemented during family routines, discuss a recent single-subject design research study that includes parent and child data, and provide valuable tools related to collaborating with families throughout the process of functional behavior assessment (FBA) and intervention planning during home and community routines. Strategies for how to teach parents to be the primary interventionists during these processes and intervene with high fidelity of implementation will be discussed and demonstrated through videotaped footage of routines. Strategies to promote generalization to nontrained routines will be shared.

Objectives

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

- Operationally define a family routine that involves child challenging behavior
- List functions that maintain behavior
- Label the function of a child's challenging behavior as shown during a videotaped segment
- Identify setting events, antecedents, and consequences that maintain challenging behavior
- Develop appropriate, evidence-based interventions for each of the setting events, antecedents, and consequences found based on the results of the FBA conducted during problematic family routines
- Identify new replacement behaviors to teach the child
- Describe strategies that are used to promote the generalization of parents' use of these strategies to nontrained routines

 Discuss ways to plan for generalization to novel service providers, settings, and situations.

Activities

Participants will engage in a review of the current literature related to intervening with voung children who exhibit challenging behavior and their families, then discuss the results of a single-subject, multiple-probe design study that was conducted during problematic family routines with young children with autism and their mothers. Participants will learn the steps vital to conducting an FBA (e.g., operational definitions of target behaviors, choosing appropriate data collection measures, etc.); conduct the steps of a FBA during home and community routines; develop an individualized behavior intervention plan based on the results of the FBA for specific problematic family routines that includes setting event, antecedent, and consequence interventions as well as teaching new skills; and collect data on parent fidelity of implementation of the strategies included in the intervention plan. Videotaped routines will be used for each of these activities. Participants will also review a family quality of life tool used to measure changes in the family system during intervention. An intervention model to guide professionals in identifying methods for enhancing the generalization of strategies to new interventionists, settings, and routines will be discussed

Audience

Behavior analysts (including Board Certified Behavior Analysts and Board Certified Assistant Behavior Analysts), service providers, other professionals in the field of behavior analysis, special education teachers, and others who support individuals at home and in the community who exhibit challenging behavior and who have autism and/or other developmental disabilities.

Level: Introductory

Member: \$110.00

Nonmember: \$180.00

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$205.00 CE: PSY/BACB

5/28/2010 10:00 a.m.–5:00 p.m. Mission B (Grand Hyatt)

AUT

CE Instructor: Trina Spencer,

Ph.D., BCBA

An Overview of Direct Instruction for Children With Autism Spectrum Disorders

CATHY L. WATKINS (California State University, Stanislaus), TRINA D. SPENCER (Utah State University), MARY MEEHAN TAYLOR and HILLARY WHITESIDE (The Institute for Effective Education) and TIMOTHY A. SLOCUM (Utah State University)

Description

Direct instruction is an integrated system of curriculum and instruction that attempts to arrange all critical variables to produce learning. Direct instruction has been tested and shown to be effective through scientific research with relevant populations of children, including children with autism spectrum disorders (ASD). Participants in this workshop will learn how direct instruction programs can be implemented with learners with ASD and support the acquisition of their basic language and academic skills. Participants will be introduced to instructional design principles, organizational recommendations, and instructional procedures that enable practitioners to deliver these programs and adapt to the specific needs of children with ASD. This workshop will enable behavior analysts to implement instruction in a wide variety of academic areas. However, language for learning will be specifically highlighted throughout the workshop. Data supporting the effectiveness of direct instruction programs with learners with ASD will be presented. Decision making and placement of students into programs will be discussed in depth. The importance of treatment fidelity will be addressed with strategies for determining whether or not instructional modifications are needed. Guidelines for such modifications will also be examined.

Objectives

By the end of the workshop participants will have learned to:

- Recognize instructional design principles
- Identify direct instruction delivery procedures

- Recommend how to place children into programs and make instructional decisions
- Develop guidelines for adapting direct instruction programs for the children with ASD

Activities

Workshop activities will include lecture, demonstration, and discussion. Video examples of instructional programs will also be presented and participants will have the opportunity to practice direct instructional presentation skills.

Audience

Practitioners who are already board certified or have a solid behavior analytic repertoire and practitioners who have limited experience with direct instruction or wish to learn how to apply it with children with ASD.

Level: Introductory **Member:** \$125.00 **Nonmember:** \$195.00

Member On-Site Fee: \$150.00 Nonmember On-Site Fee: \$220.00

Workshop #15 CE: PSY/BACB

5/28/2010 10:00 a.m.-5:00 p.m. Bonham B (Grand Hyatt)

AUT

CE Instructor: Anna Matchneva, M.Ed., BCBA **Building Cooperation and Motivation to Learn**

ANNA MATCHNEVA (One Step Ahead Services Inc.) and ALEXIA STACK (private practice)

Description

Building learner cooperation and motivation in intensive behavior intervention programs is critical for the acquisition of new skills and concepts. Having an in-depth understanding of the components required to teach learner cooperation and motivation, how to problemsolve when motivation decreases, how to train staff effectively, and how to design measurement systems is imperative for the implementation of effective intervention programs. This workshop is designed to examine six core concepts for effectively establishing cooperative learning skills. Participants will partake in group discussions and video analysis in order to develop an understanding of the six core concepts: motivation, reinforcement and schedules of reinforcement, preference assessment, token economies, and refusals to cooperate.

CE: PSY/BACB

Objectives

Upon completion of the workshop, participants will have learned how to do the following:

- Define motivation and identify motivated and unmotivated learners
- Define preference assessment
- Discuss advantages and disadvantages of various types of preference assessment
- Describe schedules of reinforcement
- Identify different schedules of reinforcement
- Define token economy
- Discuss advantages and disadvantages of token economies
- Identify refusals to cooperate
- Identify strategies to increase student cooperation

Activities

The overall objective is for participants to identify components of a motivated learner and what environmental changes to make in order to achieve this therapeutic goal. Over the course of the workshop, participants will engage in a variety of activities aimed at identifying the components needed to create a motivating learning environment: 1) Participants will view and analyze videos to identify components of motivated and unmotivated learners, 2) Participants will view videos and identify schedules of reinforcement. 4) Participants will listen to case studies and identify schedules of reinforcement. Finally, 5) participants will view via video—two case studies and complete a case analysis of the learners.

Audience

Behavior analysts, staff serving individuals with autism and related disorders, parents and caregivers, and teachers.

Level: Intermediate Member: \$140.00 Nonmember: \$210.00

Member On-Site Fee: \$165.00 Nonmember On-Site Fee: \$235.00

Workshop #16

5/28/2010 10:00 a.m.-5:00 p.m. Bowie C (Grand Hyatt)

AUT

CE Instructor: Siri Ming, M.A., BCBA

Practical Applications of Relational Frame Theory to Early Intensive Behavioral Intervention Programs: Training Generative Verbal Behavior

IAN T. STEWART (National University of Ireland, Galway), JOHN D. MCELWEE (Pennsylvania Verbal Behavior Project), and SIRI MORRIS MING (VB3)

Description

Generative verbal behavior (GVB)—the ability to understand and produce novel verbal behavior in the absence of direct instruction—is key to the flexibility and complexity of language and should, therefore, be a core goal of any language training program. However, achieving GVB has been extremely difficult for many children with autism spectrum disorders. Relational frame theory (RFT), which conceptualizes generalized or derived relational responding as the core process underlying language and cognition, may constitute an important resource for the training of GVB when designing early intensive behavioral intervention (EIBI) instructional programs. This theoretical approach also allows an important expansion of Skinner's influential analysis of verbal behavior. This workshop will demonstrate how RFT concepts can be incorporated into EIBI programs with the design of instructional program sequences for early to advanced learners. This workshop will discuss RFT as a behavior analytic account of GVB, and provide demonstration and discussion of specific instructional programs and their sequencing to facilitate GVB, including analysis of the correspondence between Skinnerian verbal behavior programs (specifically those using the Verbal Behavior Milestones Assessment and Placement Program) and core RFT skills, and an introduction to the Training and Assessment of Relational Precursors and Abilities (TARPA)—a computer-based protocol for systematic assessment and training of relational framing skills.

Objectives:

At the conclusion of the workshop, participants will have learned how to do the following:

 Identify the core concepts of RFT's approach to language

- Describe the key theoretical concepts of mutual entailment, combinatorial entailment, and transformation of stimulus function
- Use and develop instructional programs to teach higher order operants
- Describe several areas of basic RFT research and the implications for EIBI instructional design
- Assess students using the TARPA
- Design instructional programs to teach nonarbitrarily derived relational responding
- Design instructional programs to teach derived verbal operants (e.g., derived naming)
- Design instructional programs to teach intermediate to advanced derived verbal operants such as spatial, comparative, and hierarchical relations

Activities will include didactic instruction and demonstration, whole group exercises and discussion, and role play practice. All presentation materials, references, and a copy of the TARPA will be provided electronically prior to the workshop for participants who have pre-registered, or at the workshop for on-site registrants.

Audience

This workshop is targeted to behavior analysts with expertise in verbal behavior and designing instructional sequences for children in EIBI programs. A basic familiarity with RFT is suggested, though not required, and prospective audience members may wish to review the material and RFT tutorial at www.contextualpsychology.org.

Member: \$110.00 Nonmember: \$180.00

Level: Intermediate

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$205.00

Workshop #17 CE: PSY/BACB

5/28/2010 10:00 a.m.–5:00 p.m. Bonham A (Grand Hyatt)

AUT

CE Instructor: Jessica Slaton, M.Ed., BCBA

Refining Teaching Through Technology: Using PowerPoint to Create Highly Individualized

Behavior Analytic Teaching Programs for Children With Autism

JESSICA SLATON (Nashoba Learning Group)

Description

Children with autism often require very specialized prompting, prompt fading, error correction, or stimulus arrangement to effectively learn new skills. For some children with autism, the level of precision necessary in executing these teaching strategies is so great that it cannot reliably be performed without technology. Examples of such precision include the difference between a 1 second and 1.5 second time delay prompt, presenting a verbal SD with the same volume and intonation every trial, or exaggerating the size of a stimulus by exactly 5% vs. 8%. Children with autism who require that prompts be broken down so minutely and faded so gradually can benefit from computerized teaching programs that are capable of providing such precision. There are many educational software programs available on the market, but they lack the individualization necessary and may in fact reinforce incorrect answers by providing auditory or visual stimuli after each answer. Using Microsoft PowerPoint is an excellent (and free) alternative way to create highly individualized and precise teaching programs for the most challenged learners with autism. Examples of skills successfully taught using individualized PowerPoint programs are object identification, sight words, phonics, answering social questions, and addition and subtraction on a number line.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

- Use PowerPoint to create behavior analytic teaching programs using time delay prompts; stimulus superimposition and fading; echoic prompts; prompts that are faded within session; and within-stimulus prompts that manipulate size, position, color, and movement
- Use PowerPoint to insert, modify, and animate pictures, shapes, and text boxes, including making stimuli appear and disappear or change position contingent upon clicking a target stimulus or in sequence with other stimuli
- Use PowerPoint to incorporate individualized multi-media reinforcement (music, videos) into teaching programs, on both fixed and variable ratio schedules

- Use PowerPoint to create multiple types of error correction procedures within teaching programs
- Use PowerPoint to record and deliver verbal SDs
- Describe several strategies for generalizing skills learned via PowerPoint to more naturalistic and functional settings

Participants will review teaching programs created with PowerPoint to become familiar with the capabilities of the program, and complete hands-on activities with PowerPoint. It is very strongly recommended that participants bring their laptop with them to complete hands-on activities. Laptops should have a working version of Microsoft PowerPoint. Colleagues attending the workshop together may share a laptop if they desire. Participants who do not bring laptops will still benefit from observing the instructor model the steps of these activities. and can complete hands-on activities by mapping out their slides on paper. Participants will be led through a series of task-analyzed activities using individual components of PowerPoint to create behavior analytic teaching programs including, but not limited to, inserting and modifying stimuli; recording and using auditory stimuli; animating stimuli; making stimuli appear and disappear; specifying when stimuli animate (automatically, on a time delay, or contingent upon clicking other stimuli); and inserting and using multi-media reinforcement. Detailed written instructions will be provided for all participants, including task analyses for some of the more complex programming tasks. There will be time for participants to begin designing their own PowerPoint teaching programs, with quidance from the instructor. The instructor will be using PowerPoint with Windows Vista, but is familiar with earlier versions.

Audience

This workshop is appropriate for behavior analysts who are responsible for designing individualized teaching programs for children with autism and who have easy access to PowerPoint in their work setting, but may not be familiar with using it. An in-depth knowledge of behavior analytic teaching strategies is necessary. No experience with PowerPoint is necessary, though a basic understanding of how to use a computer is assumed (e.g., browsing the internet, using word processing software, cutting and pasting, making selections from

drop-down menus, etc.). The strategies covered in this workshop are applicable to many types of learners, but are particularly relevant to learners who demonstrate slow progress and require a very high level of consistency and precision in their teaching.

Level: Intermediate

Member: \$110.00 Nonmember: \$180.00

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$205.00

Workshop #18

CE: PSY/BACB

5/28/2010 10:00 a.m.-5:00 p.m. Presidio B (Grand Hyatt)

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

Assessment and Treatment of Emotional and Immoral Behaviors of Children

JEANNIE GOLDEN (East Carolina University)

Description

Many children in the child welfare system develop severe behavioral and emotional problems due to early abuse or neglect and multiple placements and 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. Immoral and emotional behaviors may be related to learning histories and contingencies that are not observable in the immediate environment. Feelings may be establishing operations for the salience of particular reinforcers and punishers. Certain adult and peer behaviors may be discriminative stimuli for particular reinforcers and punishers in these children's learning histories. The presenter will discuss the impact that learning history has on current behavior and ways to develop effective behavioral treatments that take this into account. 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 do the following:

- Name several emotional and immoral behaviors of children and adolescents who are diagnosed with severe psychological disorders
- Tell how the learning histories of children diagnosed with severe psychological disorders effect their emotional and moral behaviors
- Describe several behavioral techniques that can be used to treat children diagnosed with severe psychological disorders
- Explain the limits of typical behavioral interventions and suggest alternative interventions that can be used to treat children diagnosed with severe psychological disorders
- Describe how to apply these techniques to assist children diagnosed with severe psychological disorders 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 PowerPoint presentation; present their own cases for feedback; and participate in role-play situations.

Audience

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

Level: Intermediate **Member**: \$110.00 **Nonmember**: \$180.00

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$205.00

Workshop #19 CE: PSY/BACB

5/28/2010 10:00 a.m.–5:00 p.m. Republic A (Grand Hyatt)

CSE

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

Running Effective Behavior Analytic Social Skills Groups

KATHERINE A. JOHNSON, ELIZABETH PAIGE ADAMS, and JENNIFER BLANKENSHIP (Advances Learning Center)

Description

Teaching social skills in a group setting requires a multitude of abilities: grouping students in effective clusters, using group contingencies. taking data on multiple students at once, and individualizing prompt levels and reinforcement schedules while running effective activities that provide students with frequent opportunities to respond to social stimuli. This workshop will teach specific learning activities that target skills in the domains of body language; conversation; independent, pretend, and cooperative play; social conventions; and perspective-taking. It will also provide training on how, when, and why to use group contingencies and give strategies for individualizing social instruction in a group setting.

Objectives

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

- 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 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

The workshop will alternate 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 role-plays.

Audience

The intended audience includes Board Certified Behavior Analysts who train staff to run social

skills groups; teachers, SLPs, 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: Introductory **Member:** \$125.00 **Nonmember:** \$195.00

Member On-Site Fee: \$150.00 Nonmember On-Site Fee: \$220.00

Workshop #20 CE: PSY/BACB

5/28/2010 10:00 a.m.-5:00 p.m. Bonham E (Grand Hyatt) DDA

CE Instructor: Jose Rios, M.S., BCBA

Effective Behavior Plans: Assessment, Design, and Implementation

JOSE D. RIOS (private practice), ISAAC L.
BERMUDEZ (Behavior Functions, Inc.),
ARTURO ZEPEDA DE MIRANDA, JR. (Miranda
United Children's Home, LLC.), RUTH TELLO
DILEVA (Familias First), NATALIE STAFFORD,
HOWARD HAZARD-TSERNOV, and F.
ELIZABETH DAVIDSON (Inclusive Educational
& Community Partnership)

Description

Functional assessments and behavior intervention plans are increasingly used. developed, and implemented across a variety of settings such as schools, homes, early intervention services, residential programs, adult workshops and day programs, geriatric facilities, and rehabilitation centers. Despite this, until recently there have not been any standard methods or protocols for the design and development of assessment and treatment plans. This workshop will address a variety of steps necessary to conduct effective and comprehensive assessments and intervention plans including common problems encountered in assessment and treatment plans; a protocol for designing comprehensive plans; the importance and types of commonly used functional assessment methods; the logical relationship between functional assessment results and the intervention methods chosen (i.e., those based on the function of the problem behavior); ethical issues related to plan development and implementation; and staff and systemic issues related to plan implementation.

Objectives

At the conclusion of this workshop, participants will have learned how to do the following:

- Understand how functional assessment methodology logically relates to the development of an effective behavior intervention plan
- Understand how to include the assessment information into a written plan
- Review how to place your functional assessment results into a functional assessment report
- Select effective, research-based interventions according to the assessed function of the problem behavior
- Review the steps for implementing many research-based intervention strategies
- Understand how to place your behavior intervention plan recommendations into a report and how to create a behavior intervention plan easy to use by staff members
- Discriminate between correctly and incorrectly written behavior intervention plans
- Understand the importance of treatment integrity of the behavior intervention plan
- Identify the staff issues that affect plan implementation and secure systemic support
- Write behavioral goals and objectives to evaluate the effectiveness of the behavior intervention plan
- Understand the ethical concerns related towards assessment and interventions in behavior intervention plans using evidence-based best practices

Activities

Much of this workshop is didactic, but among the planned activities are small group exercises that include evaluating one or two actual behavior plans, writing goals, reviewing assessment methods, and viewing one or two videotaped exercises.

Audience

This is an advanced presentation that requires participants to have adequate knowledge of applied behavior analysis methods and terms. This presentation is targeted towards professionals who design, implement, fund, support, and evaluate functional assessments and behavior intervention plans in settings such

as schools, day programs, clinical settings, and residential facilities. This target audience includes educators, therapists, social workers, interventionists, psychologists, graduate-level students, and behavior specialists and analysts.

Level: Intermediate **Member:** \$122.00 **Nonmember:** \$192.00

Member On-Site Fee: \$147.00 Nonmember On-Site Fee: \$217.00

Workshop #21 CE: PSY/BACB

5/28/2010 10:00 a.m.-5:00 p.m. Texas Ballroom Salon F (Grand Hyatt) EAB

CE Instructor: Dermot Barnes-Holmes, Ph.D.

An Introduction to the Implicit Relational

Assessment Procedure: Rationale, Design, and Recent Empirical Issues

SEAN HUGHES, DERMOT BARNES-HOLMES, NIGEL AUGUSTINE VAHEY, and CATRIONA O'TOOLE (National University of Ireland, Maynooth)

Description

The implicit relational assessment procedure (IRAP) is a computerised response-time metric that requires participants to respond in a manner either consistent or inconsistent with their behavioural history. The response-time differentials between consistent and inconsistent tasks provide an index of implicit cognitive biases. Implicit attitudes appear to be useful in the analysis of relatively established behaviours that do not often come under deliberative control (e.g., addictive compulsions or prejudice). Whereas explicit measures are frequently criticised as suffering from the limitations of introspection and as largely reflecting a person's tendency to respond in a socially desirable manner, implicit measures are relatively impervious to such confounding biases. A key objective of the workshop will be to provide a comprehensive introduction to the IRAP that guides participants through the empirical. theoretical, and procedural considerations in utilising the measure. The workshop will outline the key empirical literatures that gave rise to the IRAP, and offer strategies for successfully designing and implementing IRAPs to maximise precision while minimising attrition in the participant's specific research area. These principles will be illustrated in practice for workshop participants by the facilitators.

Thereafter, recent applications of the IRAP in differing research and applied domains will be showcased.

Objectives

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

- Describe, introduce, and place the IRAP within the extant literature
- Communicate the psychometric properties of the IRAP within the theoretical framework of the newly offered relational elaboration and coherence (REC) model derived from relational frame theory
- Identify and explain the practical and analytic strengths and limitations of the IRAP relative to alternative implicit and self-report measures
- Generate a stimulus set relevant to their target domain
- Correctly implement all relevant design parameters and minimise the possibility of participant attrition across the IRAP task

Activities

The workshop will facilitate practical experience in designing and conducting an IRAP study and give participants the opportunity to engage in all stages of the experimental process. Towards this end, workshop participants are encouraged to bring a laptop with the IRAP software pre-installed (all materials and software are available for free at psychology.nuim.ie/IRAP/IRAP_1.shtml).

Audience

This workshop provides an in-depth introduction to the empirical and theoretical rationale underlying the IRAP while concomitantly developing the skills needed to effectively design and implement the measure in the participant's target domain. As such, researchers new to the IRAP as well as those interested in refining their understanding of the measure would benefit from attending this workshop.

Level: Introductory **Member:** \$110.00 **Nonmember:** \$180.00

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$205.00

Workshop #22 CE: PSY/BACB

5/28/2010

10:00 a.m.-5:00 p.m.

Texas Ballroom Salon D (Grand Hyatt)

EDC

CE Instructor: Melissa Olive, Ph.D., BCBA

Special Education Policy: Navigating the Individuals With Disabilities Education Act to Help Families Fund Applied Behavior Analysis Services

MELISSA L. OLIVE (Center for Autism and Related Disorders, Inc.)

Description

The Individuals with Disabilities Education Act (IDEA) is the primary policy for special education programs across the United States. IDEA is a complex law and mandates services for children age birth through age 22 with a variety of disabilities. Practicing behavior analysts should be familiar with IDEA policies in order to appropriately serve their clients. Moreover, IDEA policy may be used to financially support behavior analysis services. This session will cover Part C (birth through age 2) and Part B (age 3 to age 22) of IDEA. Participants will learn IDEA policy regarding individualized education program (IEP) and individualized family service plan (IFSP) development, functional behavioral assessments, intensity of services, instructional methodology, independent educational evaluations (IEE), extended school year services. and parent training. Participants will also learn about the IEP and IFSP meeting process and how the process supports families and their external service providers. Finally, participants will better understand how to use the IEP and IFSP process to assist families in funding behavior analytic services.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

- Describe the differences between Part B and Part C of the IDEA
- Identify when an FBA is required under IDEA
- List the components of an IEP and IFSP
- Understand how to determine appropriate intensity of services
- Discuss the process for approving an IEE
- Describe the process for selecting instructional methodology

- Describe how parent training may be a service under IDEA
- Understand the IEP and IFSP process

Activities

Workshop activities will include lecture accompanied with detailed handouts for participants. Participants will be taught how to locate and navigate IDEA policy online. Participants will also use case study activities to practice their understanding of IDEA policy. Time will be allotted for questions to help participants work through complicated topics.

Audience

Practicing behavior analysts who serve clients age 22 or under.

Level: Introductory **Member:** \$110.00 **Nonmember:** \$180.00

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$205.00

Workshop #23 CE: PSY/BACB

5/28/2010

10:00 a.m.-5:00 p.m.

Texas Ballroom Salon E (Grand Hyatt)

EDC

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

Behavior Analytic Consultation to Schools MICHAEL M. MUELLER and AJAMU NKOSI (Southern Behavioral Group, Inc.)

Description

Behavior analytic consultation to schools (BACS) is the first behavior analytic model of school consultation. The BACS is specifically designed for severe or destructive behaviors in school settings. The BACS is an expert-led, rather than a teacher-training, model of consultation and follows a series of best-practice steps derived from the empirical applied behavior analysis (ABA) literature. Where all other models of school consultation rely on didactic verbal training aimed at teacher implementation of behavioral strategies, the BACS model has as a core belief that behavior analysts should be the ones providing behavior analytic services. BACS includes functional behavior assessment (FBA), functional analysis (FA), treatment selection, treatment analysis, teacher training, evaluation of teacher implemented treatment, generalization analyses, and social validity assessments. Overviews of each step, video examples, and hands-on training will be used. Discussions of related topics will include ethics, current

behavioral practices in schools, professionalism, working with teams, and other various other issues related to providing best-practice ABA.

Objectives

At the conclusion of the workshop the participant will be able to do the following:

- Compare and contrast existing models of school consultation
- Pinpoint weakness in existing teacher training models of consultation
- Conduct a functional behavior assessment
- Conduct a functional analysis in a public school
- Choose a behavioral intervention based on the results of an FBA or FA
- Evaluate the effectiveness of a selected treatment
- Train staff using methods that lead to high treatment integrity by the trainee
- Evaluate teacher implemented treatments
- Conduct and evaluate generalization analysis such as teacher implemented treatments in the referral environment
- Conduct assessments of social validity data and use the outcomes of such assessments for future treatment planning

Activities

Activities will include lecture, discussion, handouts, video segments, and practice of real-time data recording techniques.

Audience

Behavior analysts working in schools, behavior analysts consulting with public schools, school teachers and administrators, and anyone who might consider practicing applied behavior analysis in public school settings.

Level: Advanced
Member: \$110.00
Nonmember: \$180.00

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$205.00

Workshop #24 CE: PSY/BACB

5/28/2010 10:00 a.m.–5:00 p.m. Crockett A/B (Grand Hyatt)

CE Instructor: Christina Lovaas, M.A., BCBA

Formulating Effective Behavioral Contingencies Across Home, School, and Community Settings

CHRISTINA BRACEWELL LOVAAS (Tucci Learning Solutions, Inc.), COLLEEN DAVIS (Monterey County Office Education), and JAMES I. POTTER (Tucci Learning Solutions, Inc.)

Description

The design and implementation of effective contingencies to solve problems of social importance is the sine qua non of behavior analysis. This workshop will provide assistance to all levels of staff and parents to make conspicuous the contingencies operating in a given situation across home, general, and special education classes as well as community settings. Participants will learn to formulate and deliver supplementary reinforcement contingencies as prescribed by best-practice recommendations. Each participant will receive a copy of a "Worksheets for Designing Contingencies" booklet that compiles many of the contingencies known to reflect "best practice" for achieving ethical change in problematic behavior. For service providers already familiar with the principles and operations of behavior analysis, the worksheets contained within this binder will serve as a convenient means of standardizing communication and documentation of procedures. For those less familiar with applied behavior analysis, the booklet will provide an overview of the critical concepts, principles, and operations that the ethical utilization of each of the contingencies contain therein. Each contingency description is designed so that each page can be copied and completed for an individual learner or client. Each participant will be required to select and complete contingency worksheets for a learner of his or her choice in order to increase desirable (e.g., participation or other pro-social) behavior and/or decrease undesirable (e.g., self-injurious, injurious, or disruptive) behavior.

Objectives

At the end of the workshop the participant will have learned how to do the following:

- Select and complete contingency worksheets to increase desired and weaken undesired behaviors
- Formulate and deliver supplementary reinforcement contingencies as prescribed by best-practice recommendations

Participants will formulate and learn to deliver supplementary reinforcement contingencies as prescribed by best-practice recommendations. Participants will also be required to select and complete contingency worksheets for a learner of his or her choice in order to increase desirable (e.g., participation or other pro-social) behavior and/or decrease undesirable (e.g., self-injurious, injurious, or disruptive) behavior.

Audience

BCBA, BCABA, graduate students, teachers, parents, and program supervisors.

Level: Introductory
Member: \$125.00
Nonmember: \$195.00

Member On-Site Fee: \$150.00 Nonmember On-Site Fee: \$220.00

Workshop #25 CE: PSY/BACB

5/28/2010 10:00 a.m.-5:00 p.m. Independence (Grand Hyatt)

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

How to Use Performance Improvement Methods to Start and Manage an Applied Behavior Analysis ServiceProvider Organization

JOSEPH D. CAUTILLI (Behavior Analysis and Therapy Partners), SHANE D. ISLEY (West Coast Behavioral Consultants, Inc.), and MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

Description

In this workshop, participants will receive information and instruction on methods to start an applied behavior analysis (ABA) based service provider organization and manage professional and/or staff behavior using performance improvement methods described in organizational behavior management literature (e.g., Aubrev Daniels, Gilbert, Austin, Mawhinney). Hiring methods, employee selection, setting targets, reinforcing staff performance, addressing problem performance, quality improvement, six sigma, statistical process control, staff selection methods, staff training, and other methods will be presented. With several decades of research data and implementation outcomes to support its use, performance improvement (PI) has become the primary organizational and human resources

methodology in many companies. Now in its 10th year, this workshop will provide participants current research and methods from the PI literature 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, reinforcement methods, behavioral anchors, assessment centers, and others.

Obiectives

By the end of this workshop, participants will have learned how to do the following:

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

Activities

Facilitators will help participants identify the type and nature of service organizations they may wish to establish or learn to manage using PI methods. Facilitators will also help identify systems to establish the organization and how it will carry out its mission. Participants will write sample mission and vision statements. Facilitators will help participants create basic business plans for carrying out their missions and for selecting the type of staff needed. They will also help create basic systems for staff selection using presented methods. Participants will draft standards of performance and behavior analytic service delivery expected of their staff and organization and create systems of staff performance measurement and goal setting, along with means of reinforcing desired and improved performance (and how it will be measured). The workshop will include a small

group activity to conduct functional assessment and devise a plan or approach in a work setting for addressing problem performance. Participants will practice devising and conducting behavioral interview methods for selecting new staff.

Audience

Applied behavior analysts, organizational behavior management specialists (entry or intermediate level), human services managers, human resources professionals, current and prospective program directors, and entrepreneurs wishing to establish an ABAbased service organization.

Level: Introductory Member: \$120.00 Nonmember: \$190.00

Member On-Site Fee: \$145.00 Nonmember On-Site Fee: \$215.00

Workshop #26 CE: PSY/BACB

5/28/2010 10:00 a.m.-5:00 p.m. Travis A (Grand Hyatt)

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

Precision Teaching and Standard Celeration Charting

ABIGAIL B. CALKIN (Calkin Consulting Center), JOHN W. ESHLEMAN (The Chicago School of Professional Psychology), KERRI K. MILYKO (University of Nevada, Reno), HENRY S. PENNYPACKER (University of Florida), and JESUS ROSALES-RUIZ (University of North Texas)

Description

This workshop will teach the steps of precision teaching with particular emphasis on reading and charting human performance on a 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 settings 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, participants will have learned how to do the following:

- Write precise performance statements (pinpointing)
- Read performance data on a SCC
- Chart performance data on a SCC
- Describe data on a 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 worldclass 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 small and large group discussions.

Audience

Anyone seeking an introduction (or refresher) to precision teaching and standard celeration charting, including persons interested in using SCCs to improve their teaching or clinical practice and individuals planning to take the BACB examination.

Level: Introductory Member: \$145.00 Nonmember: \$215.00

Member On-Site Fee: \$170.00 Nonmember On-Site Fee: \$240.00

Workshop #27

CE: BACB

5/28/2010

10:00 a.m.-5:00 p.m. Travis B (Grand Hyatt)

CE Instructor: Karen Wagner, Ph.D., BCBA

Operationalize Your Staff Training— Make Simple Training Videos

KAREN R. WAGNER (Behavior Services

of Brevard, Inc.)

Description

This workshop will show participants how to create simple training videos for staff and parents. Using pedagogy from behavior analysis theory and practice and beginning filmmaking techniques, participants will learn to plan their training video to achieve the best outcomes for their intended audience. Basic, bare-bones videomaking will be demonstrated and attendees will participate in the processes of production, editing, and finishing a brief training video created in the workshop. Ethical considerations for producing video using children and consumers will be discussed at length.

Objectives

At the conclusion of this workshop, participants will have learned how to do the following:

- Discern ethical considerations of presenting correct procedural methodology and accurately describing expected outcomes. They will also receive information on the use of consumers of behavior analysis services in training videos
- Create a storyboard to organize the filming, give a diagram of the skill being taught, the best way to present the skill, and the sequence of steps needed to create the video.
- Create a script to ensure the behavioral techniques are presented and explained properly, to give the volunteer "actors" cues for their verbal and physical behavior, and to prevent extensive filming time
- Video their "actors" performing the script, and make adjustments to the video shoot as necessary
- Observe the presenter as she edits the footage into a training video, or download the footage to their own laptop and edit alongside of the presenter
- Add titles and narration to enhance the training video
- Publish the video into a format that will be usable for their needs

Activities

After a 1 1/2-hour pre-teaching overview of the filmmaking process, participants will create a storyboard and script for a 1-3 minute training video. Using equipment provided by the presenter, the participants will video a simple training sequence, such as matching-to-sample, or a mand request. The presenter will transfer

the video into MovieMaker to start the editing process. Those with iMovie should be able to follow along due to the intuitive nature of the program, however the presenter is not skilled with iMovie. Using the a projector, projection screen, and a laptop, the presenter will guide participants through the process of editing footage and adding narration, titles and instructions to the project. The raw video will be copied to the participant's laptops or pen drives during the workshop, and those with laptops will be encouraged to work along with the presenter to create their own version of the training video.

Audience

The audience should be intermediate to advanced due to the nature of the activity. Training videos should always represent the behavior analytic skills and processes as accurately as possible. Novice behavior analysts are unlikely to have the skills necessary to sufficiently examine process and ensure complete and accurate information.

Level: Advanced Member: \$120.00 Nonmember: \$190.00

Member On-Site Fee: \$145.00 Nonmember On-Site Fee: \$215.00

Workshop #28 CE: PSY/BACB

5/28/2010 10:00 a.m.-5:00 p.m. Crockett C/D (Grand Hyatt)

CE Instructor: Elisabeth Kinney, M.S., BCBA

Quality Behavioral Competencies Basic Series Train the Trainer Workshop

ZACHARY HOUSTON and ELISABETH KINNEY (Quality Behavioral Solutions, Inc.)

Description

Staff training is an area requiring constant evaluation and adaptation to balance fiscal responsibilities with effective skills and therapeutic interventions. The Quality Behavioral Competencies (QBCs) Basic Series is the first of five series, which lay the foundation for efficient staff intervention and therapeutic interactions. The QBCs are a staff training system designed using the personalized system of instruction model. The self-directed component of this course of behavioral skills not only allows staff to learn at their own pace, but also saves staff and trainer resources at a time when budgets are becoming tighter. The modules, noted below, in this series are assessed on three levels: vocal,

practical, and real life competency. Beyond that, individuals taking this workshop will be assessed for their ability to teach the material and assess the competency in others. Upon demonstrating competency, participants will be certified Competency Coaches and be able to purchase and teach the QBC materials to others. The training is different in that it is competency based, self paced, and modular. Rather than squeezing information into short one- or two-day trainings, these skills are validated over time. Due to the abbreviated nature of the course, this workshop will be very fast-paced.

Objectives

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

- Train and assess the competency of others using the personalized system of instruction
- Demonstrate and evaluate competency in eight behavioral skills: reinforcement, delivery of reinforcement, reinforcement preference assessment, conditioned reinforcement, differential reinforcement, therapeutic instructions, behavioral momentum, and graduated guidance

Activities

In this 6-hour workshop, participants will demonstrate competency in the eight behavioral skills from the basic series of the QBCs. This accelerated format for the QBCs will require that participants reverse-train the skills to the individuals in the group and demonstrate an indepth understanding of the material. The focus will be on training others using the personalized system of instruction model around which the QBCs are designed. Participants who demonstrate competency in exhibiting and testing others in the skills listed in the objectives section will be certified Competency Coaches and be allowed to purchase and use materials for future training of QBCs to others.

Audience

The course is designed for Board Certified Behavioral Analysts who provide training to staff in a variety of settings. Participants in this course should be, at a minimum, BCBAs, BCaBAs, or individuals with advanced degrees in applied behavior analysis (ABA), special education (with ABA concentration), or related disciplines. Participants should have a strong understanding of reinforcement and the delivery of reinforcement, behavioral momentum, differential reinforcement, and similar behavioral procedures. Due to the abbreviated time frame of the course, those wishing to learn basic

behavioral procedures should not attend this accelerated version of QBC and can contact QBS, inc. for further information on other QBC courses.

Level: Intermediate **Member:** \$125.00 **Nonmember:** \$195.00

Member On-Site Fee: \$150.00 Nonmember On-Site Fee: \$220.00

Workshop #29 CE: PSY/BACB

5/28/2010 10:00 a.m.-5:00 p.m. Presidio A (Grand Hyatt)

VRB

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

Wearing Two Hats: The Behavioral Speech Pathologist

BARBARA E. ESCH (Esch Behavior Consultants, Inc.), TRACIE L. LINDBLAD (Four Points), and JAMIE M. SEVERTSON (Trinity Services, Inc.)

Description

The field of applied behavior analysis (ABA) provides overlapping interests with speech pathology. One of the primary goals of ABA is to improve socially important behaviors using techniques established in the principles of behavior. One common area of practice for speech and language pathologists and behavior analysts is the treatment of communication deficits across diverse populations. In fact, Skinner's (1957) theories of verbal behavior (VB) have become increasingly popular among practicing speech pathologists, especially as collaboration with behavior analysts becomes more common. However, there is some debate among speech pathologists regarding the theoretical underpinnings and practices that define a truly behavioral approach to speech and language. The purpose of this workshop is to provide a clear understanding of behaviororiented, evidenced-based speech pathology. We will discuss the roles of speech pathologists and what it means to have a "behavioral orientation." We will also define evidenced-based practice and teach audience members to critically evaluate scientific research available for commonly used speech pathology techniques so that practitioners can make educated treatment decisions. Finally, we will discuss strategies to promote effective communication and collaboration among behavior analysts and speech pathologists.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

- Differentiate between behavior-oriented and traditional speech pathology
- Understand the expectations of a behavior-oriented speech pathologist
- Define and explain the importance of utilizing evidenced-based practices
- Use information provided to critically analyze scientific literature to guide clinical practice
- Discuss ethical considerations when assessing and treating clients
- Describe a behavioral approach to teaching communication skills
- Identify methods of conducting appropriate assessments
- Outline treatment objectives based on assessment results
- Understand and use behavioral and speech pathology terminology

Activities

This workshop will include didactic instruction, interactive discussion, and a review various evidenced-based assessment and treatment techniques. Participants will have the opportunity to practice their skills by reviewing client scenarios to determine the proper assessment course, reviewing mock-assessment results to determine a proper course of treatment, and role-playing with other participants. They will also practice "translating" speech pathology terminology into behavioral terms and vice versa.

Audience

This workshop is intended to meet the needs of speech pathologists who are interested in transitioning to a behavioral approach. Also, this workshop will improve the current practices of behavior-oriented speech pathologists by teaching them more about evidence-based treatments as well as the theory behind behavioral science. This workshop is also geared towards behavior analysts who collaborate with and/or train behavior-oriented speech pathologists, as well as graduate students in both fields who are interested in learning more about evidence-based practices and a behavioral approach to treating communication deficits.

Level: Introductory

Member: \$115.00 Nonmember: \$185.00

Member On-Site Fee: \$140.00 Nonmember On-Site Fee: \$210.00

Workshop #30

CE: PSY/BACB

5/28/2010

10:00 a.m.-5:00 p.m. Presidio C (Grand Hyatt)

/RB

CE Instructor: A. Charles Catania, Ph.D.

From Verbal Classes to Verbal Shaping, Verbal Governance, and Other Verbal Processes

A. CHARLES CATANIA (University of Maryland, Baltimore County) and CHRISTINE HOFFNER BARTHOLD (University of Delaware)

Description

This workshop will provide a review of the basic verbal classes (e.g., manding, tacting, intraverbals, autoclitics) and the relations among them as well as a background for examining research on verbal processes that enter into a variety of human settings and may be fundamental to a variety of applications. Topics will include multiple causation in verbal behavior, the shaping of verbal behavior, correspondences between saving and doing. verbal governance, naming and other higher order classes, the role of verbal behavior in judgments of one's own behavior, and the implications of these areas for treatment and for educational and other settings. Those who may find this workshop useful include (1) individuals who have read Skinner's book, "Verbal Behavior," and who would like a contemporary updating of the issues treated there: (2) those familiar with the concepts of verbal behavior mainly as they are used in applied settings and who would like a more systematic overview; and (3) those with a general background in behavior analysis who would like to extend such basic concepts as reinforcement and stimulus control to important aspects of human behavior. A reading of Skinner's book is recommended to participants, but is not required.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

 Interpret instances of verbal behavior in terms of the different verbal classes that may have entered into them

- Recognize higher-order verbal classes and their nesting (as when individual tacts are members of a higher-order class called naming) and to understand the problems that may arise when different contingencies operate on classes at different hierarchical levels
- Distinguish accounts of verbal behavior that emphasize function (e.g., the stimulus control of verbal behavior and the contingencies that shape and maintain it) from more common accounts in terms of form (e.g., topographies, grammatical and linguistic categories)
- Recognize functional verbal processes (including verbal shaping and verbal governance) as they occur in natural settings and as they may be incorporated into behavior analytic applications

The workshop will consist of brief lectures outlining the classes and functions of verbal behavior, interspersed with presentations of research data, demonstrations, visual aids, and discussions, as well as other audienceparticipation activities.

Audience

The workshop will be suitable for behavior analysts at the graduate level or higher, for undergraduates who have completed all of the requirements for BCaBA certification, and for professionals in related fields including, but not limited to, education, psychology, and behavior therapies. Familiarity with the basic concepts of behavior analysis (e.g., reinforcement, operants, shaping, and stimulus control) is highly recommended.

Level: Introductory **Member:** \$115.00 **Nonmember:** \$185.00

Member On-Site Fee: \$140.00 Nonmember On-Site Fee: \$210.00

Workshop #31 CE: PSY/BACB

5/28/2010 2:00 p.m.–5:00 p.m. Republic C (Grand Hyatt)

AUT

CE Instructor: Robert Ross, Ed.D., BCBA

Activity Schedules: Beyond Independent Activities

DAVID M. CORCORAN, JOSEPH M. VEDORA, 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, as well as instruction on how to effectively establish stimulus control using them. 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 their use to increase social, play, and self-help skills; increase food acceptance: incorporate choice; facilitate transitions; and address community behavior. Instruction on the use of computer schedules will be provided. This will include demonstrations of computerized activity schedules that incorporate sounds and video clips.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

- Describe and set up basic activity schedules
- Identify settings and occasions to use them, as well as 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 and implement advanced activity schedules

Activities

This workshop will include a review of activity schedule instructional methodology; a review of videotaped exemplars of activity schedules; small group practice in the implementation of activity schedules to establish play skills, social skills, acceptance of nonpreferred food, and independent toileting; and a demonstration of computerized activity schedules.

Audience

Behavior analysts and teachers.

Level: Intermediate **Member**: \$105.00 **Nonmember**: \$160.00 Member On-Site Fee: \$130.00 Nonmember On-Site Fee: \$185.00

Workshop #32 CE: PSY/BACB

5/28/2010

2:00 p.m.–5:00 p.m. Republic B (Grand Hyatt)

CBM

CE Instructor: Bryan Crisp, M.A., BCBA

Behavioral Marriage and Family Therapy: Nuts and Bolts You Can Use

BRYAN CRISP (private practice)

Description

Research has shown the efficacy of behavior analytic interventions with a wide variety of childhood disorders. The challenge for helping professionals is to enlist parents as data collectors and interventionists. By meeting with parents early and often in the therapy process. the behavior analyst begins not only the intervention, but maintenance and generalization as well. This 3-hour workshop will address common family and marriage issues and provide a wealth of examples of how different challenges can be handled behaviorally. Additionally, problems associated with supporting parents as they apply behavior analysis in the home will be addressed. This program is appropriate for parents and counselors who work with children in the home setting. This workshop is based on the book, Behavioral Family Therapy-An Evidence Based Approach.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

- Identify common objections to behavior analytical assessment and intervention in the home
- Describe the rationale for careful data gathering in a natural setting
- Utilize various methods of in-home assessment
- Design concurrent interventions to replace and teach behaviors
- Describe effective ways of engaging parents to accomplish therapeutic goals
- Identify and deal with the challenges of using behavioral interventions in the home setting

Activities

Participants will engage with the workshop material through direct instruction, didactic conversations, and role play.

Audience

Parents, behavior analysts, and others who work with children and families in therapeutic settings.

Level: Intermediate **Member:** \$105.00 **Nonmember:** \$160.00

Member On-Site Fee: \$130.00 Nonmember On-Site Fee: \$185.00

Workshop #33 CE: PSY/BACB

5/28/2010 2:00 p.m.–5:00 p.m. Seguin (Grand Hyatt)

CBM

CE Instructor: Teresa Balawejder, M.S., BCBA
The Operant Origins of FFG Neurofeedback at

The Operant Origins of EEG Neurofeedback and How to Use It With Children With Attention Deficit Hyperactivity Disorder

LYNDA KIRK (Austin Biofeedback & EEG Neurotherapy Center), TERESA BALAWEJDER (Texas Department of Aging and Disability Services)

Description

Neurofeedback is a well-established operant training method for attention deficit hyperactivity disorder (ADHD). ADHD may affect as many as 8% of school children and often persists into adulthood. With recent "black box" warnings on a number of the most popularly prescribed ADHD medications, concerned parents and consumers are seeking effective, safe non-drug alternatives. This workshop explores the operant origins of EEG neurofeedback from its early studies to present day usage. This workshop will explore how clinicians assess clients, conduct neurofeedback sessions, and interpret clientderived data. Areas of research that still need to be conducted will be reviewed. This is the perfect workshop to wet your feet in this blossoming area of research and practice.

Objectives

At the conclusion of this workshop, participants will have learned how to do the following:

- Understand what EEG neurofeedback is and how it works at the brain neuronal level of operant training
- Understand how neurofeedback is used clinically to assess and train children (and adults) with ADHD
- Understand the importance of brainwave and behavioral data in effective neurofeedback training

- Identify many of the conditions comorbid with ADHD, such as anxiety, depression, obsessive compulsive disorder (OCD), specific learning and developmental disorders, and learn how neurofeedback can also be used to address these comorbidities
- Know the levels of efficacy of neurofeedback applied to ADHD as defined by the Association of Applied Psychophysiology and Biofeedback (www.aapb.org)
- Understand the definition of neurofeedback and its accepted clinical applications as defined by the International Society for Neurofeedback and Research (www.isnr.org)
- Review selected clinical cases with the presenters

Participants will have the opportunity to learn through didactic lecture, video clips of neurofeedback sessions, PowerPoint review of example case studies, and ample question and answer opportunities.

Audience

Clinicians, researchers, parents, students, and anyone who wishes to learn more about this topic.

Level: Introductory Member: \$97.00 Nonmember: \$152.00

Member On-Site Fee: \$122.00 Nonmember On-Site Fee: \$177.00

Workshop #34 CE: BACB

5/28/2010 2:00 p.m.-5:00 p.m. Travis C/D (Grand Hyatt) OTH CE Instructor: Bryan Davey,

Ph.D., BCBA

Using Excel for Analyzing Treatment Outcomes in Applied Settings

BRYAN J. DAVEY (ACCEL), DONALD M. STENHOFF (BISTÅ Autism Center), ELEAZAR VASQUEZ, III (University of Central Florida), REBECCA RENEE WISKIRCHEN (ACCEL), CHRISTINA BAROSKY (BISTÅ Autism Center), and STEPHANIE A. JOHNSON (STAR, Inc.)

Description

Visual display of data is imperative when communicating functional relationships and intervention outcomes with consumers and fellow practitioners. BCBAs are expected to be skillful in using graphs to convey results. However, simply possessing knowledge of graphical 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 (e.g., 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 to promote effective use. At the completion of the workshop attendees will be able to create spreadsheets, data sets and graphs (e.g., alternating treatment designs, reversal designs, cumulative record) and manipulate 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 Microsoft Excel.

Objectives

At the conclusion of this workshop, participants will have learned how to do the following:

- Set up, 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, 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 examples that provide opportunities 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 the visual display of data in single-subject research and program progress.

Level: Introductory **Member:** \$100.00 **Nonmember:** \$155.00

Member On-Site Fee: \$125.00 Nonmember On-Site Fee: \$180.00

Workshop #35 CE: PSY/BACB

5/28/2010

2:00 p.m.-5:00 p.m.

Lone Star Ballroom Salon E (Grand Hyatt)

VRB

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

Language for Living: A Functional
Communication and Language Assessment,
Curriculum, and Skill-Tracking Instrument
PATRICK E. MCGREEVY (Patrick McGreevy,
Ph.D., P.A.), TROY FRY (Holland Center), and
COLLEEN CORNWALL (ABLE Academy)

Description

Language for living (LfL) is a functional communication and language assessment, a curriculum, and a skill-tracking instrument for people with moderate and severe developmental disabilities—including autism—and limited communication repertoires. This instrument, like the assessment of basic language and learning skills (ABLLS), the assessment of basic language and learning skills-revised (ABLLS-R), and the verbal behavior milestones assessment and placement program (VB-MAPP), is based on B. F. Skinner's analysis of verbal behavior. Unlike

these instruments, LfL does not include a developmental sequence of language skills leading to conversation and academic improvement. Instead, LfL includes functional communication and language skills, which are necessary for effective and independent functioning as an adult. LfL can be used with young children with severe or multiple developmental disabilities and very limited skill repertoires. LfL can also be used with older children, who have made very little progress on the ABLLS, ABLLS-R, or the VB-MAPP and for whom a functional curriculum of daily living skills is being considered. LfL is especially useful with adults with severe or multiple developmental disabilities and very limited communication and language skills, especially those with whom communication and language are no longer expected.

Obiectives

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

- Conduct an assessment using LfL
- Select an appropriate communication response form for three sample students
- To write individualized education program goals based on an assessment using LfL
- To describe teaching procedures appropriate for specific skills

Activities

This workshop will include a presentation along with hands-on activities designed to help participants achieve the workshop objectives.

Audience

This workshop is designed for behavior analysts, teachers, and speech-language pathologists, especially those who provide communication and language training to children and adults with severe developmental disabilities.

Level: Introductory
Member: \$130.00
Nonmember: \$185.00

Member On-Site Fee: \$155.00 Nonmember On-Site Fee: \$210.00

Workshop #36

5/28/2010 6:00 p.m.–9:00 p.m. Bowie C (Grand Hyatt)

AUT

The Politically Incorrect Guide to Applied
Behavior Analysis: An Introductory Session for
Parents and Direct Service Providers

NICOLE ROGERSON (Lizard Children's Centre) and BOBBY NEWMAN (Room to Grow)

Description

Parents and direct service providers who are new to the field of applied behavior analysis (ABA) and to autism spectrum disorders (ASD) are presented with a bewildering array of information. The goal of this workshop will be to describe to parents and direct care providers why they need to go with data-based, scientifically validated treatments, and provide the vocabulary necessary to understand the presentations they will see during the convention. The vocabulary covered will pertain to clinical procedures, experimental designs, and aspects of scientific thinking. The workshop is intended to be introductory, and is aimed at parents of children with ASDs and new direct care service providers. The presenters' unique relationship (Rogerson is long-time ABA parent and Newman is a long-time ABA service provider) enables them to lead an informationbased workshop that addresses the experiences of both clinicians and parents when running an ABA program for their child. The presenters will be addressing the realistic applications of ABA in both home and clinical settings.

Objectives

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

- Distinguish ABA as a discipline within the context of the wider early intervention community
- Recognize and define vocabulary needed to better understand presentations at the conference

Activities

This workshop will provide an overview of ABA as well as cover the vocabulary that the field employs and that will be in use throughout the convention.

Audience

Parents and professionals new to ABA.

Level: Introductory

Member: \$95.00 **Nonmember:** \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #37 CE: PSY/BACB

5/28/2010

6:00 p.m.-9:00 p.m.

Texas Ballroom Salon C (Grand Hyatt)

AU1

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

Integrating Applied Behavior Analysis With Psychiatry: An Interdisciplinary Approach to Medication Management

LISA A. STUDER, JAMES CHOK, SILVA ORCHANIAN, and FRANK L. BIRD (Melmark New England)

Description

This workshop will discuss an interdisciplinary team approach to treating severely challenging behaviors, with a focus on the integration of applied behavior analytic (ABA) services and psychopharmacological intervention. The workshop will begin with an overview of the various classes of psychiatric medications and a review of the available research concerning the effectiveness of medications for individuals with developmental disabilities. Next, the utility of integrating psychopharmacological treatment with ABA services, along with the unique challenges of evaluating medication effects in children with limited communication skills, will be discussed. The critical role data analysis plays in evaluating psychopharmacologic interventions will be highlighted and several case studies will be reviewed that demonstrate a variety of clinical outcomes for students with developmental disabilities receiving psychopharmacologic services at our agency. Lastly, participants will be asked to evaluate hypothetical data of individuals receiving psychiatric medications and make recommendations during a roleplaying exercise of an interdisciplinary treatment team review.

Obiectives

At the conclusion of this workshop, participants will have gained the following knowledge:

 How to identify the major psychiatric medication classes and the main therapeutic function of each class

- Have a better understanding of the available scientific literature regarding the effectiveness of psychiatric medications with individuals with developmental disabilities
- Identify the benefits and limitations of combining psychopharmacologic and ABA interventions
- Analyze behavioral data to aid in the decision making process when psychiatric medication is part of the treatment plan
- Effectively communicate key behavioral changes that are associated with the main functions and side effect profiles of major psychiatric medications

With the guidance and assistance of workshop presenters, participants will engage in a discussion regarding the different components of the interdisciplinary approach to treating severely challenging behaviors. Individuals will discuss their experiences with this approach and highlight the benefits and limitations. Participants will review sample case data and practice identifying key behavioral changes that may be associated with the introduction of psychiatric medications. Participants will also practice making recommendations from an ABA perspective with an appreciation for the potential impact psychopharmacologic interventions may be having on behavior.

Audience

This workshop is for behavior analysts, behavioral psychologists, professionals in a similar field, and parents and caregivers who work with individuals with significant behavior challenges.

Level: Introductory **Member:** \$95.00 **Nonmember:** \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #38

5/28/2010 6:00 p.m.–9:00 p.m. Texas Ballroom Salon F (Grand Hyatt) AUT

Planning a Successful Social Skills Group for Children With Autism: Practical Methods and Solutions for Teaching Social Skills in a Group Setting AMANDA C. AZARBEHI (Tyndale University) and ROSTAM AZARBEHI (Azarbehi Consulting)

Description

In recent years the occurrence of autism has appeared to be on the rise. Recent studies have estimated rates in North America to range from 30 to 60 in 10,000 (Fombonne, 2008; Croen, & Daniels 2007). With educators encountering an increased number of students with autism there is more need than ever to identify effective classroom intervention strategies. A central deficit of children with autism is their poor social-communication skills. Social skills groups or camps are becoming and increasingly popular way of addressing these challenges. While therapists and educators recognize the social challenges faced by children with autism, they often find it challenging to know how to best address these needs. The proposed workshop will aim to review the recent research examining the effectiveness of the most commonly used social skills group techniques for children with autism. The goal of this workshop will be to equip educators with research-supported, practical, and easy-to-implement strategies for running social skills groups for elementary-age children with autism. Lecture, video demonstrations, and small group activities will be incorporated into this workshop. Participants will leave with a newly developed "tool box" of techniques which can be used to successfully run a social skills group. Dr. Azarbehi has over a decade of experience working as a researcher and therapist within the field of autism. She has served as a member of the New Brunswick Autism Steering Committee, helping to secure funding for, create, and run a province-wide autism intervention training program. Dr. Azarbehi's research focuses on evaluating the effectiveness of early autism intervention programs. She currently works as a professor at Tyndale University College and as clinical developmental psychologist at North York General Hospital.

Objectives

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

- Apply research-supported, practical, and easy-to-implement strategies for running social skills groups for elementary-age children with autism
- Expand their own "tool box" of techniques which can be used to successfully run a social skills group

Lecture, video demonstrations, and small group activities will be incorporated into this workshop.

Audience

Professionals working within the field of autism early intervention.

Level: Intermediate **Member:** \$95.00 **Nonmember:** \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #39 CE: PSY/BACB

5/28/2010 6:00 p.m.–9:00 p.m. Presidio C (Grand Hyatt)

AUT

CE Instructor: Jessica Everett, Ph.D., BCBA

Variables That Affect Social Skills Instruction: The Important Role of Enthusiasm in the Development of Social Competence JENNIFER E. COPELAND and JESSICA R.

EVERETT (Melmark New England)

Description

Social skill instruction is an integral component in the education of students with autism spectrum disorders. A variety of social skill instruction manuals are available in the commercial market, making it difficult for parents and practitioners to determine evidencebased procedures and best practice guidelines in this arena. However, very few commercially available curriculums include a component where functional assessment is conducted to determine variables that may affect the individual's acquisition of specific targets. In the present workshop, the variable of enthusiasm will be closely examined in regard to the ways that instructors, peer partners, and individual learners may each interface during social interactions. We will review the impact that enthusiasm may have as a motivating operation, a target behavior, and as reinforcer during peer interactions. We will also review the learner's acquisition of developmental milestones that may impact success with social skill interventions, particularly related to the development of affect. Various strategies will be presented for tailoring instruction and classroom-based activities that may facilitate the natural expression of enthusiasm among peer groups and instructors. Participants will be supplied with resources for assessment and

training methods that can be customized to match individual student needs.

Obiectives

At the completion of the workshop, participants will have learned how to do the following:

- Identify tools used to assess enthusiasm as a component of social skills instruction in children with autism spectrum disorders
- Identify whether instructor and peer enthusiasm is a motivating operation for targeted skills and strategies for tailoring instruction accordingly
- Describe developmentally appropriate activities that promote enthusiasm during group instruction
- Understand the importance of developmental milestones related to effect in terms of targeting and designing instruction for individuals
- Apply resources to train staff to integrate the variable of enthusiasm into the social skills instruction with individual students

Activities

The workshop will include didactic instruction, discussion, and small group activities. Video clips may be shown that illustrate targeted concepts. Case studies will also be presented to illustrate the targeted concepts. Small group assignments will focus on instructional strategies that promote the use of enthusiasm across a variety of activities that allow for the natural expression in peers.

Audience

Individuals working in public and private school environments, as well as those in clinic-based settings such as psychologists, special education teachers, behavior analysts, or speech and language pathologists.

Level: Intermediate **Member:** \$110.00 **Nonmember:** \$165.00

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$190.00

Workshop #40 CE: PSY/BACB

5/28/2010

6:00 p.m.–9:00 p.m. Republic A (Grand Hyatt)

AUT

CE Instructor: Robert Schramm, M.A., BCBA

Motivating Learner Participation Without Blocking Escape, Forced Physical Prompts, or Nagging

ROBERT SCHRAMM (Institute Knospe-ABA)

Description

The goal of this workshop is to discuss the importance of learner assent and the effect it has on skill acquisition. The ability to gain learner assent through the development of instructional control is an absolute must in teaching children with and without autism spectrum disorders. However, one of the main procedures used in basic compliance training (blocking escape) works contrary to the idea of learner assent. So the question then becomes, how can instructional control be developed with an unwilling learner without the use of common escape extinction procedures? And what effect does the process of earning instructional control without these procedures have on the ultimate skill acquisition of the learner? This workshop shares a method of earning instructional control with unwilling learners through a seven-step procedure that when applied comprehensively in programming can eschew the need for blocking escape, forced physical prompting, and nagging procedures in programming.

Objectives

At the conclusion of this workshop, participants will have learned the following:

- The importance of learner assent in home, clinic, and education settings
- Creative and practical methods for controlling the access to reinforcement in all environments
- The value and process of pairing oneself with reinforcement
- The value and process of being meticulously contingent with words and actions
- The differences between positive and negative reinforcement and why one is valuable in earning instructional control with an unwilling learner
- To effectively use and increase a variable ratio of reinforcement
- To prioritize learning objectives and use differential reinforcement effectively
- How to best use extinction and negative punishment procedures
- The concept of a teaching arc and how to prolong the value of teaching over several

different reinforcement teaching settings for the length of teaching interactions

Activities

The workshop will include discussion, a video demonstration, a lecture on the seven steps to earning instructional control, and the development of a teaching arc.

Audience

Anyone working with unwilling or unmotivated learners who are interested in working without blocking escape, forced physical prompting, or nagging procedures, including parents, teachers, therapists, and behavior analysts.

CE: PSY/BACB

Level: Intermediate **Member:** \$100.00 **Nonmember:** \$155.00

Member On-Site Fee: \$125.00 Nonmember On-Site Fee: \$180.00

Workshop #41

5/28/2010 6:00 p.m.–9:00 p.m. Bonham B (Grand Hyatt) AUT

CE Instructor: Kathleen McCabe-Odri,

Ed.D., BCBA

It Takes a Village: Integrating Services for Students With Autism—a Collaborative and Cohesive Approach

KATHLEEN MCCABE-ODRI and LAURA
KENNEALLY (Advance, Inc.), ANN MICHAEL and
PAMELA MODUGNO (Partners in Learning, Inc.),
LORI A. LORENZETTI (Advance, Inc.), and
JENNIFER CORNELY and NICOLE M. SWANFELD
(Partners in Learning, Inc.)

Description

Integrating applied behavior analysis (ABA) programming with other service delivery disciplines has been historically challenging in inclusive settings. Often, professionals from varied backgrounds do not design cohesive curricula, resulting in disjointed programming and confusion for the student with autism. A traditional pull-out model for speech and occupational therapy limits contact and training opportunities among professionals and often results in inconsistent expectations for student performance. Research shows that removal models do not foster generalized skills application, particularly in the area of communication. As generalization and the need for systematic and repeated opportunities to acquire new skills is part of the learning profile

for those on the autism spectrum, it is critical for service providers to communicate and address the needs of students via best practice recommendations. This workshop addresses the concern for cohesive curriculum among service providers, offering a sample model of integrated services that unite both the classroom and the home environment to better serve the needs of students with autism.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

- Utilize ABA principles and protocols to objectively measure progress during school-based integrated speech sessions
- Utilize ABA principles and protocols to objectively measure progress during school-based integrated occupational therapy sessions
- Integrate school-based therapy goals and curriculum into home and family settings via ABA methodology
- Integrate school-based therapy goals and curriculum into classroom and individualized instruction sessions via ABA methodology

Activities

The workshop will include a lecture, video samples, sample data sheets and assignments, and curriculum development references and guidelines.

Audience

This workshop is appropriate for members of child study teams including teachers, speech therapists, occupational therapists, behavior specialists, and consultants, as well as those serving students with autism in inclusive settings.

Level: Intermediate
Member: \$115.00
Nonmember: \$170.00

Member On-Site Fee: \$140.00 Nonmember On-Site Fee: \$195.00

Workshop #42 CE: BACB

5/28/2010 6:00 p.m.–9:00 p.m. Crockett C/D (Grand Hyatt)

CE Instructor: Charlotte Fudge, M.S., BCBA

How to Use Electronic Medical Records to Optimize Behavior Analytic Practice DANIELLE SUTTON THORP and CHARLOTTE FUDGE (Butterfly Effects, LLC)

Description

In February 2009, President Obama proposed a goal to make all health records electronic by 2014. As such, the future success of the behavior analytic practice rests on the ability of the provider to become educated on how to incorporate electronic medical records (EMRs) into the service delivery paradigm. The benefits of the EMR system to the behavior analyst are many. First, the electronic storage of assessment and treatment data is expected to facilitate interdisciplinary collaboration, thereby improving treatment outcome. In addition, the 24/7 data accessibility feature of the EMR enables the practitioner to carefully monitor client progress and make timely treatment modifications. The EMR also has the potential to improve accountability to quality intervention by increasing service delivery visibility. Finally, it is anticipated that the EMR will streamline the billing and scheduling process. This half-day workshop will introduce EMR management systems, including one developed by the presenters, specifically designed for the needs of the behavior analytic practitioner. The workshop will highlight the utility of the EMR in building a virtual treatment team network, selecting therapy goals and corresponding treatment plans, facilitating provider education and training. monitoring client progress, and analyzing outcome data.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

- Identify the importance of the EMR in interdisciplinary collaboration
- Possess a working knowledge of how to use an EMR system to select goals, set treatment plans, and monitor progress of the behavior therapy client
- Understand requirements of federal regulatory bodies as they apply to the EMR system

Activities

The workshop will open with an overview of EMRs and their importance in the future of health care delivery and interdisciplinary collaboration. Through guided notes and case example, participants will learn to identify the impact of the EMR to clinical practice, as well as federal regulations that guide their use. Live demonstrations will review navigation of several

virtual systems with accompanying instructional handouts. For mastery of the platforms and its tools, breakout sessions will be organized for an in depth systems management overview, including attributes of data gathering and analyses for clients. Participants will be given opportunities to practice skills in sample accounts, while receiving feedback from trainers.

Audience

This workshop is designed for the clinician or researcher who want to learn how to use EMRs for the purpose of data collection, analysis, multidisciplinary collaboration, and administrative tasks.

Level: Intermediate **Member:** \$95.00 **Nonmember:** \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #43

5/28/2010 6:00 p.m.–9:00 p.m. Mission B (Grand Hyatt) AUT

The Development and Implementation of Social Skills Groups for Children and Adolescents With Asperger Syndrome

KELLEY HARRISON PISTACCHIO (The Groden Center, Inc.)

Description

Several behavioral intervention strategies have been developed to address social skills deficits in the population of individuals with autism spectrum disorders (ASD; Stahmer et. al., 2003). With the staggering increase in the prevalence of ASDs (now reported to be 1 in 91; HRSA, 2009), there is even greater need for services to address the special needs of these individuals. Group-based interventions have been demonstrated to be effective in teaching social skills to individuals with ASDs though generalization to community settings has been limited (Williams, et. al, 2007). This interactive workshop will include a brief overview of the characteristics of Asperger syndrome followed by step by step guidelines for developing and implementing comprehensive social skills programs for this population, including a parent training component. This will include recruitment and marketing, assessment, development of materials, identification of skills to target. protocol development, evidence-based teaching strategies, methods to promote generalization,

and program evaluation. Samples of teaching materials and session outlines will be provided and some group activities will be demonstrated with the audience. Several video segments from different age groups will also be presented.

Objectives

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

- Identify the core components of establishing a social skills group program
- Describe at least three different evidencebased social skills teaching strategies
- Describe at least three group activities designed to teach a specific social skill
- Identify methods for promoting generalization of social skills to community settings
- Describe methods for assessing areas of need and program effectiveness

Activities

Participants will be engaged in a variety of small group activities designed to provide hands-on experience in the implementation of social skills group activities. This will include activities in which the participants act as group members as well as group leaders.

Audience

This workshop will be beneficial for clinicians involved or interested in starting social skills programs for children and/or adolescents with Asperger's syndrome, high functioning autism, or related social disabilities.

Level: Intermediate Member: \$102.00 Nonmember: \$157.00

Member On-Site Fee: \$127.00 Nonmember On-Site Fee: \$182.00

Workshop #44 CE: PSY/BACB

5/28/2010

6:00 p.m.-9:00 p.m. Bowie B (Grand Hyatt)

AUT

CE Instructor: Jonathan Tarbox,

Ph.D., BCBA

A Behavior Analytic Approach to Teaching Cognition and Executive Function to Students With Autism

MARY ANN CASSELL, JONATHAN J. TARBOX, and DOREEN GRANPEESHEH (Center for Autism and Related Disorders, Inc.)

Description

Applied behavior analysis (ABA) intervention programs are commonly accused of teaching only basic skills and/or producing only "rote" or "memorized" performances, and therefore neglecting higher-order human abilities. "Cognition" and "executive function" are two higher-order areas of functioning that research has demonstrated are often lacking in individuals with autism. "Cognition" is said to be the ability to understand one's own and/or the mental states of others, which in behavioral parlance amounts to responding to the private events of others. "Executive functions" are said to be the brain functions which control goal-directed behavior. From a behavioral perspective, goaldirected behavior is nothing more or less than any other behavior and can therefore be taught like any skill. In this presentation, we will describe a behavioral approach to teaching the skills labeled as "cognition" and "executive functioning" by the general community. In both cases, intervention involves analyzing supposed mental functions into observable behavior and environment relations and then using proven behavioral procedures such as prompting, reinforcement, prompt-fading, discrimination training, and multiple exemplar training to establish generalized operant repertoires. Current behavioral research and directions for future research will also be discussed.

Objectives

This workshop will accomplish a variety of tasks:

- Participants will be able to behaviorally define cognition and executive function and relate those definitions to the symptoms of autism
- Participants will also be able to task analyze and select appropriate areas for intervention for specific cases
- Participants will gain knowledge of one behavioral approach and curriculum for teaching cognition and executive function skills
- Participants will be able to select appropriate science-based teaching methods for each skill area
- Participants will be able to discuss the current and future research needs in this area

Activities

This workshop will use videos, case studies, and research analysis to meet the objectives listed. Participants will be given the opportunity to

apply knowledge given through videos and case studies and will have the opportunity to ask questions.

Audience

The target audience for this workshop are BCABA and BCBA members involved in the treatment of autism or those interested in the behavioral application of higher order human abilities.

Level: Introductory **Member:** \$95.00 **Nonmember:** \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #45 CE: PSY/BACB

5/28/2010

6:00 p.m.–9:00 p.m. Crockett A/B (Grand Hyatt)

AUT

CE Instructor: Susan Wilczynski, Ph.D., BCBA

What Treatments Work for Autism? The National Standards Project

SUSAN WILCZYNSKI (National Autism Center)

Description

This workshop is important because it describes the results of the National Standards Project, a comprehensive systematic review of the autism treatment literature. The National Standards Project involved a review of 775 studies and resulted in a report that identified the strength of scientific evidence currently available for a broad range of educational and behavioral treatments. Further details are provided about the extent to which favorable outcomes are reported based on the age of research participants, the diagnostic group to which they belong, and the treatment targets (e.g., communication, problem behaviors, play, etc.). Overall, the vast majority of interventions that were established as effective in the treatment of autism spectrum disorders (ASD) came from the behavioral literature. This workshop also describes the limitations of our knowledge and future directions required by the research community. Finally, the process of evidence-based practice is described and the role of research findings in this process is emphasized. The overall message of the workshop is that we have identified effective treatments, but more research will be necessary.

Objectives

At the conclusion of the workshop the participants will be able to do the following:

- Identify effective treatments for autism spectrum disorders
- Describe the process of evidence-based practice
- List areas that require further empirical investigation in the treatment of ASD

Workshop attendees will participate in this workshop in several ways. First, there will be a didactic component of the workshop. Second, attendees will actively generate lists of treatments that they believe have strong evidence of effectiveness, limited evidence of effectiveness, and no evidence of effectiveness. Third, participants will be asked to participate in small and large group discussions about the future directions of autism treatment research based on the findings of the National Standards Project.

Audience

Professionals providing direct or indirect services to individuals on the autism spectrum should consider this workshop. Interested participants will desire detailed information about effective treatments as well as interventions with limited or no research support.

Level: Intermediate Member: \$100.00 Nonmember: \$155.00

Member On-Site Fee: \$125.00 Nonmember On-Site Fee: \$180.00

Workshop #46 CE: PSY/BACB

5/28/2010 6:00 p.m.–9:00 p.m. Bowie A (Grand Hyatt) AUT

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

Developing Social Skills in Learners With Autism Spectrum Disorders: From Assessment to Intervention

MARY ELLEN MCDONALD (Hofstra University), ERIN SPARACIO (Eden II Programs), and JOY TRAMUTA (The Genesis School)

Description

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

Objectives

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

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

Activities

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

Audience

Psychologists, special educators, social workers, speech pathologists, and parents.

Level: Introductory Member: \$135.00 Nonmember: \$190.00

Member On-Site Fee: \$160.00 Nonmember On-Site Fee: \$215.00 CE: PSY/BACB

5/28/2010

6:00 p.m.-9:00 p.m. Bonham C (Grand Hyatt)

AUT

CE Instructor: Mary Barbera, M.S., BCBA

A Rapid Training Procedure to Teach Staff How to Implement Verbal Behavior Intensive Teaching Sessions

MARY LYNCH BARBERA (Pennsylvania Verbal Behavior Proiect)

Description

This workshop will give a detailed overview of a three-step procedure created to teach staff to name the verbal operants fluently and to utilize errorless and error correction teaching procedures. These important prerequisite skills are needed before staff can successfully implement applied behavior analysis (ABA) and verbal behavior (VB) intensive teaching sessions with students with autism.

Objectives

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

- Fluently name the verbal operants
- Demonstrate fluent errorless and error correction and generalization run-throughs
- Leave the workshop with the skills needed to teach the three-step procedure to others including staff members and parents

Activities

The workshop will include a lecture, simulation activities, role playing, and discussion.

Audience

Behavior analysts, psychologists, teachers and others interested in learning the skills needed to implement ABA and VB intensive teaching sessions with students with autism.

Level: Intermediate Member: \$105.00 Nonmember: \$160.00

Member On-Site Fee: \$130.00 Nonmember On-Site Fee: \$185.00

Workshop #48 CE: PSY/BACB

5/28/2010

6:00 p.m.–9:00 p.m. Republic B (Grand Hyatt)

CBM

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

Behavioral Counseling: Assessment and Intervention Techniques

JOSEPH D. CAUTILLI (Behavior Analysis and Therapy Partners), and MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

Description

This workshop will provide participants an opportunity to learn essential clinical skills for individual behavior counseling assessment and intervention treatment approaches. Basics of clinical assessment and intervention methods. referred to as "behavioral counseling microskills" applicable to outpatient therapeutic services will be reviewed in depth. These include identifying client behavior, teaching clients to collect data, goal-setting, functional assessment interviews, use of functional assessment data to determine effective treatment, contingency management, self-management, covert sensitization, systematic desensitization, and others. Participants will engage in small group activities to practice the use of behavioral counseling methods in individual therapy sessions. Areas covered in this workshop include self-management, systematic desensitization, covert sensitization, and behavioral couples counseling among other methods and approaches.

Objectives

By the end of this workshop, participants will have learned how to do the following:

- State the difference between "behavioral counseling" and other behavioral approaches
- State 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

The workshop will include group break-out activities to practice the various techniques (as

time permits): identifying behaviors, goal-setting in sessions, shaping the client to shift from "feelings" to behavior, encouraging data collection and the use of self-report and data monitoring, the use of "microskills," interviews for functional assessment, incorporating functional assessment results into intervention, altering consequences of client behavior, the use of reinforcement, being solution-focused, self-management techniques, systematic desensitization versus flooding, and covert sensitization.

Audience

Behavioral practitioners, behavior therapists, outpatient counselors, and applied behavior analysts providing therapeutic services for varied clinical populations and ages.

Level: Introductory **Member:** \$105.00 **Nonmember:** \$160.00

Member On-Site Fee: \$130.00 Nonmember On-Site Fee: \$185.00

Workshop #49 CE: PSY/BACB

5/28/2010

6:00 p.m.-9:00 p.m. Seguin (Grand Hyatt)

CBM

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

Acceptance and Commitment Therapy: Case Conceptualization and Treatment Applications DANIEL J. MORAN (Trinity Services, Inc.) 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 acceptance and commitment therapy (ACT) interventions. The workshop will also help attendees develop their own ACT consistent interventions, exercises, and metaphors. Process and outcome measures will be discussed. The workshop will also discuss first order and second order therapeutic approaches, and help the attendees discriminate when to use the appropriate therapeutic intervention. This workshop will be based on content from the publication ACT in Practice: Case Conceptualization in Acceptance and Commitment Therapy (Bach & Moran, 2008, New Harbinger).

Objectives

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

- List the six core ACT principles of defusion, self-as-context, acceptance, values, committed action, and contacting the present moment, and describe them from a strict behavior analytic perspective
- Select ACT interventions appropriate for addressing specific core principles
- Apply specific ACT interventions based on the case formulation
- 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

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 it 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**: \$95.00 **Nonmember**: \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #50 CE: PSY/BACB

5/28/2010

6:00 p.m.-9:00 p.m. Independence (Grand Hyatt)

CSE

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

Ethics in Behavior Analysis: Back to the Basics R. M. (DUKE) SCHELL (J. Iverson Riddle

Developmental Center)

Description

Behavior analysts sometimes believe that they are distanced from ethical issues because behavior analysis is a science-based approach that has a neutral position with regard to outside nonscientific values. This workshop will use didactic instruction and small group interactions to review the core principles and early descriptions of behavior analysis that relate to ethics in the writings of early behavior analysts, such as B. F. Skinner and Sidney Bijou, through the development of the guidelines of responsible conduct for certified behavior analysts laid-out by the Behavior Analyst Certification Board. In addition, case studies of ethical dilemmas from workshop participants will be discussed with their possible resolution in the context of these core principles and the dimensions of behavior analysis.

Objectives

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

- Describe the historical basis for the concepts of ethics in behavior analysis
- Review and analyze their behavior and the culture of their clinical settings to recognize where ethical issues may arise
- Work with colleagues, ethics materials, and other sources to discuss and attempt to resolve ethical issues

Activities

The participants will be involved with in the workshop materials via a visual presentation and questions from the presenter. They will also be involved with discussions about the historical basis for ethics in behavior analysis and discussions of ethical dilemmas they face in their own situations.

Audience

Professional behavior analysts and behavioral psychologists currently working with varied populations in varied settings. This would also include people supervising the work of professional behavior analysts.

Level: Intermediate
Member: \$95.00
Nonmember: \$150.00

Member On-Site Fee: \$120.00
Nonmember On-Site Fee: \$175.00

Workshop #51

5/28/2010 6:00 p.m.–9:00 p.m. Presidio A (Grand Hyatt)

Technology Based Data Collection Tools: Creation and Implementation

CHERYL K. BROWN and JOHN TENNY (Willamette University)

Description

This workshop will involve hands-on exploration of the process of creating data-collection tools, gathering data, and generating a variety of reports using the eCOVE Observation Software. This software is used in schools across the U.S. and beyond, and special educators using K-12 student records of behaviors and interventions designed the special education edition. It includes 25 frequency and duration datacollection tools, and through the use of five templates has the ability to custom create unlimited data-collection tools. Data can be collected on any observable behavior either individually or in a group setting, with the ability to disaggregate the data based on observee demographics. Observations are stored in a local database for recall and analysis. Reports can be generated on individual observations or observations over time. The reports can be of a single person or a group for a single observation; or a comparison of individuals, an individual to a matching demographic group, or two demographic groups. Reports can be printed, saved, exported, and can include a time stamp for each button (incident of behavior) clicked with interval between clicks. For full participation, laptop (Mac or Windows) or Netbook computers are highly recommended.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

- Operate the eCOVE Observation Software
- Create tools using the five templates
- Import observees, set up observation rooms, and gather data on multiple individuals using multiple data-collection tools
- Generate reports using the five report types of individuals and groups from single observations and observations over time

Activities

No purchase is required for this workshop; software (trial version) will be provided to all

attendees along with a printed manual and handouts. The workshop activities will include hands-on, guided interactive exploration of the software features; data collection using video of K-12 students; discussion of interobserver reliability; practice developing new tools using the five templates, individually and in small groups; generation and discussion of reports of data collected; and small group discussion of the benefits and limitations of using technology in data-collection

Audience

Anyone who observes human behavior, anyone who teaches others about observing human behavior, and researchers.

Level: Introductory **Member:** \$123.00 **Nonmember:** \$178.00

Member On-Site Fee: \$148.00 Nonmember On-Site Fee: \$203.00

Workshop #52 CE: PSY/BACB

5/28/2010 6:00 p.m.–9:00 p.m. Travis A (Grand Hyatt) DDA

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

Supervising Human Service Staff: Maximizing Work Proficiency and Enjoyment

DENNIS H. REID and CAROLYN GREEN (Carolina Behavior Analysis and Support Center), and MARSHA B. PARSONS (J. Iverson Riddle Developmental Center)

Description

This workshop will describe strategies for maximizing work proficiency and enjoyment among support staff in human service settings. 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 that staff not only work proficiently, but also enjoy their work. Strategies to be discussed include performance- and competency-based staff training, monitoring performance in a manner acceptable to staff, providing supportive and corrective feedback in ways staff tend to prefer, and how to make a supervisor's feedback reinforcing to staff. Systematic steps supervisors can take to make nonpreferred staff duties more desirable will also be described as well as how to make the overall work environment enjoyable.

Behavior analytic research providing the evidence base for the recommended procedures will likewise be summarized based in large part on the instructor's published research and supervisory experience.

Objectives

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

- Describe the steps constituting a behavioral approach to staff training
- 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 for enhancing staff preference for a strongly disliked work task

Activities

Workshop activities will include instructor presentation, viewing PowerPoint summaries of key points, completing pencil and paper activities relating to scenarios depicting applications of key points, viewing role-play demonstrations of target procedures by instructors, practicing target procedures in role-play situations with instructor feedback, and opportunities to ask questions and receive instructor feedback.

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 intellectual disabilities, consultants, and supervisors in school settings serving people with special needs.

Level: Introductory Member: \$95.00 Nonmember: \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00 CE: BACB

5/28/2010 6:00 p.m.-9:00 p.m. Bonham D (Grand Hyatt)

CE Instructor: Cheryl Ecott, Ph.D., BCBA

Graphical Methods for Interpreting the Effects of Medication on Behavior

CHERYL L. ECOTT and BRADFORD RICHARDSON (AdvoServ)

Description

The use of psychoactive medications constitutes an intervention that is not easily evaluated or reversed to determine a causal relationship between its use and subsequent effects on problem behavior for a given individual. Despite the difficulty of making experimental determinations about medication effects in many applied settings, many behaviors of interest to behavior analysts are also the behaviors targeted for intervention with pharmacological agents. This workshop will describe several variations of graphical presentations that may help illustrate the effects of medication on the occurrence of appropriate and inappropriate behavior to caregivers and professionals. This information may be helpful to caregivers and professionals by providing objective rationale to help determine a therapeutic dose, and subsequent changes in medication. Included in these descriptions is an explanation of a combination graph that utilizes both v-axes to display behavior and medication concurrently. Basic instructions on how to create these graphs will be presented in Microsoft Excel (bring your laptop to participate in making graphs). Advantages, disadvantages, and uses of each graphical presentation of data to evaluate effects of medication and corresponding changes in behavior will also be discussed. Case studies will be presented for evaluation of the effects of medication on behavior.

Objectives

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

- Create a graph that indicates medication changes
- Use the graphing methods discussed to describe and evaluate the effects of medication on behavior
- Realize the limitations, advantages, and disadvantages of the graphing methods discussed in this workshop

Activities

Basic graphing activities using Microsoft Excel will be completed. There will be a discussion of several case studies of individuals with complicated medication regimen. We will describe and evaluate medication effects on behavior by utilizing the graphic methods discussed in the workshop.

Audience

This workshop is designed for behavior analysts and clinicians or other professionals that collaborate with physicians or psychiatrists in treatment for an individual with a developmental disability, mental health diagnosis, or individuals who are dually diagnosed. This workshop is designed for participants who have a basic knowledge of single-subject design and Microsoft Excel.

Level: Introductory Member: \$95.00 Nonmember: \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #54 CE: PSY/BACB

5/28/2010 6:00 p.m.–9:00 p.m. Presidio B (Grand Hyatt)

EDC

CE Instructor: Ann Filer, M.Ed., BCBA

Direct Instruction: Small Group Implementation With Typical and Atypical Learners ANN FILER and WENDY L. KOZMA (BEACON Services)

Description

The purpose of this workshop is to familiarize participants with direct instruction (DI) programs and train participants in the effective implementation of DI lessons within a small group setting of two or more children. Preparation for small group instruction is essential for children's success as they move from one-on-one home-based instruction to classroom based programs. Preparation for group instruction is an important focus in any instructional setting. Appropriate at the one-onone instructional level, basic attending skills, turn taking, shared attention and group responding are fundamental elements of every DI lesson: DI lessons can therefore be a vehicle for teaching group participation skills. As children transition to a group instructional format, curriculum materials and teaching

methodology typically require adaptations for optimal success. DI procedures, which reinforce group participation skills, will be highlighted and reviewed. Adaptations to the DI curriculum which can be applied to group learning will be emphasized and demonstrated. The application of DI within inclusion settings will be discussed. Participants will have the opportunity to practice lesson formats within a small group instructional setting. Video demonstrations and vignettes will be included to illustrate workshop learning objectives and to model DI lesson implementation procedures.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

- Follow scripted lesson formats as outlined in teacher presentation books
- Correctly utilize sound-out/slash, pointtouch, hand drop, and audible signals to elicit group responses
- Pronounce and blend sounds accurately, according to the sound pronunciation guide
- Identify and carry out the appropriate error correction procedure for a given exercise
- Discuss protocols for monitoring and record student progress as specified in DI teacher guides

Activities

The workshop will begin with presenters overviewing the schedule for the day. This will be followed by an introduction by BEACON Services, Evergreen Center, and Criterion Child Enrichment. Then there will be an overview to DI methodology and teaching strategies followed by group practice of signals and error corrections. There will be an overview of DI programs followed by group practice in lesson formats. There will be a demonstration of methodology within a small group instruction followed by practice of small group lesson implementation. Throughout the workshop, there will be video demonstrations and discussion.

Audience

Classroom teachers, behavior analysts with an interest in DI, parents, and program administrators.

Level: Introductory Member: \$95.00 Nonmember: \$150.00 Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #55 CE: PSY/BACB

5/28/2010 6:00 p.m.–9:00 p.m. Bonham E (Grand Hyatt) EDC

CE Instructor: Kevin Cauley, M.Ed., BCBA

"Does Everyone Understand?" Using TAGteach to Deliver Clear Instructions and Positive Reinforcement in a Variety of Applications THERESA MCKEON (TAGteach International), and KEVIN S. CAULEY and ELIZABETH BENEDETTO-NASHO (Step by Step Learning Group Inc.)

Description

TAGteach is a user friendly formula for the delivery of clear instructions, immediate assessment and positive reinforcement. TAG stands for Teaching with Acoustical Guidance. The acoustical guidance is the click or other auditory conditioned reinforcer. The teaching part is a formalized function of professional sport coaching and operant conditioning. TAGteach is cited by Julie Vargas in her text book, Behavioral Analysis for Effective Teaching. "It's amazing that it took until the turn of the twenty-first century for someone to use a specialized conditioned reinforcement for gymnastics, speech therapy, and academic skills." The TAGteach approach can be used in almost any type of teaching or training context because of its unique strategy to identify. highlight, and reinforce elements crucial to skill acquisition. The acoustic marker and unique phrasing provides an explicit link between the desired behavior and reinforcement, decreased stimuli to improve processing, clarity of criteria for leader and learner, and feedback that does not invoke a social response. The workshop will incorporate video, demonstrations, and practical exercises to introduce the technology. define the principles, and review current applications and research.

Objectives

At the conclusion of this workshop, participants will have learned how to do the following:

- Show confidence and skill using an audible marker
- Identify and create clear achievable goals called tag points
- Use the tag as a marker, information, and a specialized conditioned reinforcer

- Deliver tag points using TAGteach phrasing to reduce verbal stimuli
- Identify specific areas to implement tagging into current curriculum
- Identify the benefits of using TAG language and a specialized conditioned reinforcer

Activities

An introduction to the fundamentals of TAGteach will be enhanced with videos of various disciplines and populations currently implementing TAGteach techniques. Attendees will participate in interactive exercises that provide the opportunity to experience "being tagged," creating specialized conditioned reinforcers, and developing TAGteach phrasing for their unique applications. There will also be time set aside for discussion.

Audience

This workshop is designed for behavior analysts, clinicians, therapists, and those who wish to gain working knowledge of using a specialized conditioned reinforcer.

Level: Introductory **Member:** \$95.00 **Nonmember:** \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #56 CE: PSY/BACB

5/28/2010 6:00 p.m.–9:00 p.m. Republic C (Grand Hyatt)

EDC

CE Instructor: Tom Sharpe, Ed.D., BCBA

Using Applied Behavior Analysis in Teacher Education Programming: Principles, Practice, and Hands-On Applications of Appealing Evaluation Technologies

TOM SHARPE and JOHN KOPERWAS (Educational Consulting, Inc.)

Description

This workshop will provide a hands-on application of a data supported protocol for the comprehensive description, discrete and sequential analysis, and feedback and goal-setting activities necessary to effective teacher training in postsecondary classroom and on-site K-12 deliberate practice environments. Workshop activities include (a) introduction to the importance of a behavior systems approach to teacher training, (b) hands-on observation system construction, and (c) data collection and analysis activities designed for instructional and

on-site practicum supervision purposes. Additionally, detailed explanation and hands-on interaction with protocols designed for logically sequenced training activities are provided, including (a) classroom video observations, (b) on-site data-based assessment and immediate feedback and goal-setting, and (c) research and development into effective educational practice. Workshop participants will leave with a familiarity of behavior systems educational protocols designed for effective professional training practice. Participants will be provided with a copy of the complete software tools and methods procedures on CD and Word files of all necessary illustration materials in relation to the educational protocols discussed as a function of workshop participation. It is recommended that workshop participants bring their own IBMcompatible laptop to facilitate hands-on workshop interactions.

Objectives

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

- Exhibit skills in the area of applied behavioral teacher training. Skills include the ability to design observation systems that match with training objectives, construct video-based observational learning laboratory experiences, implement on-site data-based feedback and goalsetting experiences to determine if training objectives have been met, and develop a set of applied research activities to document the relative effectiveness of professional training activities
- Discuss the principles and practice of applied behavior systems analysis in relation to professional teacher training
- Construct observation systems relevant to particular professional teacher training objectives
- Design and implement video-based observational learning activities in relation to educational objectives for professionals in training
- Understand and apply a range of computer-based data collection and analysis techniques in relation to recommended data-based on-site feedback and goal setting protocols
- Develop an applied research agenda in relation to professional training objectives to determine the relative effectiveness of instructional efforts

Activities

Activities includes review of applied behavior system analysis in relation to professional training activities; hands-on application of observation system construction designed as compatible with professional training objectives; hands-on application of observational laboratory development in relation to the classroom instruction of relevant behavior analytic professional training objectives; hands-on application of data-based on-site feedback and goal-setting protocols in relation to deliberate practice activities of professional trainees; and introduction and review of recommended research activity development in relation to determining the relative effectiveness of professional training activities.

Audience

Advanced graduate students and behavior analysts working in the area of professional teacher education and in the area of postsecondary training for professional competencies in general. Those working in postsecondary educational settings where focus is on the education, on-site training, and assessment of professional practice competencies, and who are challenged with how to teach, describe, and analyze highly interactive behavioral transactions should find the workshop experience and complimentary materials particularly appealing to a wide range of professional training, assessment, and applied research applications.

Level: Introductory Member: \$205.00 Nonmember: \$260.00

Member On-Site Fee: \$230.00 Nonmember On-Site Fee: \$285.00

Workshop #57 CE: BACB

5/28/2010 6:00 p.m.–9:00 p.m. Travis C/D (Grand Hyatt)

TBA

CE Instructor: Dana Reinecke, Ph.D., BCBA

How to Prepare Video Lectures for On-Line

Instruction of Behavior Analysis

DANA R. REINECKE (Room to Grow)

Description

As more on-line instruction becomes available, behavior analysts should learn new tools for the teaching of behavior analysis in this medium. This workshop will teach participants how to create lectures to transmit online for distance

education. We will teach participants to capture a slide presentation with or without video, and turn this presentation into a QuickTime movie file or other format allowing near-universal access by viewers. For users of Windows-based computers, we will teach how to use the software program Camtasia. For those with Apple computers, we will teach how to use the software program ScreenFlow. Neither presenter has financial interests in these software programs. Participants must come with a computer with ScreenFlow or Camtasia installed. This will be a hands-on workshop with participants developing video lectures ready to be posted on the internet. To attend, please bring a computer (either PC or Apple; working microphone and webcam, either Camtasia (for PC) or Screen Flow (Apple) installed, at least one PowerPoint (or Keynote) slide presentation, at least one short video clip, and at least one photo. To view a brief video demonstration of what you will learn in the workshop, please go to https://www.sage.edu/academics/education/prog rams/aba_autism/abaworkshop2010/.

Objectives

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

- Use Screenflow or Camtasia to capture a lecture utilizing slides, video, pictures, or any other medium
- Edit the captured lecture to add callouts, text boxes, and volume control
- Format the captured lecture into a QuickTime movie format or other viewable format

Activities

Participants will be given a workbook consisting of task analyses of procedures designed to create these video lectures. Participants will use their own slide presentations, videos, and pictures to first capture a lecture using the program, and then edit it to their satisfaction. There will be no lecturing to the participants—they will work out of their workbooks, prepared by the presenters, to create lecture materials.

Audience

The target audience consists of teachers and staff trainers who have a need to develop lectures and instructional materials to be delivered online or to be archived for repeated use. Minimal understanding of computers is required.

Level: Introductory

Member: \$95.00 Nonmember: \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #58 CE: PSY/BACB

5/28/2010 6:00 p.m.–9:00 p.m. Bonham A (Grand Hyatt)

VRB

CE Instructor: Nancy Champlin, M.S., BCBA

Verbal Behavior Analysis: A Functional Approach to Teaching Language to Children With Autism

NANCY J. CHAMPLIN, SUZANNE TAYLOR, and ERIN CAMP (Autism Concepts, Inc.)

Description

Children with autism spectrum disorders demonstrate deficits in communication and language. Research has demonstrated that Skinner's analysis of verbal behavior provides a conceptual framework of language beneficial to teaching children with autism (Sundberg, 2007). Verbal behavior analysis is an area of applied behavior analysis that focuses on assessing functional language skills and examining effective teaching practices to produce functional verbal repertoires (Greer, 2008). This workshop will provide the participants knowledge in the application of verbal behavior analysis to assess and develop a comprehensive language program for children with autism. The verbal behavior milestones assessment and placement program (VB-MAPP) and the assessment of basic language and learning skills-revised (ABLLS-R) will be discussed to demonstrate how to assess and track the progression through the developmental milestones for each learner. We will examine the research conducted by Autism Concepts, Inc. on the verbal behavior of typical preschool-aged children using Skinner's verbal operants. Other research topics included will be teaching peer-to-peer manding and the play skills of children with autism and typical peers.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

- Define verbal behavior analysis
- Identify the verbal operants
- Demonstrate how to teach all the verbal operants
- Discuss variations in conducting the VB-MAPP and The ABLLS-R assessments

- Plan a comprehensive language program for a targeted individual
- Identify typical 3- and 4-year old verbal behavior and how this information impacts our work with children with autism
- Demonstrate how to teach peer-to-peer manding
- Identify the verbal behavior of preschoolaged children during play

Activities

This workshop will provide didactic and interactive instruction. Participants will observe through video modeling verbal behavior assessments and one-on-one instruction with children with autism. Participants will plan a VBA program and collect data for verbal operants using the forms provided by the instructors.

Audience

This workshop is designed for a general audience of behavior analysts, psychologists, social workers, speech language pathologists, and teachers who serve children with developmental delays and autism spectrum disorders in clinical and school settings or home-based programs. It is also appropriate for parents who want to develop skills in the use of a behavioral approach to teaching language.

Level: Introductory **Member**: \$115.00 **Nonmember**: \$170.00

Member On-Site Fee: \$140.00 Nonmember On-Site Fee: \$195.00

Workshop #59 CE: PSY/BACB

5/28/2010 6:00 p.m.-9:00 p.m. Travis B (Grand Hyatt)

VRB

CE Instructor: Shira Ackerman, Ph.D.

It's Just Good Teaching: The Learn Unit, Verbal Behavior, and Verbal Developmental Milestones

SHIRA A. ACKERMAN (Teachers College, Columbia University) and DAWN M. SIDELL (Northwest Autism Center)

Description

The verbal behavior approach has been successfully implemented within an inclusive preschool for children with autism and their typically developing peers in eastern Washington. Domino Project Preschool services six children on the autism spectrum and six

children who have been considered typically developing by their pediatricians. Verbal behavior is a research-based approach used to provide intensive and appropriate instruction for all students based on their current level of verbal development. The verbal developmental milestones and verbal behavior analysis theory created by Greer & Ross, 2008, is the methodology implemented in the preschool. The full day workshop will provide in-depth instruction on how to implement key components of verbal behavior with children with autism. Attendees will also receive opportunities for hands-on practice with the quidance of the instructors. Data will also be used to demonstrate the effectiveness of the verbal behavior approach at Domino Project Preschool.

Objectives

This workshop has the following learning objectives:

 Attendees will learn the background of Northwest Autism Center and how Domino Project Preschool began

- Attendees will learn the key components and implementation of the verbal behavior theory, verbal developmental milestones, and Skinner's verbal behavior theory
- Attendees will learn everyday implementation of these effective practices in the regular school setting
- Attendees will learn effective assessment techniques, the curricular areas to teach, and how to teach them effectively
- Attendees will learn data collection procedures in the school setting, how to collect useful data, and how to use it
- Attendees will be given data to support the usage of the verbal behavior theory at Domino Project Preschool

Activities

The workshop will include a lecture, group discussion, group practice activities, videos, and collaboration.

Audience

Educators, related service providers, and professionals working with children.

Level: Introductory
Member: \$115.00
Nonmember: \$170.00

Member On-Site Fee: \$140.00 Nonmember On-Site Fee: \$195.00



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#1 Special Event

5/28/2010

7:00 a.m.-10:00 p.m.

Lone Star Ballroom Salon A-D (Grand Hyatt)

Society for the Quantitative Analyses of Behavior

Chair: Alliston K. Reid (Wofford College)

ABAI thanks the Society for Quantitative Analyses 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

5/28/2010

6:30 p.m.-8:30 p.m.

Texas Ballroom Salon D (Grand Hyatt)

Reception for Society for the Advancement of Behavior Analysis Donors

Chair: William L. Heward (The Ohio State University)

This reception honors ABAI members who made a donation to the Society for the Advancement of Behavior Analysis (SABA) in 2009 and 2010. We are very grateful to the generosity of those who support the activities of ABAI and SABA. These contributions fund student research fellowships, the Master's Thesis and Doctoral Dissertation Endowment, and grants for students who are presenting authors at ABAI events.

2a Special Event

5/28/2010

7:00 p.m.-8:30 p.m.

Texas Ballroom Salon E (Grand Hyatt)

Closed Meeting: Creating an ABAI Affiliated Chapter

Chair: Gordon Bourland (Trinity Behavioral Associates)

ABAI is committed to the growth and dissemination of behavior analysis and, as part of this commitment, is pleased to provide an opportunity for behavior analysts in any region where an ABAI chapter does not currently exist to receive hands-on assistance in establishing a state, regional, or national chapter. ABAI representatives will be available throughout the session to help facilitate the application process. Although this event is free for anyone interested in creating an ABAI affiliated chapter, registration is required.

This event is closed; attendance is by invitation only.

3 Special Event

5/28/2010

8:30 p.m.-10:30 p.m.

Texas Ballroom Salon A-B (Grand Hyatt)

International Development Welcome Reception

Chair: Martha Hubner (Universidade de São Paulo)

The International Development Welcome Reception is scheduled for the first evening of the convention to welcome international members and review the international development of behavior analysis being conducted at ABAI. All members are welcome.

Should Your Organization be an Organizational Member?

In an effort to support and promote behavior analysis employers, ABAI has designed a membership plan for organizations. Organizational Members are reviewed for consistency with the mission of ABAI and are approved as providing services consistent with behavior analytic principles.

As an Organizational Member your organization will receive:

- Recognition on the ABAI website and in ABAI publications
- Three individual memberships, including subscriptions to The Behavior Analyst and Inside Behavior Analysis
- One exhibit booth at ABAI's annual convention
- Three convention registrations
- One institutional subscription to The Analysis of Verbal Behavior
- One time use of ABAI membership mailing list
- Classified ad in three issues of Inside Behavior Analysis
- Two free on-line job postings on Jobs in Behavior Analysis—ABAI's job board—and unlimited discounted job postings

In addition, new Organizational Members have the opportunity to submit one 2-page article for Inside Behavior Analysis highlighting the organization's background, history, and application of behavior analysis science and technologies through its services

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SQAB

Society for the Quantitative Analyses of Behavior 33rd Annual Meeting, May 27–29, 2010

San Antonio, TX, USA Events in the Grand Hyatt San Antonio

Thursday Evening, May 27

1st Poster Session, Cash Bar & Registration (5:00–8:00 p.m.)

Friday, May 28

Registration, Coffee, & Pastries (7:15–8:30 a.m.)

Alliston K. Reid, *Wofford College*. President's Introduction. (8:25 a.m.)

Peter D. Balsam, *Barnard College and Columbia University*. Neuroscience and Behavior Analysis (NABA): To Know a Mouse. (8:45 a.m.)

Bjoern Brembs, *Freie Universität Berlin*. Spontaneous Decisions and Operant Learning in Fruit Flies. (9:20 a.m.)

Break—Refreshments (9:55 a.m.)

Laurent Madelain, Céline Paeye, & Jean-Claude Darcheville, *Université Lille Nord de France*. Operant Control of Eye Movements. (10:15 a.m.)

Alliston K. Reid, *Wofford College*. Resistance to Change Within Heterogeneous Response Sequences. (10:50 a.m.)

John P. Berg & Jack J. McDowell, *Emory University*. Catania's Computational Model of the Operant Reserve Does Not Generate Herrnstein's Hyperbola in the Steady State. (11:25 a.m.)

Lunch (12:00 p.m.)

Special Section on Choice and Discounting

Cynthia J. Pietras, J. Adam Bennett, and Gabriel D. Searcy, Western Michigan University. Optimal Risky Choice in Humans: Effects of Amount of Variability. (1:45 p.m.)

Howard Rachlin, *Stony Brook University*. Why Cooperate in a One-Shot Prisoner's Dilemma Game? Three "Answers." (2:20 p.m.)

Amy L. Odum, *Utah State University*. Delay Discounting: Trait and State Contributions. (2:55 p.m.)

Break—Refreshments (3:30 p.m.)

Suzanne H. Mitchell, *Oregon Health & Science University*. Lost in Translation: Exploring Delay Discounting in Humans and Rodents. (3:50 p.m.)

Matthew L. Locey & Jesse Dallery, *Stony Brook University and University of Florida*. Nicotine and the Behavioral Mechanisms of Intertemporal Choice. (4:25 p.m.)

Leonard Green & Joel Myerson, *Washington University in St. Louis*. Modeling Magnitude Effects: Implications for Theories of Delay and Probability Discounting. (5:00 p.m.)

Business Meeting (5:45–6:30 p.m.)

2nd Poster Session & Cash Bar (6:30–9:00 p.m.)

Saturday, May 29

Registration, Coffee, & Pastries (7:15–8:30 a.m.)

Thomas R. Zentall, *University of Kentucky*. Maladaptive Choice Behavior by Pigeons: An Animal Analog of Human Gambling Behavior. (8:30 a.m.)

Gregory J. Madden, *University of Kansas*. Delay Discounting and "Gambling." (9:05 a.m.)

Break—Refreshments (9:40 a.m.)

Peter R. Killeen, *Arizona State University*. The Grand Mother of All Discount Functions. (9:55 a.m.)

Taiki Takahashi, *Hokkaido University*. Neuro-Social Modulation of Discounting. (10:30 a.m.)

SQAB Invited Preeminent Tutorials: From Basics to ContemporaryParadigms

Saturday afternoon, May 29 (Henry B. Gonzalez Convention Center)

Time 1:00 p.m.	Author Stephen Fowler	Affiliation University of Kansas	Title Dynamics of Response: Uninterrupted Measurement of the Behavior Stream	Chair Jonathan Pinkston
2:00 p.m.	Robert MacPhail	National Health and Environmental Effects Research Laboratory, U.S. EPA	Environment, Behavior, and Pollution: Quantifying Risk	M. Christopher Newland
3:00 p.m.	Michael Davison	The University of Auckland, New Zealand	What "Reinforcers" Do to Behavior, II: Signposts to the Future	Peter Killeen
4:00 p.m.	Gerald Shook	Behavior Analyst Certification Board, Inc.	The Behavior Analyst Certification Board and the Behavior Analyst Profession	James M. Johnston

For further information, visit the **SQAB** website at http://sqab.psychology.org or contact Tim Shahan, **SQAB** Program Chair, at tim.shahan@usu.edu.

Grand Hyatt San Antonio; Saturday, May 29

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Grand Hyatt San Antonio: Saturday, May 29

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Henry B. Gonzalez Convention Center; Saturday, May 29

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Henry B. Gonzalez Convention Center; Saturday, May 29

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IN 2009, THE NATIONAL AUTISM CENTER
COMPLETED THE NATIONAL STANDARDS
PROJECT AND ISSUED THE NATIONAL STANDARDS
REPORT—THE MOST COMPREHENSIVE
ANALYSIS AVAILABLE ABOUT TREATMENTS
FOR CHILDREN AND ADOLESCENTS WITH
AUTISM SPECTRUM DISORDERS.

The National Autism Center is pleased to make available the following publications:

- National Standards Report: a 160-page report of the National Standards Project. It covers a broad range of applied treatments and identifies the level of scientific evidence available for each.
- Findings and Conclusions of the National Standards Project: a 53-page summary report of the National Standards Project.
- Evidence-Based Practice and Autism in the Schools: a comprehensive 245-page manual for educators, designed to guide school systems as they engage in evidence-based practice for their students on the autism spectrum.

Each publication is available as a free download, or for purchase, at www.nationalautismcenter.org.

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The National Autism Center is dedicated to serving children and adolescents with Autism Spectrum Disorders by providing reliable information, promoting best practices, and offering comprehensive resources for families, practitioners, and communities.

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CE: PSY/BACB

5/29/2010 8:00 a.m.–11:00 a.m. Independence (Grand Hyatt)

AUT

CE Instructor: Melanie Wagner, M.S., BCBA

The Lucky 7 Game: A Motivational Intervention for Teaching Replacement Behaviors

CYNTHIA P. REKORT and MELANIE B. WAGNER (Behavior Change Consultants, LLC)

Description

The Lucky 7 Game is grounded in the principles and procedures of applied behavior analysis (ABA). The game manipulates motivating operations in order to positively teach the core replacement behaviors. The game programs for positive change through 1) interspersing easy and difficult tasks, and 2) demand fading. Through the demand fading procedure, response persistence with difficult tasks occurs as a result of a high rate of reinforcement during game sessions, generating behavioral momentum. The game also programs for transfer (generalization) of skills to the natural environment.

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

- Apply principles and procedures involved in a motivational intervention for teaching replacement behaviors
- Apply behavioral principles for individuals who have learned to gain access to reinforcers through challenging behaviors, and who lack motivation to learn alternative replacement behaviors
- Develop a basic verbal repertoire regarding core socialization skills that many individuals with behavior challenges have not yet learned
- Develop a basic verbal repertoire regarding replacement behaviors for individuals whose challenging behaviors are a function of social positive reinforcement and social negative reinforcement
- Apply skills in teaching clients to ask the question (i.e., mand), accept "no," wait, and share

Activities

Participants will learn to identify the components of the Lucky 7 Game as well as the principles and procedures of ABA being used. Participants will also break into small groups to practice

game set up using a hypothetical case study. There will be a discussion on the rationale for proposed game set ups. There will be practice playing the game using the roles of trainer and learner.

Audience

BCBAs and BCaBAs who provide services to individuals with autism and other developmental disabilities.

Level: Introductory

Member: \$130.00 Nonmember: \$185.00

Member On-Site Fee: \$155.00 Nonmember On-Site Fee: \$210.00

Workshop #61

5/29/2010 8:00 a.m.–11:00 a.m. Presidio B (Grand Hyatt)

AUT

CE Instructor: Jamie Hughes, M.A., BCBA

Behavioral Training for Siblings of Children With Autism

JAMIE HUGHES and KAREN E. FLOTKOETTER (Summit Autism Services)

Description

Young children with autism spend the majority of their time in the home and community environments. Siblings in these environments might well be able to support the social development of children with autism spectrum disorders (ASD). Several researchers have examined the feasibility of using typically developing siblings to promote the skills, development, and participation of children with autism, with siblings most often filling a "teacher" role. The participants in this study were four sibling pairs, with one child in each pair diagnosed with autism. All sessions were conducted in the children's homes and/or community settings. The typically developing siblings observed the behavior analyst and child with autism during training sessions, and then were active participants in structured training sessions. In addition to the structured training sessions, the siblings were involved in various sessions conducted in the natural environment to promote the generalization of skills acquired. Results indicated that the siblings learned to use the behavioral procedures at a proficient level, they used the procedures in a generalization

setting, and there were observed improvements in the behavior of the children with autism.

Objectives

The workshop has the following learning objectives:

- To teach professionals working with siblings of children with ASD how to develop positive instructional control
- To teach professionals working with siblings of children with ASD how to structure situations so as to encourage desired behavior and avoid unwanted behavior
- To teach professionals working with siblings of children with ASD how to capture and/or contrive language development during play activities

Activities

Participants will review video segments of four sibling dyads (children diagnosed with ASD at varying developmental levels) involved in the training sessions. Participants will also develop teaching plans to promote sibling interaction during structured sessions and during play and social activities.

Audience

Practitioners (e.g., BCBA, BCaBA, SLP, OT, special education teachers) who work with children diagnosed with ASD in applied settings.

Level: Introductory **Member:** \$95.00 **Nonmember:** \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #62 CE: PSY/BACB

5/29/2010 8:00 a.m.-11:00 a.m. Travis D (Grand Hyatt) AUT

CE Instructor: Melissa Andretta, M.S., BCBA

Practical Applications of Token-Based Motivational Systems and Basic Behavior Intervention Plans

MELISSA ANDRETTA (Andretta Behavior Analysts)

Description

Practical applications and examples of tokenbased motivational systems and basic behavior plans (BIPs) will focus on using token systems to increase academic skills, appropriate social behavior, and habilitative responses (academically, behaviorally, and socially). We will also present examples of behavior plans and contracts and will discuss developing and implementing BIPs based on the results of a functional analysis. Examples of specific token systems and behavior plans will be demonstrated and discussed during the presentation. The attendees will be given materials in order to develop a token board or behavior contract (and will also develop a corresponding data collection tool) during the workshop.

Objectives

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

- Develop a token system in order to increase (a) habilitative behavior(s)
- Develop a data collection system designed to measure the effectiveness of the token system they developed
- Conduct and analyze a functional assessment in order to develop a corresponding BIP
- Develop a BIP in order to decrease (an) inappropriate target behavior(s) while simultaneously increasing (an) appropriate replacement behavior(s)
- Develop a data collection system designed to measure the effectiveness of the behavior contract they developed

Activities

During the workshop, the participant will develop a token system in order to increase (a) habilitative behavior(s), develop a data collection system designed to measure the effectiveness of the token system they developed, conduct and analyze a functional assessment in order to develop a corresponding BIP, develop a BIP in order to decrease (an) inappropriate target behavior(s) while simultaneously increasing (an) appropriate replacement behavior(s), and develop a data collection system designed to measure the effectiveness of the behavior contract developed.

Audience

The target audience includes teachers and other educational staff who are responsible for the development of token systems, assessing the function of behavior(s), and the development of corresponding BIPs.

Level: Introductory

Member: \$115.00 Nonmember: \$170.00

Member On-Site Fee: \$140.00 Nonmember On-Site Fee: \$195.00

Workshop #63 CE: PSY/BACB

5/29/2010 8:00 a.m.–11:00 a.m. Presidio A (Grand Hyatt)

CE Instructor: Paula Braga-Kenyon, M.S., BCBA

Systems for Identifying Levels of Procedural Integrity and Steps Towards Increasing Levels of Integrity

PAULA RIBEIRO BRAGA-KENYON and SHAWN E. KENYON (The New England Center for Children)

Description

The term *procedural integrity* refers to the implementation of an intervention as intended (Codding, Feinberg, Dunn, & Pace, 2005) or as the interobserver agreement measures on the occurrence or nonoccurrence of the independent variables (Billingsley, White, & Munson, 1980). High procedural integrity involves an experimenter measuring what they intended to measure, or implementing a treatment plan exactly as it was intended. The current workshop addresses the issue of procedural integrity with respect to treatment programs. Participants will learn to develop systems to measure levels of procedural integrity in implementing behavior programs as well as interventions to improve it. Participants will learn to analyze behavior plans while breaking down components in order to compose checklists that can be used to measure overall procedural integrity. Methods for analyzing results will also be reviewed. Additionally, a few studies using different methodologies to improve procedural integrity in implementing treatment programs will be presented.

Objectives

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

- Analyze behavior plans while breaking down its components in order to compose checklists that can be used to measure overall procedural integrity
- Develop systems to measure levels of procedural integrity in running behavior programs

 Develop interventions to improve procedural integrity

Activities

Participants will be presented with samples of behavior plans and will be asked to break the plan into components. Participants will also be asked to fill in checklists breaking down the components of the plan and will view a video sample and score procedural integrity.

Participants will develop interventions to address low levels of procedural integrity

Audience

This workshop targets professionals in the field of behavior analysis who provide services for children receiving special education services. Lead teachers, coordinators, specialists, and consultants will be introduced to systems to access current levels of procedural integrity while implementing behavior programs as well as ways to increase levels of procedural integrity when those are not satisfactory. Easy-to-create data sheets will be described, and those can be used at private organizations as well as public schools.

Member: \$105.00 Nonmember: \$160.00

Level: Intermediate

Member On-Site Fee: \$130.00 Nonmember On-Site Fee: \$185.00

Workshop #64

CE: PSY/BACB

5/29/2010 8:00 a.m.-11:00 a.m. Seguin (Grand Hyatt)

AUT

CE Instructor: Kathleen McCabe-Odri, Ed.D., BCBA

See What I Mean: Using Visual Cues and Concrete Adaptations to Support Abstract Concept Development

KATHLEEN MCCABE-ODRI, LAURA KENNEALLY, and LORI A. LORENZETTI (Advance, Inc.); and JENNIFER CORNELY and NICOLE M. SWANFELD (Partners in Learning, Inc.)

Description

Students with autism often experience challenges in the comprehension of abstract information. Typically, general education environments provide the majority of learning opportunities for these concepts via spoken word, conversation, or group settings. It is difficult to for students on the autism spectrum

to discriminate relevant information for higherorder concepts during these language-based presentations. This workshop offers a variety of approaches to assist students with autism to develop comprehension for abstract concepts in classroom settings. Through demonstration, video samples, and data-based models, participants will receive cohesive strategies that can be applied to students of various ages and abilities in improving and developing abstract concept comprehension.

Objectives

At the end of this workshop, participants will have learned how to do the following:

- Identify areas of weakness of abstract concept comprehension
- Develop concrete and visual systems to assist in concept development
- Measure improvements in concept comprehension

Activities

This workshop will include a lecture, video samples, and hands-on curriculum development and adaptations.

Audience

BCBAs, behavior consultants, and child study team members including teachers, learning consultants, classroom assistants, and instructors.

Level: Intermediate

Member: \$115.00

Nonmember: \$170.00

Member On-Site Fee: \$140.00 Nonmember On-Site Fee: \$195.00

Workshop #65 CE: PSY/BACB

5/29/2010 8:00 a.m.-11:00 a.m. Bonham C (Grand Hyatt)

AUT

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

Supporting Parents of Children Diagnosed With Autism Using Acceptance and Commitment Therapy

DANIEL J. MORAN (Trinity Services, Inc.)

Description

The parents of developmentally disabled children experience high levels of chronic stress (DeMyer, 1979; Holroyd, Brown, Wikler, & Simmon, 1975), and have high rates of depressive and anxiety disorders (Breslau &

Davis, 1986). While most researchers understand that such concerns are largely "secondary or reactive to the stress and special non-normative adaptations" these children require (Konstantareas, 1990, p. 60), the fact remains that high levels of distress in these contexts both decrease quality of life and impose significant barriers to the parents' successful and consistent implementation of behavioral treatment programs. It thus appears prudent for applied behavior analysis (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. The workshop will focus on the ACT consistent assessment and the pertinent ACT 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 end of this workshop, attendees will be able to:

- Be more aware of how parental distress interferes with the successful implementation of behavioral programs
- Recognize and functionally analyze problematic behavior on the part of the caregiver
- Understand the ACT approach to addressing problematic experiential avoidance exhibited by distressed caregivers
- Understand the reasons for and usefulness of values assessment in helping parents improve their functioning when helping their children, and also to improve their own quality of life
- Consider 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 and this workshop will be useful to anyone interested in the acceptance and commitment therapy approach.

Level: Introductory **Member**: \$95.00 **Nonmember**: \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #66 CE: PSY/BACB

5/29/2010 8:00 a.m.–11:00 a.m. Bowie A (Grand Hyatt)

AUT

CE Instructor: Jessica Everett, Ph.D., BCBA

Behavioral Parent Consultation and Support: A Strengths-Based Perspective

BARBARA O'MALLEY CANNON and JESSICA R. EVERETT (Melmark New England)

Description

Empirical research has reliably demonstrated that the parents of children with autism spectrum disorders experience higher levels of stress related to parenting than do parents of children with a variety of other disabilities, health concerns, and parents of typically developing children. In contrast to earlier research, more recent research has taken a strengths-based perspective and investigated what aspects of parenting promote resiliency and help to moderate the effects of stress. Best practice in the education of students with autism includes parent involvement. Often times, a parent training component is included to enhance generalization of skills and to give parents the needed skills to effectively intervene with their children. This skill-focused approach to working with parents has been shown to be effective in

increasing parenting skills and reducing stress related to parenting. However, behavioral parent consultation should also consider the role that preexisting parenting strengths play as setting events and incorporate these strengths into individually designed intervention strategies. The present workshop will explore strengths-based approaches to behavioral parent consultation. Various assessment strategies that assist in the identification of parenting strengths, variables that moderate parenting stress, and strategies for working directly with parents taking this approach will be reviewed.

Objectives

At the completion of the workshop, participants will have learned how to do the following:

- Identify tools used to assess parenting strengths
- Identify variables that moderate stress related to parenting and detail how they can be incorporated into behavioral parent training
- Identify a variety of parenting strengths and demonstrate how to incorporate strengths into intervention techniques

Activities

Workshop activities include didactic instruction, discussion, and role-play. Participants will have the opportunity to engage in small group activities that focus on designing intervention and practicing described techniques for behavioral parent training.

Audience

Individuals working with parents in home, school, or clinic-based settings such as psychologists, special education teachers, or behavior analysts.

Level: Intermediate

Member: \$95.00 **Nonmember:** \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #67

CE: PSY

5/29/2010

8:00 a.m.-11:00 a.m. Republic B (Grand Hyatt)

AHT

CE Instructor: Michelle Garcia-Thomas, Psy.D.

The Case of the Noncompliant Child

MICHELLE GARCIA-THOMAS (Michelle Thomas, Psy.D.), and JENNIFER CRAWFORD and STEPHANIE ANN HULSHOF (The Learning Lane)

Description

In this interactive, fun presentation you will be the SPY to solve the mystery of how to achieve success when working with a noncompliant child. You will learn how to investigate the variables surrounding this behavior and unlock clues to determine the underlying purpose so that you can crack the case and achieve compliance with the child.

Objectives

At the conclusion of this workshop, participants will have learned how to do the following:

- Identify the variables surrounding a child's noncompliant behavior
- Create a successful behavior treatment plan

Activities

The workshop will include role-playing, group discussion, and a behavior planning worksheet.

Audience

Professionals.

Level: Introductory **Member:** \$95.00 **Nonmember:** \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #68 CE: PSY/BACB

5/29/2010 8:00 a.m.–11:00 a.m. Bonham B (Grand Hyatt)

AUT

CE Instructor: Kristen Kelley, M.A., BCBA

Promoting Appropriate Independent and InteractivePlay Skills for Children With Autism via Activity Schedules

KRISTEN KELLEY, KATIE SNYDER, and THOMAS S. HIGBEE (Utah State University)

Description

Children with autism spectrum disorder (ASD) frequently have behavioral deficits and excess in the area of appropriate play skills, often isolating themselves and engaging in repetitive, atypical play actions and stereotypy. Researchers have demonstrated that using independent and joint activity schedules (photographic sequences of leisure activities) can increase a child's ability to

complete leisure tasks and engage in appropriate social interactions and play with adults and peers. In this workshop, recent research involving activity schedules will be presented and discussed. Participants will learn the skills necessary to assess, develop, implement, monitor, and problem solve the use of activity schedules for individuals with ASD by creating a mock, individualized activity schedule for a variety of student profiles. Information presented in this workshop is at the intermediate level and is appropriate for teachers, parents, and other professionals working with individuals with ASD or other disabilities resulting in deficits in play and leisure skills.

Objectives

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

- Choose appropriate activities based the needs and current skill level of the individual
- Successfully prompt the individual to increase independence using a prompting hierarchy
- Collect data and incorporate scripts to promote spontaneous language

Activities

The workshop will include prompting activities, a data collection activity, and application scenarios.

Audience

Teachers, practitioners, clinical directors,

graduate students, and BCBAs.

Level: Introductory

Member: \$100.00

Nonmember: \$155.00

Member On-Site Fee: \$125.00 Nonmember On-Site Fee: \$180.00

Workshop #69 CE: BACB

5/29/2010

8:00 a.m.-11:00 a.m. Mission B (Grand Hyatt)

AUT

CE Instructor: Michelle Turan, M.A., BCBA

Evidence-Based Error Correction Strategies for Children With Autism

MICHELLE TURAN (University of Windsor) and NATALIE P. CROTEAU and LIANNE M. MOROZ (Surrey Place Centre)

Description

This workshop will give participants an overview of the literature surrounding error correction strategies in discrete trial training and applied verbal behaviour programs. Specific strategies will be recommended regarding the selection of error correction strategies for the individual learner. Participants will view video examples of different strategies, practice particular strategies, and receive data collection materials to track error correction data. It is expected that participants will have some knowledge and practice of discrete trial training.

Objectives

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

- Describe the steps involved in implementing several error correction procedures
- Demonstrate the use of several error correction procedures within discrete trial training
- Summarize the current empirical evidence surrounding error correction procedures
- Describe various methods to match error correction strategies to individual learners
- Use data sheets to track the results of error correction procedures

Activities

The workshop will include lectures, role-playing, video modeling, and discussion.

Audience

Instructors, therapists, and others who are responsible for designing and implementing applied behavior analysis programs for children with autism.

Level: Intermediate **Member:** \$110.00 **Nonmember:** \$165.00

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$190.00

Workshop #70

5/29/2010 8:00 a.m.-11:00 a.m. Bowie C (Grand Hyatt)

AUT

CE Instructor: Steven Gordon, Ph.D., ABPP

CE: PSY/BACB

POWER-Solving: A Systematic Approach to Teaching Social Skills

STEVEN GORDON and MICHAEL C. SELBST (Behavior Therapy Associates)

Description

Youth with social skills impairments include those with a range of DSM-IV diagnoses such as autism, Asperger's disorder, and attention deficit hyperactivity disorder. Social skill deficits have been associated with negative outcomes in future adjustment (e.g., educational achievement, interpersonal relationships, and psychological well-being). The scientific research on social skills training has generally found a weak effect with limitations as to the manner in which it has been implemented. POWER-Solving has been adapted from the social information processing literature related to improving problem solving skills. POWER-Solving is an acronym that addresses the core deficits seen in many of these children: Put the problem into words. Observe and measure feelings. What is the goal and how strongly is the goal desired? Explore and evaluate solutions. Review and reward. POWER-Solving was implemented in a six week summer day program for children with social skills impairments known as HI-STEP (helping improve social-skills through evidencebased practices). Principles associated with applied behavior analysis (ABA) such as pinpointing target behaviors, functional behavior assessments, positive behavior supports, antecedent and consequence interventions, and data collection are the "backbone" of the summer program. This workshop is at an intermediate level and assumes participants have prior knowledge of ABA principles.

Objectives

At the conclusion of the workshop the participant will be able to do the following:

- Identify the five steps associated with POWER-Solving
- Identify the components of applying POWER-Solving social skills
- Identify evidence-based strategies that contribute to success in social skills and problem-solving

Apply POWER-Solving to a specific social skill of their choosing

Activities

Participants will view a PowerPoint presentation regarding the history and concepts of POWER-Solving. Videotapes of learners using POWER-Solving will also be viewed. Opportunity to apply behavioral strategies to teaching a social skill of their choosing will be provided.

Audience

Teachers, paraprofessionals, parents, and mental health professionals.

Level: Intermediate Member: \$95.00 Nonmember: \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #71 CE: PSY/BACB

5/29/2010 8:00 a.m.-11:00 a.m. Bonham E (Grand Hyatt)

CE Instructor: Monika Suchowierska,

Ph.D., BCBA

First Three Months of Early Intensive Behavioral Intervention for a Child With Autism: Major Goals and Challenges MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology)

Description

The first three months of early intensive behavioral intervention are a crucial period for a young learner with autism. This workshop will show how this period can be planned so that

- 1) therapeutic goals are chosen and arranged in the order of importance, 2) relation between the child and the therapist is developed.
- 3) instructional control is established, 4) pivotal behaviors are taught, 5) communication is established, and 6) collaboration with parents is built. Apart from goals for this period, major challenges will also be discussed. Video material will be used. The workshop will conclude with some suggestions for the next months of therapy.

Objectives

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

- Identify methods of choosing and prioritizing therapeutic goals for the first three months of therapy
- Recognize methods of establishing a mutually reinforcing relation between the child and the therapist
- Describe methods of establishing instructional control
- Choose and teach pivotal behaviors
- Define methods of establishing communication
- Establish strategies for establishing a truly collaborative model of working with the parents
- Identify challenges facing therapists and parents in the first three months of therapy

Activities

The workshop will include didactic instruction, video taped presentations, and demonstrations.

Audience

Parents, lead therapists, line therapists, consultants, and students.

Level: Introductory Member: \$95.00 Nonmember: \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #72

CE: BACB

5/29/2010 8:00 a.m.-11:00 a.m. Bonham D (Grand Hyatt)

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

Billing Insurance for Applied Behavior Analysis Based Therapy for Children With Autism Spectrum Disorders

KRISTIE M. FRISSEN-THOMPSON (OptumHealth Behavioral Solutions)

Description

The workshop will describe strategies for maximizing a successful claim submission to third party payors. In addition, participants will come to understand that while many states have passed legislation mandating that services for autism and applied behavior analysis (ABA) be covered by third party payors, coverage is dependent on group size and whether the employer has selected a self-funded or a fully-

CE: PSY/BACB

insured plan, among others. That is, third party payors are required to reimburse for ABA-based therapy for autism in certain circumstances, not just as a result of the state mandate. As more self-funded plans are deciding to purchase a supplemental autism benefit and as more states pass mandates for autism, it is essential that anyone working as a certified behavior analyst (BCBA or BCBA-D) learn their way around a standard claim form, billing and diagnostic codes, and collect the member's insurance information. Correctly billing insurance companies and other third party payors for autism-related ABA services is an important step to ensure reimbursement for those services. Correct billing will decrease denials, wait time, and overall frustration with the insurance industry. The presenter currently works for a large for-profit behavioral health insurance company managing an autism benefit which pays for ABA-based therapies. The information provided in this workshop is based on the presenter's experience in private practice and working in the insurance industry and will provide information related to general billing of third party payors, not just the presenter's employer. The presenter is not receiving commercial or financial support for the workshop.

Objectives

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

- List which states currently have state mandates for autism and/or ABA
- Describe who is affected by state mandates
- Describe the difference between state mandated services for autism and selffunded programs
- Describe the essential components of and how to complete the CMS-1500 billing form
- Know what the ICD-9 and DSM-IV diagnostic codes are for the pervasive developmental disorders
- Know the difference between the CPT billing codes.

Activities

The workshop will include a direct presentation of information, solicited and directed questions to participants about their own experiences with billing insurance companies and other third party payors, and actual completion of claim forms.

Audience

This workshop is intended for professional clinicians including BCBA-Ds, BCBAs, BCABAs, and office administrators concerned with understanding the billing practices for ABA services for children with autism spectrum disorders.

Level: Introductory

Member: \$105.00 Nonmember: \$160.00

Member On-Site Fee: \$130.00 Nonmember On-Site Fee: \$185.00

Workshop #73

5/29/2010 8:00 a.m.-11:00 a.m. Travis C (Grand Hyatt)

CBM

CE Instructor: Abigail Calkin, Ph.D.

Inner Behavior: Changing Thoughts, Feelings, and Urges

ABIGAIL B. CALKIN (Calkin Consulting Center) and EMMA F. DOUGLAS (The Treehouse Trust)

Description

Thoughts, feelings, and urges are inner behaviors that a person can observe, count, and change. Substantial research from about 1,000 charts over the past 40 years shows that behavioral observation and methods can change a person's inner behaviors. Therapists and teachers encounter the need to make or help others use these techniques in therapeutic, educational, and home settings. The workshop reviews the history of this particular field and includes charted examples from people who have counted and changed their inner behaviors. as well as a brief look at the statistics that support the similarities between inner and outer behaviors. There are some data from soldiers with posttraumatic stress disorder. The workshop also teaches how to use the standard celeration chart to record frequencies and make correct decisions to change these inner behaviors

Objectives

At the conclusion of the workshop, participants will have learned how to do the following:

- State the theoretical and research background on observing and changing inner behavior
- Define thoughts, feelings, and urges and name specific examples of each
- Practice writing positive thoughts, feelings, and urges at 30-35 per min and say them at about 50-75 per min
- Count and record some specific inner behaviors for the duration of the workshop, which can be continued or revised later
- Discuss and develop a plan to change inner behaviors of self or client

Activities

The primary focus is to identify, list, count, and record inner behaviors, and then to learn how to practice daily and thus change to the desired behavior. Each participant will develop a written plan to use this technique with a person or group.

Audience

This workshop is for clinicians and graduate students in behavior analysis and psychology, special education teachers who work with students with behavior disorders, and others interested in changing inner behaviors.

Level: Intermediate
Member: \$110.00
Nonmember: \$165.00

Member On-Site Fee: \$135.00 Nonmember On-Site Fee: \$190.00

Workshop #74 CE: PSY/BACB

5/29/2010 8:00 a.m.–11:00 a.m. Presidio C (Grand Hyatt)

CBM

CE Instructor: Joseph Cautilli, Ph.D., BCBA

Operant-Based EMG Biofeedback for the Treatment of Cerebral Palsy and Spinal Cord Injuries

GARY AMES, RICHARD WEISSMAN, and JOSEPH D. CAUTILLI (Behavior Analysis and Therapy Partners)

Description

In the late 1960s, Bernard Brucker developed an electromyography (EMG) biofeedback system

method to progressively re-educate muscle response. EMG biofeedback is an operant conditioning method which detects subtle physiological signals and provides information about that signal to trainees as audio or visual feedback. With repetition, trial and error, and reinforcement, the rewarding stimuli gradually build new behavioral repertoires. In the case of those with impaired motor functioning, this retraining permits quieting of spastic muscles and discovering new neural pathways for muscular function. Through biofeedback. operant conditioning techniques help the patient learn greater control over the EMG signals to the muscle. In this way biofeedback can restore functional control over paretic or damaged muscles. Some research has shown that biofeedback of motor neuron activity can allow individuals with spinal cord injury to regain lost neuromuscular function and those with cerebral palsy to develop functioning they did not have prior to the intervention. This treatment received a lot of research during the 1990s and has been shown to be effective in establishing new responses. Once learned, these increases in and coordination of motor neuron recruitment are permanent.

Objectives

The workshop has the following learning objectives. At the conclusion of this workshop, participants will be able to do the following:

- Grasp the research basis of neuromuscular re-education with EMG biofeedback
- Describe several ways damaged motor neuron connections can be rehabilitated
- Get a beginner's experience with treatment using EGM biofeedback
- Place EMG biofeedback into the larger model of behavioral medicine that helps identify voluntary muscle control

Activities

Activities will include a lecture and hands-on biofeedback training.

Audience

Applied behavior analysts, behavioral psychologists, and rehabilitation specialists.

Level: Introductory **Member:** \$105.00 **Nonmember:** \$160.00

Member On-Site Fee: \$130.00 Nonmember On-Site Fee: \$185.00 5/29/2010 8:00 a.m.–11:00 a.m. Crockett A (Grand Hyatt)

CSE

CE Instructor: James Hoko, Ph.D., BCBA

Ethics and Autism: Making the Puzzle Without Bending the Pieces

CARA M. CAPPALLI (ACES, Inc.), KRYSTL GIORDANO-PADILLA (BEACON Services of Connecticut), and JAMES A. HOKO (ACES, Inc.)

Description

The growing demand for behavior analysts working in educational contexts has been both significant and rapid. This need has been most evident in the delivery of services to children diagnosed on the autism spectrum. The variety of settings and needs involved in service delivery to this population creates unique and varied responsibilities for behavior analysts. This in turn puts a greater emphasis on our professional and ethical conduct. This workshop will focus on the application of the BACB guidelines for ethical conduct by service providers working in early intervention (ages birth to 3), school-based, and home-based settings for children with autism. Rather than lecture format, the workshop will be based on active attendee participation. A variety of situational vignettes will be used to structure discussion within small and large groups. Participants are encouraged to offer their own examples and scenarios for discussion and feedback.

Objectives

At the conclusion of this workshop, participants will have learned how to do the following:

- Define ethics and relate historical events leading to the BACB's current ethical code
- Identify and provide examples of the BACB guidelines for ethical conduct
- Discuss ethical responsibilities with respect to the varying roles of a behavior analyst working with children on the autism spectrum
- Determine requirements for functional assessment and appropriate delivery of services in early intervention (ages birth to 3), school-based, and home-based settings
- Outline the ethical considerations for conducting research involving children on the autism spectrum

- List the established procedures for dealing with perceived ethical violations
- Make decisions regarding professional competence, family involvement, environmental appropriateness, and treatment termination

Activities

The workshop will include an audio-visual presentation and emphasize audience participation through large and small group discussions. Worksheets will be used to assess current skill base and provide a follow-up measure.

Audience:

Behavior analysts and other professionals working with children diagnosed on the autism spectrum.

Member: \$95.00 Nonmember: \$150.00

Level: Intermediate

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #76 CE: PSY/BACB

5/29/2010 8:00 a.m.-11:00 a.m. Travis A (Grand Hyatt)

DDA

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

Communication-Based Behavior Interventions: A Review of Functional Communication Training and Interdisciplinary Collaboration JOHN POKRZYWINSKI and JAMES R. PRICKETT (Woodward Resource Center)

Description

Communication-based behavior interventions are some of the most common and effective procedures for treating severe challenging behaviors. While the basic principles presented in this workshop are not new, this workshop attempts to review how an interdisciplinary team and consultants can collaborate to create communication-based behavior interventions using principles that are consistent with those of positive behavior support. Since the initial description of functional communication training (FCT) by Carr and Durand (1985), various aspects of the FCT treatment process have been evaluated, and from this research, best practices have emerged. This workshop emphasizes positive reinforcement of alternatives to reduce

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

Objectives

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

- Identify and discuss eliminative versus educative approaches in treating challenging behaviors
- Identify the primary outcomes of the functional analysis process
- Describe and discuss procedures to encourage a communication-based environment
- Identify the advantages and disadvantages of discrete trial training (DTT) and natural environment training (NET)
- Identify procedures for implementing a functional communication dictionary
- Identify and discuss procedures to increase collaboration between all team members and direct-support staff

Activities

Workshop activities include examples and discussions of eliminative versus educative strategies to deal with problem behaviors; antecedent events and contextual variables; functional behavior assessment and replacement behavior development; DTT and NET; verbal behavior considerations; communication dictionaries that include DTT and NET procedures; and interpersonal communication skills training that include DTT and NET procedures.

Audience

Board Certified Behavior Analysts, Board Certified Assistant Behavior Analysts, speech and language pathologists, educators, nurses, advocates, independent support coordinators, and others working with individuals with intellectual deficiencies or autism. Level: Introductory

Member: \$95.00 Nonmember: \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #77 CE: PSY/BACB

5/29/2010

8:00 a.m.-11:00 a.m. Crockett D (Grand Hyatt)

DDA

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

Be a Better Assessor: Revitalizing Data-Based Methods for Assessment

LISA N. BRITTON and AMY CRYE (Spectrum Center), JOHN J. HEALEY (The Columbus Organization)

Description

Staff responsible for conducting functional assessments may be initially trained in several methods for conducting these assessments; however, due to expectations of their employer, competing contingencies, or drift, the assessor may not employ the necessary rigor when conducting these assessments. This workshop is designed to improve skills in various methods for conducting indirect and descriptive assessments and in analyzing the data from those assessments. The workshop highlights when to use particular types of assessment and how to do so appropriately. The indirect assessments discussed within this workshop include the motivational assessment scale (Durand & Crimmons, 1988) and the functional analysis screening tool (Iwata & DeLeon, 1995). The descriptive assessments discussed within this workshop include scatterplots, activity assessments, narrative recording, structured ABC, interval ABC, and antecedent assessments. Attendees will learn about these assessments and data collection methods associated with them. Participants will practice collecting assessment data and learn how to analyze the results. The data analysis component will include information regarding calculating conditional probabilities and background probabilities. Finally, the workshop will cover graphical display and data interpretation.

Objectives

At the end of the workshop, attendees will be able to do the following:

 State the benefits and limitations of indirect assessments

- List several types of descriptive assessments and how to collect data with those assessments
- Analyze data utilizing probabilities and background probabilities

Activities

The workshop will include practice using indirect assessments, collecting descriptive assessment data, conducting probabilities and background probabilities, and looking at graphs and making data-based decisions based on those graphs.

Audience

Practitioners with a degree in behavior analysis who are responsible for conducting functional assessments

Level: Introductory **Member**: \$95.00 **Nonmember**: \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #78 CE: PSY/BACB

5/29/2010 8:00 a.m.-11:00 a.m. Crockett B (Grand Hyatt) DDA

CE Instructor: Jessica Doucette, M.S., BCBA

Toward an Understanding of Programming Generalization: An Application of the Stimulus Control Interpretation

JESSICA LYNN DOUCETTE and HELENA MAGUIRE (Melmark New England)

Description

The generalization of skills acquired within academic and therapeutic settings is a concern for many applied practitioners. Systematic and reliable programming generalization can only occur once the principles responsible for the production of generalization are identified and their role in producing generalization is fully understood. This workshop will present an analysis of generalization by discussing the principles of stimulus control and reinforcement and their role on the production of generalization first discussed by Kirby and Bickel (1988). This workshop will then further expand on this analysis by reviewing the literature on current teaching strategies used within applied behavior analysis and their effects on generalization of target responses. Lastly, a case study will be reviewed identifying key components of a

treatment plan to promote generalization in the acquisition of sight word identification in a student with autism.

Objectives

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

- Provide a brief overview of the literature on generalization
- Describe the role behavior analytic principles (i.e., stimulus control and reinforcement) have in the analysis of the production of generalization
- Identify key antecedent events in programming generalization within an educational setting
- Identify teaching strategies that both support and do not support generalization
- Apply the above to a provided case study as well as to one of their own

Activities

Workshop activities include discussion, material and lesson plan development, and role plays. The focus will be on developing curriculum which systematically outlines how generalization will be programmed and tested. Participants will have the opportunity to work in small groups to foster discussion about the presented material as well as work together to develop lesson plans and materials.

Audience

The target audience includes professionals working within residential and day programs for students with disabilities.

CE: PSY/BACB

Level: Introductory **Member:** \$95.00 **Nonmember:** \$150.00

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #79

5/29/2010 8:00 a.m.-11:00 a.m. Crockett C (Grand Hyatt)

DDA

CE Instructor: Derek Reed, Ph.D., BCBA

Using the Vineland-II to Measure Adaptive Skill Development and Inform Goal Selection JAMES CHOK and DEREK D. REED

(Melmark New England)

Description

The Vineland-II (Sparrow, Cicchetti, & Balla, 2005) is a widely-used normative rating scale of adaptive behavior that measures functioning across the areas of communication, daily living skills, and socialization. The individual behaviors that constitute these broader domains are often targets for intervention in school, residential, and other clinical settings that serve individuals with developmental disabilities. Adaptive skills identified using the Vineland-II can be integrated into the development of individualized education plans and the scale can serve as a measurement of adaptive skill development over time. The use of the Vineland-II can also play an important role in establishing the appropriateness of the need for guardianship and eligibility for state-funded services. This workshop will provide an overview of the various rating forms of the Vineland-II (e.g., parent/caregiver, teacher), review rating procedures, and highlight the ways in which the scale can be used (e.g., research, goal selection, tracking progress over time, etc.)

Objectives

At the conclusion of this workshop, the participant will have learned the following:

- How to accurately score and provide ratings for the Vineland-II
- How to select target behaviors for intervention using items from the Vineland-II
- To have an appreciation for the role the Vineland-II can serve in measuring progress over time and determining the appropriateness of the need for guardianship and eligibility for state-funded services

Activities

Workshop activities will include completing the parent/caregiver and teacher rating forms using case study descriptions, scoring the Vineland-II forms, determining strengths and limitations both within and across assessments using basic statistical analysis, and creating well-defined behavioral goals using items from the Vineland-II.

Audience

This workshop is intended for individuals with a Master's degree (at minimum) working within public and private school settings, and other clinical service delivery settings. The workshop is intended for professionals such as psychologists, special education teachers, social workers, speech and language pathologists,

behavior analysts, occupational therapists, and physical therapists.

Member: \$95.00 Nonmember: \$150.00

Level: Intermediate

Member On-Site Fee: \$120.00 Nonmember On-Site Fee: \$175.00

Workshop #80 CE: PSY/BACB

5/29/2010

8:00 a.m.-11:00 a.m. Republic C (Grand Hyatt)

EDC

CE Instructor: Carin Thompson, M.Ed., BCBA

Implementing Applied Behavior Analysis in the School: A Public School District's Approach CARIN THOMPSON (Lewisville Intermediate School District) and KELLE M. WOOD RICH (Central Texas Autism Center, Inc.)

Description

Under No Child Left Behind and the Individuals with Disabilities Education Act, federal law requires school districts to provide instruction using evidence-based, peer-reviewed methodologies. Public school systems struggle to implement quality interventions due to lack of properly trained individuals and staff attrition. Applied behavior analysis (ABA) and verbal behavior (VB) are both scientifically based practices proven effective for students with autism. A large urban school district's effective approach of implementing ABA and VB in the classroom based on staff retention and student achievement over the last 10 years will be presented which includes the following aspects: staff training using an expert consultant to develop a trainer of trainers model, providing ongoing training and support to classroom teachers, collaborating with parents using various parent training models to meet the individual needs of students, and ideas for problem solving conflicts that arrive and the limitations—including training new staff, training assistants, scheduling, and lack of support by teachers, administrators, or parents.

Objectives

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

- Identify an effective training model for school staff
- Name effective methodologies of applied behavior analysis and verbal behavior used

in the classroom setting as they apply to individual and group instruction

- Identify systems of data collection for the public school setting
- Identify the procedures used to ensure the integrity of interventions used with students from school to home

Activities

Activities will include a review of ABA and VB theory, outlining staff training approach using an expert consultant to develop a trainer of trainers model, and video models of implementation of methodology and supporting data.

Audience

This workshop is targeted for professionals that are direct stakeholders in implementing ABA in the public school setting including teachers, administrators, psychologists, and behavior analysts.

Level: Intermediate **Member:** \$98.00 **Nonmember:** \$153.00

Member On-Site Fee: \$123.00 Nonmember On-Site Fee: \$178.00

Workshop #81 CE: PSY/BACB

5/29/2010 8:00 a.m.–11:00 a.m. Republic A (Grand Hyatt)

EDC

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

Creating a School-Wide Social Thinking Model Where No Child Is Left Behind

VALORI N. BERENDS, LOVELLE T. SUAREZ, and ALISON L. MOORS (Academy for Precision Learning)

Description

While including students with special needs, many public and private schools across the country are aligning with best practices outlined in federal law which overwhelmingly requires educating all students in their least restrictive environments. For many students, that least restrictive environment is in a classroom setting alongside their typically developing peers. However, students with special needs who may be academically capable often need specially designed instruction for navigating their social world successfully. Practitioners from multiple human service fields have a history of producing effective curricula for teaching social thinking,

self-monitoring, problem-solving, and constructive behavior management techniques to students with social language deficits. However, the majority of resources available use individualized instruction as the teaching modality which proves quite difficult when trying to adapt the strategies within larger group settings. This workshop will identify the next steps necessary for creating school-wide classroom management and behavior management systems by extrapolating information from a variety of existing published resources. The presenters will show data and videotaped examples of applying the techniques in classrooms with a variety of students with learning labels ranging from autism, attention deficit disorders, social cognitive deficits. emotional behavior disorders, oppositional defiance, and nonverbal learning disability.

Objectives

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

- Write individualized goals and objectives targeting social thinking skills
- Identify task analyses for teaching social thinking behavioral targets
- Describe data collection procedures targeting social thinking skills which are useful in classroom settings
- Define classroom management pinpoints helpful for targeting social thinking objectives

Activities

The workshop presenters will use a combination of small group activates, lecture, discussion, and video taped representations of the targeted information. Participants will practice the concepts using hands-on activities aligning to their own clients' needs.

Audience

Any professional teaching and/or designing protocol for clients with regard to pragmatic language concepts and the real life requirements of social navigation skills. The participant should be supervising clients within a group setting currently, or hope to in the future.

Level: Introductory **Member:** \$100.00 **Nonmember:** \$155.00

Member On-Site Fee: \$125.00 Nonmember On-Site Fee: \$180.00 CE: BACB

5/29/2010 8:00 a.m.-11:00 a.m. Travis B (Grand Hyatt) TRA

CE Instructor: Tom Sharpe, Ed.D., BCBA

Software Tools for Direct Observation: Hands-On Learning of the Best Tools for BCBAs, Clinical Practitioners, and Faculty Researchers TOM SHARPE and JOHN KOPERWAS (Educational Consulting, Inc.)

Description

The workshop will provide hands-on application of a user-friendly software package designed to collect and analyze discrete and time-based behavioral data for a wide range of evaluation and feedback applications in direct observation client settings. The program and compatible materials are particularly useful to graduate students, behavioral psychologists, BCBA and BCABA professionals engaged in assessment and behavior plan activities, and experimental analysts. Specifically, this workshop will be valuable to anyone interested in analyzing complex configurations of behaviors which are emitted at high rates, often overlap in time, and which are context dependent. Discussion includes an introduction to (a) recommended procedures when collecting time-based data in the live setting and from videotape records, and (b) computer generated behavior descriptions, graphic displays, statistical analyses, and reliability comparisons of data files when engaged in staff training and assessment of data integrity. As a function of workshop participation, attendees will be provided with all workshop presentation materials, a complimentary copy of the complete software package, and a .pdf file summary of compatible research methods published by Sage Publications. It is recommended that workshop participants bring their own IBM compatible laptop to facilitate hands-on workshop interactions.

Objectives

Workshop participants will exit with softwarebased data collection and analysis competencies:

- Ability to construct and apply systemic observation systems
- Ability to generate a time-based behavioral record using an inclusive overlapping category system
- Ability to construct graphic representations

- Ability to perform traditional and sequential analyses using multiple measurement methodologies
- Ability to edit graphic data representations and apply relevant visual and statistical analyses
- Ability to conduct reliability and treatment fidelity analyses
- Ability to apply a variety of data record edit and merge functions when operating with complex multiple event category systems

Participants will also be able to:

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

Activities

Activities include a review of traditional behavior analysis recording methods; an introduction to, and hands-on application of, a computer-based package designed to enhance behavior analyses of complex interactive settings; and a detailed hands-on demonstration of data collection features, discrete and sequential analysis capabilities within and across data-file graphic representations, and a variety of reliability, treatment fidelity, and data manipulation and editing functions—all designed to facilitate applied activities in assessment, behavior planning, treatment, and ongoing observation of a variety of settings and environments.

Audience

Graduate students, behavior analysts, BCBA, BCABA, and related therapists working in a variety of applied and experimental settings who are interested in the interactive nature of behavior in situations where study of multiple behaviors and events, multiple participants, and changing setting variables are present. Those working in educational and social science settings and who are challenged with

how to describe and analyze highly interactive behavioral transactions should find the workshop experience and complimentary software particularly appealing, as they will be useful in wide range of research and assessment applications.

Level: Introductory **Member:** \$205.00 **Nonmember:** \$260.00

Member On-Site Fee: \$230.00 Nonmember On-Site Fee: \$285.00

Workshop #83 CE: PSY/BACB

5/29/2010 8:00 a.m.-11:00 a.m. Bonham A (Grand Hyatt)

TBA

CE Instructor: Michelle Duda, Ph.D., BCBA

Measuring Fidelity in Single-Subject Case Studies: Practical Approaches for Implementing Evidence-Based Interventions MICHELLE A. DUDA (University of North Carolina at Chapel Hill)

Description

This workshop will provide an overview of the rationale for more precise and accurate measurement and implementation of the independent variable. This includes ensuring proper documentation and accountability by linking assessment to intervention. The content of the workshop will reflect the current interest in implementation science within applied research that also relates to recent legislative requirements concerning treatment integrity. Presenters will introduce the body of literature within applied behavior analysis that has promoted the need for measurement beyond change in the independent variable. Treatment integrity will be described both from the conceptual and practical viewpoint. Case studies demonstrating implementation measures and direct instruction in how to develop fidelity tools for researchers and consumers will be shared.

Objectives

At the conclusion of the workshop participants will:

- Be able to define and describe the elements of treatment integrity and procedural fidelity
- Gain an understanding of the importance of including treatment integrity measures within applied studies
- Be given information and practical approaches to develop treatment integrity measures supplemented with actual case studies

Activities

Activities will include an overview of implementation literature in the field of applied research. The workshop will also involve sharing case studies from the field of intervention research that include measures of treatment integrity via videotape, participant instruction on how to measure treatment integrity, small group practice with videos of case studies, instruction on how to develop treatment integrity measures for use in the field, structured group discussion about individual measures developed, and a question and answer period with presenters.

Audience

Researchers, behavioral consultants, program developers, and purveyors who may be involved in conducting applied intervention research.

Level: Introductory **Member:** \$105.00 **Nonmember:** \$160.00

Member On-Site Fee: \$130.00 Nonmember On-Site Fee: \$185.00

Your Personal Convention Schedule

Visit portal.abainternational.org/public/ProgramOnTheWeb/frmProgram.aspx to view the convention program. Log in to your ABAI portal account to create a personalized schedule of events that you can print and carry with you during the convention.



- Utilizes the principles of Applied Behavior Analysis to support the development of a wide range of skills for children and their families
 - Serves children with a diagnosis of PDD, Autism and challenging behaviors
 - Commitment to Early Intensive Behavior Intervention (EIBI) Services
 - Individualized ChildModifications/InstructionalDesign
 - Comprehensive Early
 Skills Curriculum
 - **⇒** Family Participation





321 Fortune Boulevard Milford, MA 01757 Phone (508) 478-0207 abaservices@beaconservices.org www.beaconservices.org

4 Special Event

5/29/2010

7:00 a.m.-7:50 a.m.

Lone Star Ballroom Salon E (Grand Hyatt)

Sports Health and Fitness Special Interest Group: Yoga & Pilates Workout

Chair: Kim D. Lucker (Behavior Management Consultants)

Relax and rejuvenate with a pilates and yoga workout. This popular event is back for another year. No experience necessary. Wear comfortable clothes and come prepared to have a great time.

5 Special Event

5/29/2010

7:00 a.m.-11:00 a.m.

Lone Star Ballroom Salon A-D (Grand Hyatt)

Society for the Quantitative Analyses of Behavior

Chair: Alliston K. Reid (Wofford College)

ABAI thanks the Society for Quantitative Analyses 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.

6 Special Event

5/29/2010 8:00 a.m.-10:00 a.m.

007AB (CC)

Closed Meeting: Special Interest Group Leadership Training

Chair: Raymond G. Miltenberger (University of South Florida)

ABAI is pleased to offer a Leadership Training Session for officers of ABAI Special Interest Groups for the purpose of providing strategies for guiding the growth of SIGs and providing services to members and constituents. This training is for SIG leaders only and will feature presentation by selected SIG leaders, with a coaching component and audience interaction. Topics are being finalized, but may include technology tools for growth and development, data-driven strategic planning, and promoting scholarship. Attendees will have the opportunity to discuss strategies for growth and service provision with other SIG leaders. Although the SIG training is free for up to three representatives per SIG, registration is required.

This event is closed; attendance is by invitation only.

#7 Special Event

5/29/2010 8:30 a.m.-11:00 a.m. 006CD (CC)

Closed Meeting: Affiliated Chapters Leadership Training—Policy Making and Chapter Management Chair: Gordon Bourland (Trinity Behavioral Associates)

Chapter leadership trainings are great opportunities for chapter leaders to gain knowledge and expertise on issues of the utmost importance to their ABAI affiliated chapters. In January, ABAI conducted a full day training session in Chicago. Feedback was very positive. The chapter training evaluation survey indicated that 100% of respondents found the training to be valuable. As part of our commitment to the continued growth and development of affiliated chapters, ABAI is pleased to offer all affiliated chapters another leadership training opportunity to be held in San Antonio on May 29th. The San Antonio Chapter Leadership Training will build upon the positive feedback and suggestions received from previous attendees. This training is for chapter leaders only and will feature a policy

making session with a coaching component. Attendees will be grouped by region and will have the opportunity to discuss strategies for policy making in their regions. A second session will address chapter management, illustrating issues for new, mid-sized, and large chapters. Although the chapter training is free for up to three representatives per chapter, registration is required.

This event is closed; attendance is by invitation only.

8 Special Event

5/29/2010 10:00 a.m.-10:50 a.m. 213A (CC)

Parents and Other Caregivers: Welcome to the ABAI Convention

Chair: Audrey Meissner (New Haven Learning Centre)

Parents and other caregivers of individuals with special needs are attending the ABAI convention in increasing numbers but may have questions about how to make the most of the experience. Furthermore, an event as large as the annual convention may seem overwhelming to newcomers. Parents who may be attending for the first time are encouraged to participate in this convention orientation and visit our webpage at www.PPPSIG.org. We will provide an overview of ABAI and its convention and highlight the types of events that parents will encounter.

#9 Special Event

5/29/2010 11:30 a.m.-12:50 p.m. Ballroom A (CC) OTH

Opening Event and Society for the Advancement of Behavior Analysis Award

Ceremony Chair: William L. Heward (The Ohio State University)

2010 SABA Awards

Award for Distinguished Service to Behavior Analysis: A. Charles Catania, Ph.D. (University of Maryland, Baltimore County)



A. Charles Catania is Professor Emeritus at University of Maryland, Baltimore County (UMBC), where he co-founded its MA track in applied behavior analysis. He is Past-President of ABAI and of Division 25 of the American Psychological Association and has served as Editor of the *Journal of the Experimental Analysis of Behavior*. He had the great good fortune to start his career in fall 1954 in Fred Keller's introductory psychology course, which included a weekly rat lab, and later to serve as TA in Nat Schoenfeld's Experimental Psychology sequence. He earned his Ph.D. at Harvard, where he then conducted postdoctoral research in Skinner's pigeon laboratory. Catania continued working with rats and pigeons and other organisms over

subsequent decades, during which he became increasingly impressed by striking parallels between biological accounts of evolution in terms of Darwinian natural selection and behavior analytic accounts of operant behavior in terms of the selection of behavior by its consequences. He sees the methods and concepts of the biological sciences as having much to offer to our field and has argued that the science of behavior might best be regarded as a component of the biological sciences. The lesson that the study of nonhuman behavior is essential to our understanding of verbal behavior also came from Columbia, where in spring 1957 Catania took a seminar on verbal behavior jointly taught by Fred Keller, Nat Schoenfeld and Ralph Hefferline. The course began by covering Skinner's William James lectures and then, when Skinner's Verbal Behavior was published midway into the semester, by comparing the older and newer versions. Though virtually all of Catania's early experimental work was

devoted to nonhuman learning, the concentration on behavior without words was critical; a pigeon's behavior is hard to understand precisely because it doesn't involve words. Behavior without words reveals what is special about human verbal behavior, which is necessarily built upon a nonverbal foundation. Catania's earlier work on learning without words was highly appropriate preparation for teaching courses on verbal behavior, because it made some special features of verbal behavior stand out clearly. One function of his textbook, *Learning*, is to integrate the topics of nonverbal and verbal behavior, which have too often been given separate treatments. Dr. Catania's presentation is titled, "Behavior Analysis as a Biological Science."

Abstract: My favorite components of my work in behavior analysis are rooted in biology. I use this opportunity to illustrate ways in which we can learn from the biological sciences. My research on inhibitory interactions among operant classes was inspired by analogous interactions in sensory systems. I have also been powerfully influenced by parallels between Darwinian natural selection and operant shaping, as noted by Skinner in 1953. Those parallels are relevant to the shaping of operant classes and to language evolution. Selection by consequences operates at the levels of phylogeny, ontogeny and culture. It has also entered into my service to our field, in that many of us began to think explicitly about the contingencies that enter into the survival of our behavior analytic practices. Our origins are mainly traceable to psychology and philosophy, but as we seek niches within which subsets of our discipline can thrive, we must not overlook biology. A science of behavior is necessarily part of the biological sciences. Organisms evolve based on what they can do; all of their physiological systems evolved in the service of behavior. The expanding range of our applications makes our applied science increasingly secure; we cannot say the same for our basic science. The neurosciences provide one entry, but we must look far more broadly into possible alliances with the biological sciences.

Award for International Dissemination of Behavior Analysis: Steven C. Hayes, Ph.D. (University of Nevada, Reno)



Steven C. Hayes is Nevada Foundation Professor at the Department of Psychology at the University of Nevada. An author of 32 books and over 400 scientific articles, his career has focused on an analysis of the nature of human language and cognition and the application of this to the understanding and alleviation of human suffering. Dr. Hayes has been President of Division 25 of the APA, of the American Association of Applied and Preventive Psychology and of the Association for Behavioral and Cognitive Therapy. He was the first Secretary-Treasurer of the Association for Psychological Science, which he helped form and has served a 5-year term on the National Advisory Council for Drug Abuse in the National

Institutes of Health. In 1992 he was listed by the Institute for Scientific Information as the 30th "highest impact" psychologist in the world. His work has been recognized by the Exemplary Contributions to Basic Behavioral Research and Its Applications from Division 25 of APA, the Impact of Science on Application award from the Society for the Advancement of Behavior Analysis, and the Lifetime Achievement Award from the Association for Behavioral and Cognitive Therapy. Dr. Hayes' presentation is titled, "Attributes Behavior Analysis Needs as It Impacts the Mainstream: Fearless, Self-Critical, Accessible, and Fun."

Abstract: Behavior analysis has a great deal to contribute to the world community, and its progress in some areas is stunning. For it to assume its rightful role in the mainstream of behavioral science, behavior analysis needs to be more fearless, self-critical, accessible, and fun. By fearless I mean that there should be no place off limits; every issue and every problem is open for behavior analytic exploration. By self-critical I mean that interpretation will not be accepted as a permanent substitute for data, and there needs to be more flexibility in methods and ideas, constantly reviewing whether we are yet where we need to be empirically and conceptually. By accessible I mean that we need to abandon the silly idea that the world needs to talk like behavioral scientists to benefit from behavioral science, and we need to get comfortable with multiple language systems for different purposes. By fun I mean that we need to create a culture that is lighter and more open so as to allow nonbehaviorists in to play with us without demanding that they first confess their mentalistic sins or feel shame over the inadequacy of their beliefs. The dissemination of acceptance and commitment therapy and relational frame theory worldwide reflects the usefulness of these attributes.

Award for Impact of Science on Application: William J. McIlvane, Ph.D. (University of Massachusetts Medical School)



William J. McIlvane is Professor of Psychiatry and Pediatrics at the University of Massachusetts Medical School (UMMS) and Director of the UMMS Shriver Center and the UMMS Intellectual and Developmental Disabilities Research Center. Dr. McIlvane directs a multi-focus program that addresses a number of scientific problems relevant to understanding and ameliorating behavior deficits of persons with neurodevelopmental disabilities. One focus is development of procedures to encourage progressively more rapid learning of behaviors involved in symbolic communication. Another is to adapt behavioral neuroscience methods—including animal modeling—to further understanding of brain processes

involved in symbolic behavior. A third focus is to develop valid nonverbal neuropsychological testing methods for use with individuals and populations that do not understand verbal instructions. In addition, Dr. McIlvane's program has a strong research-to-practice emphasis. Methods translated from laboratory research are being used to teach practical skills in regular and special education classrooms in both the United States and in Brasil. His presentation will discuss translational behavior analysis as both a concept and an objective. In particular, he will discuss possibilities for more fully realizing the expansive visions of Skinner, Keller, Sidman, and others concerning the development and dissemination of a true technology of teaching. Dr. McIlvane's presentation is titled, "The Technology of Teaching in Middle Age: Looking Back and Looking Forward."

Abstract: Among the earliest translations of findings from the behavior laboratory to improve the human condition was the effort more than 50 years ago to define "a technology of teaching." This technology was multi-faceted, encompassing the general area of programmed instruction, teaching machines, the personalized system of instruction, and other systematic teaching approaches. These efforts established goals and directions for further technological development by behavior analysts interested in teaching. I will suggest, however, that pursuit of those goals and directions went off course during "the cognitive revolution." While efforts to develop a technology of teaching continue in certain sites, I think it is beyond dispute that behavior analytic influence in teaching practice is much less than it could and should be. This situation is due to many social and logistical challenges. I will suggest, however, that one way to mitigate these challenges will be offering technological solutions that produce learning outcomes that are unarguably superior to other approaches. To that end, I will discuss how behavior analysts can collaborate with scientists and engineers from other disciplines to realize a technology of teaching that is true to the vision of Skinner, Keller, Sidman, and the many behavior analysts inspired by them.

Award for Effective Presentation of Behavior Analysis in the Mass Media: Alan E. Kazdin, Ph.D. (Yale Parenting Center and Child Conduct Clinic)



Alan E. Kazdin Ph.D. is the John M. Musser Professor of Psychology and Child Psychiatry at Yale University and Director of the Yale Parenting Center and Child Conduct Clinic, an outpatient treatment service for children and families. He received his Ph.D. in Clinical Psychology from Northwestern University. Before coming to Yale, he was on the faculty of The Pennsylvania State University and the University of Pittsburgh School of Medicine. At Yale, he has been Chairman of the Psychology Department, Director of the Yale Child Study Center at the School of Medicine, and Director of Child Psychiatric Services, Yale-New Haven Hospital. Kazdin is a licensed clinical psychologist, a Diplomate of the American Board of Professional Psychology

(ABPP), and a Fellow of the Association for the Advancement of Science, the American Psychological Association (APA), and the Association for Psychological Science. His honors include Research Scientist Career and MERIT Awards from the National Institute of Mental Health, Outstanding Research Contribution by an Individual (Association for Behavioral and Cognitive Therapies), the Award for Outstanding Lifetime Contributions to Psychology (American Psychological Association), and the James McKeen Cattell Award (Association for Psychological Science). In 2008, he was President of the American Psychological Association. Currently, he teaches and supervises graduate and

undergraduate students and runs a clinical-research program for children and families. His work focuses on child-rearing practices and the treatment of oppositional, aggressive, and antisocial behavior among children and adolescents. He has authored or edited over 650 articles, chapters, and books. His 45 books focus on child and adolescent psychotherapy, parenting, aggressive and antisocial behavior, and methodology and research design. Dr. Kazdin's presentation is titled, "Integrating Behavior Analysis Into Psychology and Public Life."

Abstract: Psychology's contribution to society includes elaborating the scientific underpinnings of human functioning and translating that knowledge in ways that improve everyday life. Behavior analysis plays a very special role. For decades now, gains from applied behavior analysis have been evident in multiple settings (e.g., the home, schools, community, business, the military, hospitals, and rehabilitation facilities), with impact on broad goals of society (e.g., education, mental and physical health, safety), and with populations too numerous to list. These advances underscore a key challenge, namely, to integrate our work better into mainstream psychology and public life. Behavior analysis is more relevant than ever. Advances in many areas (e.g., climate change, epigenetics, neuroscience) underscore the importance of behavior change and its impact (e.g., on the environment, gene expression, overcoming trauma). There are historical reasons for isolation within psychology and perhaps current ones as well, but isolation has deleterious consequences for all parties, especially the public. Increased attention is needed to identify novel ways to integrate behavior analysis into public life and into psychology and perhaps to be influenced by that integration as well.

Award for Programmatic Contributions to Behavior Analysis: University of Nevada, Reno

R. Larry Williams, Ph.D. will accept the award on behalf of the University of Nevada, Reno. Dr. Williams' presentation is titled, "The Behavior Analysis Program at the University of Nevada, Reno: Twenty Years of Behaving to Further Behavior Analysis."

Abstract: In accepting the SABA award to the Behavior Analysis Program at the University of Nevada, Reno (UNR) for enduring programmatic contribution to behavior analysis, this short presentation will describe the general history and current state of the program. The UNR behavior analysis program is reasonably widely known for its core self-capitalized nature. Indeed the self capitalization theme is at the center of essentially all of the historical challenges and restrictions of the program, as well as its achievements. Starting from its foundation 20 years ago as a small self-capitalized project, and proceeding through the financial, academic, and university political challenges the program has faced—some of which we still face—this presentation will outline the accomplishments that a group of behavior analysts have achieved as well as the goals and achievements we still work to attain. In accepting the SABA award, we celebrate our achievements and our greatest accomplishments: our graduates.

10 Paper Session

5/29/2010 1:00 p.m.-1:20 p.m. Seguin (Grand Hyatt) CSE

Efficacy and Effectiveness Research Evidence in Applied Behavior Analysis

Chair: Oliver C. Mudford (University of Auckland)

Efficacy and Effectiveness Research Evidence in Applied Behavior Analysis (Applied Behavior Analysis)

OLIVER C. MUDFORD (University of Auckland)

#11 Paper Session

5/29/2010 1:00 p.m.-1:50 p.m. 207AB (CC) AUT

Conceptual Analyses of Controversial Autism Treatments

Chair: James T. Todd (Eastern Michigan University)

The "Erroneous Baseline Design" and Other Methodological Misadventures of Facilitated Communication Advocacy (Applied Behavior Analysis)

JAMES T. TODD (Eastern Michigan University)

Rapid Prompting, Facilitated Communication, and the Dangers of the Reverse Eureka Error (Applied Behavior Analysis)

JAMES T. TODD (Eastern Michigan University)

12 Invited Presenter

5/29/2010 1:00 p.m.-1:50 p.m. Ballroom A (CC) AUT; Service Delivery

Utilizing Behavior Change Strategies to Achieve Political Change

Chair: Rita M. Gardner (Melmark New England)

JOHN SCIBAK (Massachusetts House of Representatives)



State Representative **John Scibak** has served in the Massachusetts House of Representatives since January, 2003. He is a graduate of the University of Notre Dame, where he received a BA, MA, and Ph.D. in Experimental Psychology with a specialization in developmental disabilities and applied behavior analysis. Previously, Rep. Scibak worked for many years in health care and human services and held academic positions at Indiana University, the University of Massachusetts-Amherst, and Westfield State College. His research focused on the analysis and treatment of severe inappropriate behaviors and functional skills training. Rep. Scibak currently serves as the Vice-Chair of the Joint Committee on Economic Development and Emerging

Technologies and the Co-Chair of the Oral Health Legislative Caucus. Since his election in 2002, Rep. Scibak has been actively involved in the development and passage of significant legislation. He was the key sponsor of legislation to establish a comprehensive, statewide program to prevent shaken baby syndrome in Massachusetts and, played an important role in the development of Massachusetts' pioneering health care reform legislation. He also sponsored legislation this session to establish a licensure process for behavior analysts in Massachusetts and to require greater safeguards for treatment interventions which utilize aversive consequences.

Abstract: For over 40 years, professionals have relied on the theory and practice of applied behavior analysis to address a multitude of behavioral issues. From the early studies which targeted problem behaviors in autistic children to more recent applications focusing on seat-belt use and improving sports performance, behavior analysis has provided a foundation for behavior change across different populations and settings. Today, there even are a number of television shows (e.g., Dog Whisperer, SuperNanny) which utilize behavior analytic principles to address everyday problems. Despite these widespread applications, behavior analysts have yet to recognize politics as a viable area for research and practice. Candidates spend tremendous sums each year trying to influence the behavior of individual voters, yet never analyze why their specific strategies worked or not. This presentation will review some of the most common tactics from a behavior analytic perspective as well as provide specific examples from recent political campaigns. The presentation will also address how behavior analysts can become more effective advocates by relying on strategies employed in their clinical practice and applying them with their own elected officials.

#13 SQAB Tutorial

5/29/2010 1:00 p.m.–1:50 p.m. 007CD (CC)

EAB; Experimental Analysis

Dynamics of Response: Uninterrupted Measurement of the Behavior Stream STEPHEN FOWLER (University of Kansas)



In 1966, **Stephen C. Fowler** received his BS in Mathematics and Physics (undeclared major in Psychology) from the University of Alabama (Tuscaloosa). That same year he joined the laboratory of Joseph Notterman at Princeton University and earned a doctorate in Experimental Psychology in 1970. Notterman received his Ph.D. from Columbia and worked closely with both Keller and Schoenfeld. Notterman and collaborator Don Mintz are remembered for their pioneering work on the force, duration, and time integral of force (effort) of operant responses as complementary to the response rate variable. In 1973, Dr. Fowler joined the Psychology Department at the University of Mississippi. While there, he built his laboratory, served a 3.5-year term as

department chair, and received several awards, including being named an "F. A. P. Barnard Distinguished Professor." He moved to the University of Kansas in 1994 to accept appointments in Human Development and the Life Span Institute. Since 2002, his home academic department has been Pharmacology and Toxicology (where "molecular" is not a metaphor). Fowler has spent much of his research time developing the use of force measurements in biobehavioral research, especially in behavioral pharmacology and behavioral neuroscience. Dr. Fowler has authored and coauthored—with dozens of collaborators—over 120 refereed publications, and has enjoyed nearly continuous NIH research support (his current NIMH grant is in its 21st consecutive year).

Abstract: This tutorial will show 1) how the behavior analytic reach of operant conditioning methods can be increased by examining force, duration, and time integral of force (effort) of individual operant responses and 2) will describe a non-video method (i.e., force-plate actometer as the floor of an operant chamber) for tracking and otherwise quantifying behaviors that occur during interresponse times. Measurement of operant response force, duration and effort introduces new levels of complexity and apparatus considerations that are not present when responses are treated as intermittent, dimensionless events. These issues will be addressed in the context of selected behavioral pharmacology experiments with emphasis on drugs that affect brain dopamine systems. Tracking and measuring drug-induced behaviors with a force-plate as the floor of an operant chamber will be illustrated in two different paradigms: 1) rats self-administering cocaine and 2) rats performing on a 72-s differential reinforcement of low rate schedule of reinforcement under baseline and amphetamine-treatment conditions. Recent pertinent work conducted between the writing of this abstract and the convening of the annual meeting may also be described.

14 Panel Discussion

5/29/2010

1:00 p.m.-1:50 p.m.

Texas Ballroom Salon A (Grand Hyatt)

EDC: Applied Behavior Analysis

Inclusion: Effective Behavioral Practices and Interventions in the Classroom

Chair: Christina M. Countie Rodd (Simmons College)

SARA C. BICARD (University of Memphis) MICHAEL J. CAMERON (Simmons College) JAMES J. FOX (East Tennessee State University)

15 Invited Presenter

5/29/2010 1:00 p.m.-1:50 p.m. 103AB (CC)

OBM; Applied Behavior Analysis

Old Friends: Organizational Behavior Management and Developmental Disabilities

Chair: Alicia M. Alvero (Queens College, The City University of New York)

PETER STURMEY (Queens College, The City University of New York)



Peter Sturmey is Professor of Psychology at the Graduate Center, Queens College, City University of New York. He is a member of both the Learning Processes and Behavior Analysis, and Neuropsychology Doctoral programs. His research interests include applied behavior analysis, caregiver training, developmental disabilities, behavior analytic conceptualization to psychopathology, and clinical case formulation.

Abstract: When behavior analysts left their labs in the 1950s, where experimental environments were highly controlled, they met staff and family members of children and adults with developmental disabilities. Behavior analysts soon observed that staff and family members differed from Skinner

boxes. Hence, the earliest applied behavior analytic studies immediately began to address caretaker behavior. This interest has been sustained and, indeed, has intensified as more human services attempt to adopt applied behavior analysis. This address will review the overlapping fields of organizational behavior management (OBM) and developmental disabilities to highlight common areas of focus, concern, and future directions. There are several robust technologies of training caregivers such as behavioral skills training, task clarification, and feedback—which have addressed a wide variety of socially significant behavior. Sometimes these approaches have also shown beneficial changes in client behavior. Some studies have also conducted large-scale behavior change through pyramidal training, in which routine supervisors train caregivers to behave more effectively to produce beneficial changes in client behavior. Despite this progress, several important issues have not been addressed as rigorously as they could be. These issues include developing robust technologies to assess and prioritize caregiver training needs, developing comprehensive caregiver training curricula, demonstration of generalization of caregiver and supervisor behavior in pyramidal training with concurrent benefits to client groups, maintenance of change, greater use of basic behavior analytic concepts to explain and refine applied technologies, and wide-scale adoption of OBM practices in large organizations. The field of developmental disabilities can also benefit from other areas of OBM, such as behavioral safety. Future research and practice should continue to expand and refine the interplay between OBM and the field of developmental disabilities.

16 Paper Session

5/29/2010 1:00 p.m.–1:50 p.m. Texas Ballroom Salon F (Grand Hyatt) TBA

Translating the Vocabulary of the Science of Behavior Analysis

Chair: Raul Mendoza (Florida Institute of Technology)

The Demystification of Behavior Speak Delivered to Public School Team Teachers via Independent Consultation (Service Delivery)

RAUL MENDOZA (Walden University) and Cheryl Ann Fielding, Valerie Nicole Moreno, and John Loudermilk (University of Texas-Pan American)

Development of Dictionaries of Behavior Analysis in Finnish: A Dictionary of Experimental Analysis of Behavior and a Dictionary of Applied and Clinical Behavior Analysis (Theory)
MARTTI T. TUOMISTO and Lauri Parkkinen (Department of Psychology, University of Tampere)

17 Symposium

5/29/2010

1:00 p.m.-2:20 p.m.

204AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jessica Franco, Ph.D., BCBA

Behavioral Profiles of Children With Autism: Determining Priorities for Intervention

Chair and Discussant: Jessica Hetlinger Franco (University of Texas at Austin)

Using the VB-MAPP Barriers Assessment to Identify Language and Learning Barriers in Children LUPE CASTANEDA (Behavior Analytic Solutions, LLC)

Using the Modified Checklist for Autism in Toddlers to Identify the Strongest Predictors of Autism

JUSTIN GARCIA (Treehouse Pediatric Center)

The Importance of Developmental Quotients in the Diagnosis of Autism and Identification of Core Deficits

AMIT NADKARNI (Autism Community Network)

18 Symposium

5/29/2010

1:00 p.m.-2:20 p.m.

205 (CC)

AUT: Service Delivery

BACB CE Offered. CE Instructor: Lisa Stoddard, M.A., BCBA

How Much Is Enough? Determining Normative Levels of Social-Communicative Behaviors in Preschoolers

Chair: Lisa J. Stoddard (FirstSteps for Kids. Inc.)

Discussant: Sebastien Bosch (California Unified Service Providers)

Determining Normative Quantity and Quality of Mands and Tacts in Typically Developing Preschoolers

Kristen Carmi and Lisa J. Stoddard (FirstSteps for Kids, Inc.); Debra Berry Malmberg (California State University, Northridge); and JENNIFER L. HARRIS (FirstSteps for Kids, Inc.)

Determining Typical Levels of Eye Contact in Children 2-4 Years Old

COURTNEY LANAGAN, Elizabeth Sue Monday, and Lisa J. Stoddard (FirstSteps for Kids, Inc.)

Determining Normative Levels of Social Interaction in Typically Developing Preschoolers

LISA J. STODDARD and Jennifer L. Harris (FirstSteps for Kids, Inc.)

19 Symposium

5/29/2010

1:00 p.m.-2:20 p.m.

206AB (CC)

AUT; Service Delivery

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

The Importance of and Some Issues Related to Comprehensive Measurement Systems When Serving Adolescents with Autism Spectrum Disorders

Chair: Michael A. Fabrizio (FEAT of Washington)

Discussant: Peter F. Gerhardt (Organization for Autism Research)

Development of Measurement Systems for a Service Learning Program for Highly Skilled Teens with Autism

ANDREW M. SYVERTSEN, Carrie Syvertsen, and Michael A. Fabrizio (FEAT of Washington)

Developing and Implementing Measurement Systems With Appropriate Breadth and Depth Within a Service Program for Adolescents with Autism Spectrum Disorders

JAMIE ROSE FEDDOCK, Andrew M. Syvertsen, and Michael A. Fabrizio (FEAT of Washington)

Comprehensive Measurement of Social Validity Within a Service Program for Adolescents With Autism Spectrum Disorders

ALISON J. MCMANUS, Michael A. Fabrizio, and Jamie Rose Feddock (FEAT of Washington)

20 Symposium

5/29/2010

1:00 p.m.-2:20 p.m.

202AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered, CE Instructor: Amanda Adams, Ph.D., BCBA

Advances in Skill Acquisition Techniques for Children With Autism: Empirical Evidence for Emerging Practice

Chair: Amanda N. Adams (California State University, Fresno)
Discussant: Rachel Findel-Pyles (The Chicago School, Los Angeles)

The Effect of Errorless Learning Procedures on Rate of Skill Acquisition in Applied Behavior Analysis

HANNA WOLDE and Amanda N. Adams (California State University, Fresno)

The Effects of Expansions at the End of Discrete Trials: Child Language Outcomes

MELISSA L. OLIVE, Elizabeth Cage, Jonathan J. Tarbox, Chia Jung Chiang, and E. Amanda Boutot (Center for Autism and Related Disorders, Inc.)

Teaching Bidirectional Intraverbal Relations to Children With Autism in a Service-Delivery Setting

MARLA SALTZMAN (Autism Behavior Intervention, Inc.): Rachel Findel-Pyles (The Chicago School, Los Angeles); Caio F. Miguel (California State University, Sacramento); and Sebastien Bosch (California Unified Service Providers of California State University)

21 Symposium

5/29/2010

1:00 p.m.-2:20 p.m.

203AB (CC)

AUT: Service Delivery

BACB CE Offered. CE Instructor: Susan Ainsleigh, Ed.D., BCBA

International Service Development for Children With Autism Spectrum Disorders: Creating Sustainable Service Delivery Systems

Chair: Molly Ola Pinney (Global Autism Project)

Using the Principles of Applied Behavior Analysis to Build Sustainable Business Practices in an International, Nonprofit Organization

MOLLY OLA PINNEY (Global Autism Project)

Teaching Behavior Analysis in International Settings: Bringing the Science of Applied Behavior Analysis Abroad

SUSAN AINSLEIGH (Dar AI Hekma College)

Supervision of Behavior Analytic Services in International Programs

KAREN MASSEY (private practice)

Developing Language Programs in Multi-Lingual and Multi-Cultural International Settings

BRIDGETTE A. GAUTHIER (Ontario Association for Behavior Analysis)

22 Symposium

5/29/2010

1:00 p.m.-2:20 p.m.

Travis C/D (Grand Hyatt)

BPH; Applied Behavior Analysis

BACB CE Offered. CE Instructor: James Boscoe, M.A., BCBA

Employment Preparation in the Therapeutic Workplace: Reinforcement-Based Training for Unemployed Drug Users

Chair: James H. Boscoe (Johns Hopkins University)
Discussant: Jesse Dallery (University of Florida)

Positive Reinforcement Improves Attendance and Achievement on Self-Paced Typing Training Programs in a Therapeutic Workplace for Alcohol Dependence

MIKHAIL KOFFARNUS (University of Michigan); Conrad J. Wong (University of Kentucky); and Karly N. Diemer, Michael Fingerhood, George Bigelow, and Kenneth Silverman (Johns Hopkins University)

Academic Training in the Therapeutic Workplace

JAMES H. BOSCOE and Anthony DeFulio (Johns Hopkins University School of Medicine); David A. MacQueen (University of North Carolina, Wilmington); and Mick J. Needham and Kenneth Silverman (Johns Hopkins University)

Professional Demeanor in the Therapeutic Workplace: Monitoring Interpersonal and Customer Service Behaviors

BRANDON RING and Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County); and Mick J. Needham, James H. Boscoe, and Kenneth Silverman (Johns Hopkins University)

23 Symposium

5/29/2010

1:00 p.m.-2:20 p.m.

Texas Ballroom Salon C (Grand Hyatt)

CBM; Service Delivery

The Advancement of Functional Analysis Methodology in Outpatient Clinic Settings

Chair: Brenda J. Bassingthwaite (University of Iowa Children's Hospital)

Discussant: Mark F. O'Reilly (University of Texas at Austin)

An Evaluation of Motivating Operations for Negative Reinforcement and Discriminative Stimuli for Positive Reinforcement

KELLY M. SCHIELTZ, David P. Wacker, Patrick Romani, and Jessica O'Bleness (University of Iowa)

From the Clinic to Home and Community: A Summary of Behavioral Assessment and Treatment Outcomes

ANDREW LIGHTNER, Lisa C. Winborn-Kemmerer, and Amanda Shanklin (West Virginia University)

Using Videoconferencing to Conduct Functional Analysis of Challenging Behavior and Implement Intervention Selection Model

WENDY A. MACHALICEK (University of Wisconsin-Madison)

24 Symposium

5/29/2010

1:00 p.m.-2:20 p.m.

217A (CC)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Florence DiGennaro Reed, Ph.D., BCBA

Examination of Strategies to Promote Staff Performance in Human Service Settings

Chair: Florence D. DiGennaro Reed (Melmark New England)

Training the Execution of Single-Case Research Methodology Skills in an Early and Intensive Behavioral Intervention Setting

JAMES E. CARR (Auburn University); Jessa R. Love (Thompson Center for Autism & Neurodevelopmental Disorders); Linda A. LeBlanc (Auburn University); and April Kisamore (Western New England College)

An Analysis of Behavioral Skills Training to Teach Novice Instructors to Implement Discrete Trial Training With Confederates

JAMIE M. SEVERTSON (Trinity Services, Inc.) and James E. Carr (Auburn University)

Use of an Antecedent Intervention to Improve Data Collection Practices of Teachers
HELENA MAGUIRE. Florence D. Digennaro Reed, and Brad Stevenson (Melmark New England)

Consistency of Preference for Rewards Among Staff in Human Service Settings

BYRON J. WINE (AdvoServ); Shawn Patrick Gilroy (Rowan University); David A. Wilder and Oneina E. Abellon (Florida Institute of Technology); and Donald A. Hantula (Temple University)

25 Symposium

5/29/2010 1:00 p.m.-2:20 p.m. 217C (CC)

DDA; Applied Behavior Analysis

Comparisons of Stimulus Preference Assessment Across Multiple Clinical Contexts

Chair: Megan Rae Heinicke (Auburn University)

An Evaluation of the Effects of Reinforcer Magnitude on Preference and On-Task Behavior BROOKE ASHLEY JONES, Claudia L. Dozier, and Pamela L. Neidert (University of Kansas)

Can Preference Assessment Identify Reinforcers for Individuals With Multiple Disabilities and Minimal Physical Movement?

MAY S. LEE (University of Manitoba) and C. T. Yu, Toby L. Martin, and Garry L. Martin (St. Amant Research Centre, University of Manitoba)

Evaluation of Multiple-Stimulus Preference Assessment With Adults With Developmental Disabilities

CARLY E. THIESSEN, Gareth Davies, C. T. Yu, Toby L. Martin, and Garry L. Martin (St. Amant Research Centre, the University of Manitoba)

Assessing Preferences of Individuals With Acquired Brain Injury Using Alternative Stimulus Modalities

MEGAN RAE HEINICKE (Auburn University); Dixie Eastridge, Jeff Kupfer, and Michael P. Mozzoni (Learning Services NeuroBehavioral Institute of Colorado); and James E. Carr (Auburn University)

26 Symposium

5/29/2010 1:00 p.m.–2:20 p.m. 217B (CC)

DDA: Service Delivery

BACB CE Offered. CE Instructor: Kimberly Church, Psy.D., BCBA

Community Based Treatment for Sexual Offenders With Intellectual Disabilities

Chair: Kimberly E. Church (Human Development Center, Inc.)

Probing the Use of Avoidance Skills by Sex Offenders Diagnosed with Mental Retardation

VALERIA PAREJO, Stephani Fauerbach, and Kimberly E. Church (Human Development Center, Inc.)

A Solution Focused Approach to Providing Residential and Day Training Services to Sexual Offenders With Intellectual Disabilities

HOLLY ARNOLD, Kimberly E. Church, and Stephani Fauerbach (Human Development Center, Inc.)

Balancing Safety and Rights: Current Policies and Methods of Assessing Competency to Consent to Sexual Behavior

KIMBERLY E. CHURCH, James L. Bell, and Valeria Parejo (Human Development Center, Inc.)

A Community Based Treatment Model for Sexual Offenders With Intellectual Disabilities

KIMBERLY E. CHURCH, James L. Bell, and Holly Arnold (Human Development Center, Inc.)

#27 Symposium

5/29/2010

1:00 p.m.-2:20 p.m.

Texas Ballroom Salon E (Grand Hyatt)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jennifer Austin, Ph.D., BCBA

Analyzing Factors That Influence Treatment Implementation With Individuals, Classrooms, and Schools

Chair: Jennifer L. Austin (University of Glamorgan)

Teacher Implementation of Behavior Intervention Plans: A Treatment Integrity Analysis

CLAIRE ST. PETER PIPKIN and Sacha Pence (West Virginia University)

Assessing Children's Perceptions of the Fairness of Individualized Behavior Programs

JENNIFER L. AUSTIN and Rebecca Abreu (University of Glamorgan)

Strong Start: Impact of a Systematic Implementation of a Social-Emotional Learning Curriculum on Emotional Knowledge and Behavior of First Grade Students

SARA WHITCOMB (University of Massachusetts Amherst)

Systems for Implementing Function-Based Support in Schools

CYNTHIA M. ANDERSON (University of Oregon)

28 Symposium

5/29/2010

1:00 p.m.-2:20 p.m.

Texas Ballroom Salon B (Grand Hyatt)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

Morningside Academy: What's New in Reading Comprehension?

Chair: Kent Johnson (Morningside Academy)

A Content-Dependent Skill Analysis of a Reading Comprehension Repertoire

JENNIFER TESTA, Julian Gire, and Kent Johnson (Morningside Academy)

Applying Reading Comprehension Strategies to a Variety Curricula Through the Use of Instructional Technologies

ADAM G. STRETZ, Michael P. Wolfson, and Kent Johnson (Morningside Academy)

Vocabulary Acquisition at Morningside: SAFMEDS Flashcards Versus Student-Generated Activities

MARIANNE DELGADO and Kent Johnson (Morningside Academy)

Predicting Reading Comprehension Gains Using the Scholastic Reading Inventory

JULIAN GIRE, Jennifer Testa, and Kent Johnson (Morningside Academy)

29 Paper Session

5/29/2010

1:00 p.m.-2:20 p.m.

Texas Ballroom Salon D (Grand Hyatt)

FDC

Implementing Interventions With Integrity: Strategies for Training Teachers and Other School Personnel

Chair: Breda V. O'Keeffe (University of Connecticut)

Increasing Praise, Pace, and Error Corrections in a Direct Instruction Reading Intervention by Paraprofessionals (Applied Behavior Analysis)

BREDA V. O'KEEFFE (University of Connecticut) and Timothy A. Slocum (Utah State University)

Increasing Appropriate Behavior and Reducing Aggression Towards Self and Others of Three Adolescent Students With Autism (Applied Behavior Analysis)

BENJAMIN W. SMITH (University of Rochester)

Group Performance Feedback: Consultation for Generalization in an Autistic Support Classroom (Applied Behavior Analysis)

MELANIE PELLECCHIA and James E. Connell (Temple University); and Donald E. Eisenhart, Meghan Kane, Christine Schoener, Kimberly Turkel, and Megan F. Riley (Elwyn, Inc.)

Achieving Success in Self-Contained Classrooms for Students With Severe Behavior Problems (Applied Behavior Analysis)

BENJAMIN WITTS (University of Nevada, Reno); Jody M. Silva (Washoe County School District); and Thouraya Al-Nasser, Timothy C. Fuller, Kaycee Bennett, and Elizabeth Sexton (University of Nevada. Reno)

#30 Symposium

5/29/2010

1:00 p.m.-2:20 p.m.

214C (CC)

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Nirvana Pistoljevic, Ph.D.

From Naming Through Learning Through Observation; Educational Procedures and Tactics to Induce Higher Order Verbal Capabilities

Chair: Nirvana Pistolievic (The Fred S. Keller School and Teachers College, Columbia University)

Baby Naming: The Effects of Multiple Exemplar Instruction with Three-Dimensional Stimuli on the Emergence of Naming in 2- and 3-year-old Children

Nirvana Pistoljevic (The Fred S. Keller School and Teachers College, Columbia University) and ANANYA GOSWAMI (Teachers College, Columbia University)

A Procedure to Simultaneously Induce Naming, Observational Learning, and Increase Spontaneous Vocal Verbal Behavior in Group Instructional Settings

Nirvana Pistoljevic (The Fred S. Keller School and Teachers College, Columbia University) and MARA KATRA OBLAK (Teachers College, Columbia University)

The Emergence of Observational Learning Through the Use of Choral Responding During Small Group Phonemic Instruction

R. Douglas Greer and JANET C. SOLORZANO-CORREIA (Teachers College, Columbia University)

An Investigation of the Relationship Between Reading and Tact Acquisition for Elementary and Middle School Students

Jennifer Longano and LISA GOLD (Teachers College, Columbia University)

#31 Paper Session

5/29/2010 1:30 p.m.–1:50 p.m. Bonham C (Grand Hyatt) TPC

Behavior Analysis in Historical Perspective

Chair: Joseph J. Pear (University of Manitoba)

A Brief History of Behavior Analysis (Theory)

JOSEPH J. PEAR (University of Manitoba)

#32 Paper Session

5/29/2010 1:30 p.m.–2:20 p.m. Seguin (Grand Hyatt) CSE

Community-Based Applied Behavior Analysis Intervention Approaches With Typical Teenagers

Chair: Jennifer Sheridan (Solis Trust)

Decreasing Self-Harm, Property Destruction, and Assaultive Behaviours With a Typically Developing 14-Year-Old Girl (Applied Behavior Analysis)

LORNA A. HOGAN and Jennifer Sheridan (Solis Trust)

Applied Behavior Analysis With "Typical" Teens (Applied Behavior Analysis)

JENNIFER SHERIDAN (Solis Trust) and Rita Honan (Trinity College Dublin)

#33 Symposium

5/29/2010 1:30 p.m.–2:50 p.m. Travis A/B (Grand Hyatt) DEV; Service Delivery

BACB CE Offered. CE Instructor: Michael Commons, Ph.D.

The Behavioral Developmental Approach to Understanding the Development of Projection, Transference. and Counter-Transference

Chair: Michael Lamport Commons (Harvard Medical School) Discussant: Darlene E. Crone-Todd (Salem State College)

A Behavioral Developmental Account of Projection

LUCAS ALEXANDER HALEY COMMONS-MILLER (University of California, Irvine)

A Behavioral Developmental Account of Transference

PATRICE MARIE MILLER (Harvard Medical School)

A Behavioral Developmental Account of Counter-Transference

MICHAEL LAMPORT COMMONS (Harvard Medical School)

#34 Symposium

5/29/2010

1:30 p.m.-2:50 p.m.

Lone Star Ballroom Salon F (Grand Hyatt)

EAB; Experimental Analysis

Olfactory Stimulus Relations in Nonhumans

Chair: Mark Galizio (University of North Carolina, Wilmington) Discussant: William V. Dube (University of Maryland Medical System)

Simple Discrimination Reversal and Conditional Discrimination of Odor Stimuli by Rats

KAREN M. LIONELLO-DENOLF (University of Massachusetts Medical School) and Sheila Mihalick (University of Massachusetts, Boston)

Matching- and Non-Matching-to-Sample With Olfactory Stimuli

MARK GALIZIO, L. Brooke Poerstal, and Katherine Ely Bruce (University of North Carolina, Wilmington)

Cross-Modal Matching-to-Sample Procedures

IVER H. IVERSEN (University of North Florida)

35 Symposium

5/29/2010

1:30 p.m.-2:50 p.m.

Lone Star Ballroom Salon C (Grand Hyatt)

EAB; Experimental Analysis

Temporally Extended Influences on Behavior

Chair: David P. Jarmolowicz (West Virginia University)

Stimulus Control and Generalization of Remote History Effects

HIROTO OKOUCHI, Akira Sonoda, and Taichi Nakamae (Osaka Kyoiku University)

The Effects of Probabilistic Reinforcer Delay on Preference and Temporal Discrimination in Concurrent Chains Schedules

MICHELLE ENNIS SORETH and Alexander A. Ward (Rowan University)

Progressive Ratio Schedules: Effects of Increasing Ratio Requirements on Preference and Breakpoints

DAVID P. JARMOLOWICZ and Kennon A. Lattal (West Virginia University)

Immediate and Delayed Consequences of Reinforced Responses on Interval Schedules of Reinforcement

Todd M. Myers (United States Army Medical Research Institute) and KENNON A. LATTAL (West Virginia University)

#36 Symposium

5/29/2010

1:30 p.m.-2:50 p.m.

Lone Star Ballroom Salon D (Grand Hyatt)

EAB; Experimental Analysis

Recent Findings on the Disruptive Effects of Transitions Between Favorable and Unfavorable Schedules of Reinforcement

Chair: Jessica Everly (University of Pittsburgh at Greensburg)

The Behavioral Functions of Stimuli Correlated With Shifts in Reinforcer Magnitude

JESSICA EVERLY (University of Pittsburgh at Greensburg) and Michael Perone (West Virginia University)

Escape from Stimuli Correlated With Transitions Across Lean and Rich Schedules of Reinforcement

AUGUST F. HOLTYN and Michael Perone (West Virginia University)

Pausing Following Rich-to-Lean Transitions Under Variable-Ratio Schedules: Effects of Schedule Configuration

ADAM T. BREWER, Jeff S. Stein, Patrick S. Johnson, Monica T. Francisco, Kathryn Saunders,

Dean C. Williams, and Gregory J. Madden (University of Kansas)

Effects of Shifts in Reinforcement Magnitude on Fixed-Consecutive-Number Performance in Rats JULIANA M. SMITH. Chad M. Galuska. and Adam H. Doughty (College of Charleston)

37 Symposium

5/29/2010

1:30 p.m.-2:50 p.m.

Lone Star Ballroom Salon E (Grand Hyatt)

EAB; Experimental Analysis

Novel Procedures in the Study of Equivalence Relations

Chair: Manish Vaidya (University of North Texas)

Effects of Fixed and Titrated Delays in Equivalence Tasks: Stage II-Children

TORUNN LIAN and Erik Arntzen (Akershus University College)

Effects of Fixed and Titrated Delays in Equivalence Tasks: Stage I-Adults

CHRISTOFFER EILIFSEN and Erik Arntzen (Akershus University College)

Characterizing Behavioral Deficits in Individuals With and Without Dementia

CALEB D. HUDGINS and Manish Vaidya (University of North Texas)

Pinpointing the Moment of Emergence: Relating Baseline Conditional Discrimination Acquisition to the Derivation of Equivalence Relations

MELISSA J. SWISHER and Manish Vaidya (University of North Texas)

38 Paper Session

5/29/2010 1:30 p.m.–2:50 p.m. Bonham B (Grand Hyatt) TPC

Kuhn Since SSR, Skinner's Presentism, and Behavioral Episternology

Chair: Ted G. Schoneberger (Stanislaus County Office of Education)

Cutting Nature at Its Joints: Thomas Kuhn Since SSR (Theory)

TED G. SCHONEBERGER (Stanislaus County Office of Education)

Skinner's Presentism Is Inconsistent With His Response-Chaining Hypothesis (Theory)

JOSÉ E. BURGOS (Universidad de Guadalajara)

Intuitive Evaluations of Behavioral Epistemology (Theory)

FRANK HAMMONDS (Troy University)

#39 SQAB Tutorial

5/29/2010 2:00 p.m.-2:50 p.m. 007CD (CC) BPH; Experimental Analysis

Environment, Behavior and Pollution: Quantifying Risk

ROBERT C. MACPHAIL (U.S. EPA Neurotoxicology)



Bob MacPhail received his Ph.D. in 1973 from the University of Maryland where he investigated the effects of drugs on schedule-controlled operant behavior with Professor L. R. Gollub. He then received postdoctoral training in behavioral neuropharmacology at the University of Chicago with Professor L. S. Seiden. Dr. MacPhail was next recruited to develop a research program in neurotoxicology for the U.S. Environmental Protection Agency (EPA). He served for 20 years as head of behavioral toxicology in the EPA's neurotoxicology research division, and then as division science advisor for four years before returning full-time to the laboratory. He was elected President of the

Behavioral Toxicology Society, and President of the Neurotoxicology Specialty Section in the Society of Toxicology. He holds adjunct faculty appointments in psychology and neurobiology at the University of North Carolina in Chapel Hill, and in physiology and pharmacology at Wake Forest University. His has served as an advisor to the National Academy of Sciences, World Health Organization, Organization for Economic Cooperation and Development, National Institutes of Health, and Department of Defense. He has over 100 published research papers, conference presentations and book chapters. His current interests include animal models of aging-related susceptibility, population-level risk assessment, and chemical screening in larval zebrafish.

Abstract: This tutorial will describe past and current studies on behavior in the field of environmental toxicology, an area of inquiry that has a remarkably longer history than generally recognized. Toxicology bears much in common with pharmacology in that both fields investigate the effects of chemicals on living organisms, organs or tissues. Whereas pharmacology most often focuses on therapeutic or abused agents, environmental toxicology deals with a broader array of chemicals

including atmospheric pollutants, water contaminants, pesticides, metals and a range of naturally occurring toxins. Numerous poisoning episodes have highlighted the diverse behavioral impacts of exposure to toxic chemicals. Given the limitations of epidemiological research, laboratory studies are needed for linking exposure (i.e., dose) and effect unequivocally. A much more challenging issue is using these data to then estimate the risk of an adverse (toxic) effect. This requires a focus on the variability in response to chemical exposure. Examples will be provided of both traditional approaches for estimating risk, and some newer approaches that specifically incorporate variability in response. The implications for understanding the effects of environmental pollutants on the health of humans (and other animals) will be explored.

40 Invited Presenter

5/29/2010 2:00 p.m.–2:50 p.m. 103AB (CC)

DDA; Applied Behavior Analysis

How Behavior Analysts Can Impact the Use of Psychotropic Medication for Challenging Behavior Chair: Joel Eric Ringdahl (University of Iowa)

JENNIFER R. ZARCONE (University of Rochester Medical Center)



Jennifer Zarcone obtained her Ph.D. from the behavior analysis program at the University of Florida, Department of Psychology in 1993. She is currently the Director of the Community Consultation Program in the Department of Pediatrics, University of Rochester Medical Center. The program has 11 faculty members who conduct research and provide expertise to local schools and agencies for students with autism and other behavior challenges. She is a Board Certified Behavior Analyst and a licensed psychologist in New York State. She has served for the past three years on the Executive Committee for the Association for Positive Behavior Support, most recently as President. She is a Member-at-Large on the Board of

Directors for New York State Association for Behavior Analysis and is currently an Associate Editor for the *Journal of Applied Behavior Analysis*. Her areas of expertise are in autism, severe behavior disorders, clinical trials of medications, and Prader-Willi syndrome.

Abstract: The focus of this presentation is on how behavior analysts can play a role when psychotropic medication has been prescribed to treat significant behavior problems. Specifically, the ideal guidelines for conducting clinical trial research will be discussed and how these guidelines can be adapted to nonresearch settings (e.g., schools, home, residential facilities) with individuals with intellectual disabilities. The focus of the presentation will be on the most commonly used behavioral measures, including rating scales, direct observation, and functional analysis measures and how they can be used within the context of medication trials. Data will be presented from each of these types of measures. Finally, the need for measures of social validity and consumer satisfaction as well as collaboration across disciplines will be discussed.

41 Panel Discussion

5/29/2010 2:00 p.m.–2:50 p.m. Texas Ballroom Salon F (Grand Hyatt) TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Melissa Nosik, M.S., BCBA

Professional Development Series: Teaching Behavior Skills—From the Trainer to the Technician Chair: Melissa Nosik (University of Nevada, Reno)

W. LARRY WILLIAMS (University of Nevada, Reno)

TERESA A. RODGERS (Missouri Department of Mental Health, Division of Developmental Disabilities) MIKE R. STOUTIMORE (Missouri Department of Mental Health, Division of Developmental Disabilities)

42 Invited Tutorial

5/29/2010 2:00 p.m.–2:50 p.m. Ballroom A (CC)

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Grant Gautreaux, Ph.D., BCBA

Establishing a Start-Up Program in Teaching as Applied Behavior Analysis

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

GRANT GAUTREAUX (Nicholls State University)



Grant Gautreaux (Ph.D. Teachers College Columbia University, 2005) is an Assistant Professor of teacher education at Nicholls State University in Thibodaux, LA. He currently holds ranks of CABAS Senior Behavior Analyst and Assistant Research Scientist and is a BCBA-D. Dr. Gautreaux has taught courses in the areas of instructional interventions, behavior interventions, applied behavior analysis, educational research, inclusive education, and diagnostic reading at Teachers College, St. John's University, and the Chicago School of Professional Psychology. He has published articles in the areas of observational learning, multiple exemplar instruction and naming and has presented at numerous national and international conferences on

behavior analysis and teacher education. Dr. Gautreaux is also on the editorial board of the *Journal of Behavioral Assessment and Interventions for Children* and is a CABAS consultant for the Jigsaw School in the United Kingdom and schools across Louisiana. He has recently started the first teacher-based program in applied behavior analysis in Louisiana.

Abstract: Developing programs for teachers in behavior analysis requires collaborative efforts from multiple entities operating independently of each other. At a regional-based state university, creating sustainable new programs depend greatly upon the support of surrounding school districts, approval of internal departments, college committees, and university graduate councils as well creating need within the feeder constituency. This presentation will outline the scope and sequence for setting up a Comprehensive Application of Behavior Analysis Program for teachers in a state where behavior analysis has historically been met with fear and loathing. Some of the essential elements involved in this process include school district buy-in, parent and teacher training, planning for financial viability, recruitment of potential candidates against the backdrop of post-Katrina Louisiana, higher education budget cuts, and National Council for Accreditation of Teacher Education program accreditation.

43 Symposium

5/29/2010 2:00 p.m.-3:20 p.m. 207AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michele Bishop, Ph.D., BCBA

Current Advances in Preference Assessments for Children With Autism

Chair: Michele R. Bishop (Center for Autism and Related Disorders, Inc.) Discussant: Richard B. Graff (New England Center for Children)

Evaluating Preference Across a Large Group of Children With Autism: Therapist Report Versus Direct Assessment

MICHELE R. BISHOP and Amy Kenzer (Center for Autism and Related Disorders, Inc.)

Evaluations of Demand Functions for Attention and Food in Children With AutismANDREW SAMAHA and Sarah E. Bloom (Utah State University)

Evaluating the Preference for Greater or Fewer Choices by Older Learners Diagnosed on the Autism Spectrum

SELENA GIRONDA, Patrick R. Progar, and Kenneth F. Reeve (Caldwell College); and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

44 Symposium

5/29/2010

2:00 p.m.-3:20 p.m.

Crockett A/B (Grand Hyatt)

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Bethany Raiff, Ph.D.

Complements and Extensions to Contingency Management Interventions to Promote Healthy Behavior

Chair: Steven E. Meredith (University of Florida)

The Effects of Behavioral and Pharmacological Interventions on Relapse to Smoking Following Experimental Lapse Exposure

ERIN A. MCCLURE and Ryan Vandrey (Johns Hopkins University School of Medicine) and Maxine Stitzer (Behavioral Pharmacology Research Unit)

Employment-Based Reinforcement of Naltrexone Compliance in Unemployed Heroin-Dependent Adults

KELLY DUNN, Anthony DeFulio, Jeffrey J. Everly, Annie Umbricht, Michael Fingerhood, George Bigelow, and Kenneth Silverman (Johns Hopkins University School of Medicine); and Wendy Donlin-Washington (University of North Carolina, Wilmington)

Using an Internet-Based Contingency Management Intervention to Increase Adherence With Blood Glucose Testing Recommendations in Adolescents Diagnosed With Type 1 Diabetes

BETHANY R. RAIFF (National Development Research Institutes) and Jesse Dallery (University of Florida)

Shaping Physical Activity in Overweight and Obese Children

KRISTIN M. HUSTYI, Matthew P. Normand, Tracy Larson, and Scott B. Greenberg (University of the Pacific)

45 Symposium

5/29/2010

2:00 p.m.-3:20 p.m.

Crockett C/D (Grand Hyatt)

CBM; Service Delivery

BACB CE Offered, CE Instructor: Daniel Moran, Ph.D., BCBA

Functional Analytic Psychotherapy Across Settings and Populations

Chair: Daniel J. Moran (Trinity Services, Inc.)

The Application of Functional Analytic Psychotherapy to Persons With Serious Mental Illness

THANE A. DYKSTRA, Kimberly A. Shontz, Carl Indovina, and Daniel J. Moran (Trinity Services, Inc.)

Functional Analytic Psychotherapy Strategies and Ideas for Working With Adolescents

REO NEWRING (Children's Hospital and Medical Center), Kirk A. B. Newring (Kirk A. B. Newring, Ph.D., LLC), and Chauncey R. Parker (University of Washington)

Functional Analytic Psychotherapy for Interpersonal Process Groups

MAVIS TSAI (independent practice) and Renee J. Hoekstra (Pacific University School of Professional Psychology)

Functional Analytic Psychotherapy-Enhanced Couple Therapy: Perspectives and Possibilities

WILLIAM C. FOLLETTE and Thomas J. Waltz (University of Nevada, Reno), and Alan S. Gurman (University of Wisconsin-Madison)

46 Panel Discussion

5/29/2010

2:00 p.m.-3:20 p.m.

Texas Ballroom Salon A (Grand Hyatt)

EDC; Theory

Professional Development Series: Behavior Analysis Student Groups: Progress, Events, and Ideas from Current Presidents

Chair: Aimee Meier (The Chicago School, Los Angeles)

EDUARDO AVALOS (California State University, Fresno)

ANTONIO M. HARRISON (The Chicago School, Los Angeles)

LAUREN HOPKINS (The Chicago School of Professional Psychology)

LILLIE WILSON (University of Houston-Clear Lake)

47 Symposium

5/29/2010

2:00 p.m.-3:20 p.m.

Republic B (Grand Hyatt)

OBM; Applied Behavior Analysis

Progressive Approaches to Organizational Change

Chair: Jessica L. Fouch (Southern Illinois University)

Discussant: Clarissa S. Barnes (Southern Illinois University)

A Comparison of Two Models of Behavioral Parent Training: Implications and Future Directions for Treatment

JOHN M. GUERCIO (TouchPoint Autism Services) and Clarissa S. Barnes and Sadie L. Lovett (Southern Illinois University)

An Examination of Acceptance and Commitment Therapy Components on Direct Care Staff Performance

JOHN C. PINGO, Mark R. Dixon, and Autumn N. Mckeel (Southern Illinois University)

Do as You Say and Then Do It Better: Increasing Customer Satisfaction and Consumer Product Knowledge in a Mercedes-Benz Dealership

AMY KATHERINE LOUKUS and Mark R. Dixon (Southern Illinois University) and Oliver Ashtiani (Foley-Sweitzer Mercedes-Benz)

48 Paper Session

5/29/2010

2:00 p.m.-3:20 p.m.

Republic A (Grand Hyatt)

OBM

Organizational Behavior Management of Societal and Cultural Issues

Chair: Carl M. Johnson (Central Michigan University)

Hawks Nest—America's Worst and Least Known Industrial Disaster (Applied Behavior Analysis)
DWIGHT HARSHBARGER (Department of Community Medicine, West Virginia University)

Organizational Behavioral Medicine (Theory)

CARL M. JOHNSON, Melany Desrochers, and Laura Lasley (Central Michigan University)

Variations in Organizational Behaviors and Selection of Organizational Culture (Theory)
INGUNN SANDAKER (Akershus University College)

49 Paper Session

5/29/2010

2:30 p.m.-3:20 p.m.

204AB (CC)

AUT

Analysis of the Collateral Effects of Exercise With Children With Autism

Chair: Ilker Yilmaz (Anadolu University)

Effects of Adapted Swimming Exercises on Motor Performance in Autism (Service Delivery)
MEHMET YANARDAG (Research Institute for Handicapped) and Ilker Yilmaz (Anadolu University)

Effects of Swimming Exercises on Stereotypic Behaviors in Autism (Service Delivery)

ILKER YILMAZ (Anadolu University) and Mehmet Yanardağ (Research Institute for Handicapped)

50 Panel Discussion

5/29/2010

2:30 p.m.-3:20 p.m.

201 (CC)

OTH; Service Delivery

BACB CE Offered. CE Instructor: Janet Ellis, Ph.D., BCBA-D

Professional Development Series: Looking Forward: Applications of Behavior Analysis in a **Changing and Troubled World**

Chair: Lisa A. Sennott (Special School District of St. Louis County)

JANET ELLIS (University of North Texas) ANTHONY BIGLAN (Oregon Research Institute) BRUCE A. THYER (Florida State University)

51 Symposium

5/29/2010

2:30 p.m.-3:50 p.m.

205 (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Raymond Romanczyk, Ph.D., BCBA

Fear and Anxiety in Autism: The Complexity of Assessment and Intervention

Chair: Raymond G. Romanczyk (Institute for Child Development, Binghamton University)

Fear and Child Safety: Risk and Protective Factors for Nonfatal Injury in Children With Autistic Disorder

RACHEL N. STRAUB and Raymond G. Romanczyk (Binghamton University, State University of New York)

A Behavioral Approach to the Assessment of Anxiety Disorders in Children With Autism Spectrum Disorder

KELLY D. SCHLEISMANN and Jennifer M. Gillis Mattson (Auburn University)

Examination of Effective Interventions for Anxiety in Children With Autism Spectrum Disorders

REBECCA BEIGHTS and Jennifer M. Gillis Mattson (Auburn University)

Case Conceptualization in a Multi-Disciplinary Setting: A Clinical Case Example EMILY HUBER CALLAHAN (Binghamton University)

52 Symposium

5/29/2010

2:30 p.m.-3:50 p.m.

206AB (CC)

AUT: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Marjorie Charlop-Christy, Ph.D.

Enhancing Social Opportunities for Children With High-Functioning Autism

Chair: Marjorie H. Charlop-Christy (Claremont McKenna College)

The Importance of Teaching Social Skills to High-Functioning Children With Autism: A Brief Review

CATHERINE ANNE MILTENBERGER and Marjorie H. Charlop-Christy (Claremont McKenna College)

Teaching Children With Autism to Initiate Conversational Speech: Humor as a Means of Social Skills Attainment

SARA GERSHFELD COHEN (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)

Teaching Persistence in Social Initiations to High-Functioning Children With Autism: A Portable Video Modeling Technology

DENISE GROSBERG (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)

Improving Reciprocal Question-Asking During Social Conversation in Children and Adolescents With Autism Spectrum Disorder

REBECCA DOGGETT, Robert L. Koegel, and Lynn Kern Koegel (University of California, Santa Barbara)

53 Symposium

5/29/2010

2:30 p.m.-3:50 p.m.

202AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Thomas Zane, Ph.D., BCBA

Is This a Bad Fad: Further Experimental Analyses of Questionable Treatments in Autism

Chair: Cecilia McCarton (The McCarton School)

Discussant: Cathy Bryson (The Sage Colleges)

Evidenced Based Practice: A Review of the Criteria That Constitutes Evidence

THOMAS L. ZANE (The Center for Applied Behavior Analysis at The Sage Colleges) and Jennifer Hanson (Springbrook)

Examining the Relationship Between Oral Motor Exercises and Articulation Ability in Students With Autism

LAURA PRESTIA (The McCarton School); Mary Jane Weiss (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey); Ivy J. Feldman and Barrie Jakabovics (The McCarton School); and Thomas L. Zane (The Center for Applied Behavior Analysis at The Sage Colleges)

Examining the Impact of Weighted Vests on Stereotypic Behavior and Engagement

IVY J. FELDMAN (McCarton School); Thomas L. Zane (The Center for Applied Behavior Analysis at The Sage Colleges); Mary Jane Weiss (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey); and Jacqueline Hickey and Barrie Jakabovics (The McCarton School)

54 Symposium

5/29/2010

2:30 p.m.-3:50 p.m.

203AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Amanda Adams, Ph.D., BCBA

Applied Behavior Analysis and Speech-Language Pathology: Two Great Things That Go Great Together! Collaboration in Early Intervention

Chair: Amanda N. Adams (California State University, Fresno)

A Comparison of Discrete Trial Training and the Natural Language Paradigm in Nonverbal Children With Autism

LISA EVANGELISTA, Steven Skelton, Donald Freed, Sheri Roach, Christine A. Maul, and Amanda N. Adams (California State University, Fresno)

Improvement and Generalization Differences in Group Versus Individual Therapy of Social Language Skills

REBECCA ROOPE, Christine A. Maul, Donald Freed, Steven Skelton, and Amanda N. Adams (California State University, Fresno)

Starting Autism Education in Bosnia: Challenges for a Recovering Country

DZEVIDA SULEJMANOVIC and Amanda N. Adams (California State University, Fresno)

Autism Education in Bosnia: Experiences of a California-Based Team in Sarajevo

AMANDA N. ADAMS and Eduardo Avalos (California State University, Fresno)

55 Symposium

5/29/2010

2:30 p.m.-3:50 p.m.

217B (CC)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kyong-Mee Chung, Ph.D., BCBA

Accumulated Evidences for Effectiveness of Applied Behavior Analysis in Korea

Chair: Kyong-Mee Chung (Yonsei University)

The Predictors of Behavioral Parent Training for Children With Developmental Disabilities

KYONG-MEE CHUNG and Hyunsun Ahn (Yonsei University)

Treatment Outcome Evaluation for Persons With Severe Problem Behaviors: Preliminary Results

MIN-JUNG SHIN (Yonsei University); Yeonjin Jo (Seoul Metropolitan Children's Hospital); Boo Yeol Choi (Yonsei University); You-na Kim (Seoul Municipal Children's Hospital); and Jean H. Choi and Yealee Kim (Yonsei University)

Examining the Consistency in Results From Functional Assessment and Questions About Behavior Function: The Preliminary Results

BOO YEOL CHOI (Yonsei University); Hyeonsuk Jang (Seoul Municipal Children's Hospital); U-jin Lee and Yealee Kim (Yonsei University); SoYeon Lee (Seoul Municipal Children's Hospital); and Hyunsun Ahn, Minhee Kim, and Jean H. Choi (Yonsei University)

The Effects of the Summer Treatment Program for Korean Children With Disruptive Behaviors

HYUNSUN AHN (Yonsei University); Ji-Myeong Shin (Seoul Municipal Children's Hospital); Min-Jung Shin, Minhee Kim, and Boo Yeol Choi (Yonsei University); Seung-Hee Hong (Seoul Municipal Children's Hospital); and Joo-hee Kim (Yonsei University)

56 Panel Discussion

5/29/2010

2:30 p.m.-3:50 p.m.

Texas Ballroom Salon E (Grand Hvatt)

EDC; Theory

Professional Development Series: Behavior Analysis Around the World: No Boundaries

Chair: Amy Durgin (Western Michigan University)

VICCI TUCCI (Tucci Learning Solutions, Inc.)

MATT DECKER (Western Michigan University)

JOANNE K. ROBBINS (Morningside Academy)

JOÃO CLAUDIO TODOROV (Universidade Católica de Goiás)

57 Paper Session

5/29/2010

2:30 p.m.-3:50 p.m.

Texas Ballroom Salon B (Grand Hyatt)

EDC

Effective School-Based Strategies for Children With Emotional and Behavioral Disorders

Chair: Vanessa Mizutowicz (Stephen F. Austin State University)

Efficacy of Randomized Contingency With Self-Assessment Component in Decreasing Off-Task Behavior Exhibited by Students (Applied Behavior Analysis)

VANESSA MIZUTOWICZ (Stephen F. Austin State University)

Improving Social Behaviors of At-Risk Students Through Peer-Mediated Social Skill Instruction (Applied Behavior Analysis)

YA-YU LO and April L. Mustian (NSTTAC), and Alicia Brophy (University of North Carolina, Charlotte)

Efficacy of Single-Case Designs in the Assessment and Identification of Adolescents At-Risk for Emotional and Behavioral Disorders (Applied Behavior Analysis)

RAMÓN B. BARRERAS (Azusa Pacific University)

58 Symposium

5/29/2010

2:30 p.m.-3:50 p.m.

215 (CC)

OTH; Applied Behavior Analysis

Inpatient Brain Injury Rehabilitation: Need for a Behaviorally-Based Foundation

Chair: Jessica A. Thompson (Centre for Neuro Skills)
Discussant: Michael P. Mozzoni (Learning Services)

Impact on Functional Skills and Abilities by Integrating Behavioral Principles Into Inpatient Clinical and Residential Rehabilitation Programs

CHRIS PERSEL, Jessica A. Thompson, and Heather A. Moore (Centre for Neuro Skills)

Effective Use of Escape Extinction and Differential Reinforcement in Decreasing Physical Aggression in a Patient with a Traumatic Brain Injury

HEATHER A. MOORE and Chris Persel (Centre for Neuro Skills)

Structured Escape Extinction and Differential Reinforcement During Inpatient Rehabilitation as an Approach to Improve Behaviors of an Adult With an Acquired Brain Injury

CHRIS PERSEL and Heather A. Moore (Centre for Neuro Skills)

59 Symposium

5/29/2010

2:30 p.m.-3:50 p.m.

214C (CC)

VRB; Applied Behavior Analysis

The Journey From Implicit Bias to Self-Report: How Thought Through Are Clinically Relevant Behaviors?

Chair: Dermot Barnes-Holmes (National University of Ireland, Maynooth)

The Implicit Relational Assessment Procedure: Weight Class Predicted by Implicit but Not Explicit Food Attitudes

IAN MCKENNA, Dermot Barnes-Holmes, Yvonne Barnes-Holmes, and Ian T. Stewart (National University of Ireland, Galway); and Ruth Yoder (Weight Management Clinic, St. Columcille's Hospital)

An Implicit Measure of Emotional Avoidance

NICHOLAS HOOPER (Swansea University), Matthieu Villatte (Universite de Charles de Gaulle-Lille 3), and Louise A. McHugh (University of Wales, Swansea)

Future Expectations and Personal Values in Depression

LIV KOSNES (University of Wales, Newport), Louise A. McHugh (University of Wales, Swansea), and Robert Whelan (Trinity College Dublin)

Examining the Sensitivity and Specificity of Implicit Versus Explicit Measures to Heuristic Processes Governing Smoking-Cessation

NIGEL AUGUSTINE VAHEY (National University of Ireland, Maynooth); Corinna Stewart (National University of Ireland); Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth); Ian T. Stewart (National University of Ireland, Galway); and Deirdre Desmond (National University of Ireland, Maynooth)

60 B. F. Skinner Lecture Series

5/29/2010 3:00 p.m.–3:50 p.m. 103AB (CC)

CBM; Applied Behavior Analysis

Community Reinforcement Approach and Community Reinforcement and Family Training

Chair: Thomas J. Waltz (University of Nevada, Reno)

ROBERT J. MEYERS (Robert J. Meyers, Ph.D. & Associates)



Robert J. Meyers, Ph.D. (cra-craft@www.robertjmeyersphd.com) is a research Associate Professor of psychology working at the University of New Mexico's Center on Alcoholism, Substance Abuse, and Addictions, and is in private practice and can be reached at www.robertjmeyersphd.com. Dr. Meyers is the winner of the 2002 Dan Anderson Research Award from the Hazelden Foundation, and the 2003 Young Investigator Award from the Research Society on Alcoholism. He has published over 60 scientific articles and co-authored five books on addiction, including Get Your Loved One Sober: Alternatives to Nagging, Pleading and Threatening and Motivation Substance Abusers to Enter Treatment: Working With Family Members. Dr.

Meyers has been in the addiction field for 30 years and at the University of New Mexico for over 20.

Abstract: Community Reinforcement Approach (CRA) and Community Reinforcement and Family Training (CRAFT) are two empirically-supported behavioral substance abuse programs. While CRA is a treatment for the substance abusing individual, CRAFT is an intervention designed for the concerned significant others (CSOs) of treatment-refusing individuals with alcohol or drug problems. CRA has been evaluated in dozens of clinical trials, starting in 1973, and it continues to be examined internationally. The newer CRAFT program teaches CSOs how to influence substance abusing loved ones so that they seek treatment. Specifically, CRAFT shows CSOs how to change their behavior toward the drinker or drug user such that clean and sober behavior is rewarded and drinking and using behavior is discouraged. On average, CRAFT-trained CSOs can get their loved ones to enter treatment after only five CSO sessions. Both CRA and CRAFT are based on operant principles. Each program is built on the belief that a person's "community" (family, friends, job, church, social activities) must reinforce and support a clean and sober lifestyle. This lecture will present the seminal studies that led to the development of CRA and CRAFT. Dr. Meyers also will discuss some of the clinical techniques that are instrumental in making these treatments successful.

#61 SQAB Tutorial

5/29/2010 3:00 p.m.-3:50 p.m. 007CD (CC)

EAB; Experimental Analysis

What "Reinforcers" Do to Behavior, II: Signposts to the Future

MICHAEL C. DAVISON (University of Auckland)



Michael Davison was raised in the UK and completed his BSc (Hons) in Psychology at Bristol University. He then came to New Zealand on a Commonwealth Scholarship and completed his Ph.D. (on punishment) at Otago University, and stayed there for a year as a lecturer. He then spent a year as lecturer at University College London before returning to New Zealand and taking a lectureship at Auckland University, where he has remained, moving up through the ranks to full professor in 1987. He was given a DSc for research in 1982, was elected a Fellow of the Royal Society of New Zealand in 1987, and received a Silver Medal for research from the Royal Society of New Zealand in 2001. He has been Associate Editor of the

Journal of the Experimental Analysis of Behavior, and has served many terms on the editorial board of that journal. He currently holds appointments as a Research Associate at The Liggins Institute and in the National Research Centre for Growth and Development. His interests are in the quantitative analysis of choice, both from a theoretical perspective and, more recently, as applied to developmental influences on learning.

Abstract: Over the last few years, it has become increasingly evident that the process of reinforcement may well have been misnamed and misunderstood. Events like contingent food for a hungry animal do not simply increase or maintain the probability of responses that they follow, they don't strengthen behavior. Rather, they may act as signposts to future events, guiding behavior through the learned physical and temporal maze of life. This signposting is not to be seen as additional to these events as reinforcers; Signposting is the reinforcement effect. This realization puts reinforcement right back into the purview of stimulus control. Events that we usually consider "reinforcers", on the other hand, have more or less value to the organism-so, signposting is additional to value. Thus, the next step is to ask whether organismically-valuable stimuli have any special properties when they signal future events. I will briefly discuss some research that starts the process of experimentally investigating what food delivery can, and cannot, signal in the time following such an event. I will try to reorganize some of what we think we know in these terms, and to suggest how this approach may provide a new understanding of behavior-analytic practice.

62 Invited Tutorial

5/29/2010 3:00 p.m.–3:50 p.m. Ballroom A (CC) TPC; Theory

BACB CE Offered. CE Instructor: Murray Sidman, Ph.D.

Errorless Learning and Programmed Instruction: The Myth of the Learning Curve

Chair: Per Holth (Akershus University College)

MURRAY SIDMAN (retired)



Murray Sidman completed his Ph.D. at Columbia University 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 Army Hospital. He then joined the Neurology Service of the Massachusetts General Hospital for another nine years. Dr. Sidman's 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, Dr. Sidman 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: Teaching a pupil all the prerequisites for a task will produce errorless learning. If errors do occur, they can be eliminated by identifying and teaching the missing prerequisites. The discovery of errorless learning, although a major contribution to our understanding of behavior, has received remarkably little attention from behavior theorists, philosophers, and both basic and applied researchers. Learning need not be a trial-and-error process for the pupil, although it may be for the teacher. Errorless learning indicates that the learning process is all-or-none; the learning curve becomes discontinuous, with any continuity residing in the teaching process. The reality of errorless learning shifts the responsibility for learning from the pupil to the teacher; the proper study of learning becomes the study of teaching. For example, because mental retardation is defined by learning failures (i.e., by excessive errors), the fact of errorless learning calls into question both the definition of retardation and the teaching methods that have given rise to that definition.

63 Symposium

5/29/2010

3:00 p.m.-4:20 p.m.

Lone Star Ballroom Salon C (Grand Hyatt)

EAB; Experimental Analysis

Choice as a Behavioral Tool: Using Concurrent Operants to Study Factors Other Than Positive Reinforcement

Chair: Christopher A. Podlesnik (University of Michigan)

Assessing the Reinforcing and Aversive Effects of Intravenous Drugs

CHRISTOPHER A. PODLESNIK and James H. Woods (University of Michigan)

Effects of Rimonabant on the Reinforcing Properties of Palatable Food: A Choice Analysis

JESSICA L BUCKLEY and Erin B. Rasmussen (Idaho State University)

How are Positive and Negative Reinforcement Different? A Concurrent-Operants Evaluation Based on Contingency-Discriminability Theory

Michael A. Magoon (Booz|Allen|Hamilton) and THOMAS S. CRITCHFIELD (Illinois State University)

Child Deviance and Sensitivity to Reinforcement

JACK J. MCDOWELL (Emory University)

64 Symposium

5/29/2010

3:00 p.m.-4:20 p.m.

Lone Star Ballroom Salon D (Grand Hvatt)

EAB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jason Bourret, Ph.D., BCBA

Topics in Translational Research

Chair: Jason C. Bourret (New England Center for Children)
Discussant: Timothy R. Vollmer (University of Florida)

Behavioral Economic Manipulations in a Closed Token Economy: Examination of Methods for Rapid Generation of Work and Demand Functions

KATHRYN G. HORTON and Jason C. Bourret (The New England Center for Children)

Describing Naturally Occurring Schedules: Analysis of Feedback Functions for Shooting During Basketball Games

NICHOLAS R VANSELOW (Northeastern University) and Jason C. Bourret (New England Center for Children)

Analysis of the Effects of Psychotropic Medication on the Behavior of Children Diagnosed With Autism

MATOTOPA AUGUSTINE and Jason C. Bourret (The New England Center for Children)

65 Symposium

5/29/2010

3:00 p.m.-4:20 p.m.

Lone Star Ballroom Salon E (Grand Hyatt)

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Simon Dymond, Ph.D., BCBA

BIG SIG Symposium: Advances in the Behavior Analysis of Gambling

Chair: Simon Dymond (Swansea University)

Do Escape Scores on the GFA Predict Video Poker Play in the Laboratory?

JEFFREY N. WEATHERLY, Kevin Montes, and Danielle Christopher (University of North Dakota)

Formal and Functional Investigation and Manipulation of the "Near-Miss" Effect in Gamblers

BECKY L. NASTALLY and Mark R. Dixon (Southern Illinois University)

Derived Transfer of Response Allocation and Outcome Ratings in a Simulated Slot Machine Task

SIMON DYMOND, Kate Mills, Amanda Cox, Victoria Crocker, Joanne Griffiths, and Alice E. Hoon (Swansea University)

Is There a Correlation Between the Iowa Gambling Task and Delay Discounting?

FRANK D. BUONO and Mark R. Dixon (Southern Illinois University, Carbondale)

66 Panel Discussion

5/29/2010

3:00 p.m.-4:20 p.m.

Texas Ballroom Salon F (Grand Hyatt)

TBA: Service Delivery

BACB CE Offered. CE Instructor: Melissa Nosik, M.S., BCBA

Dissemination of Behavior Analysis: Approaches for the 21st Century

Chair: Criss Wilhite (California State University, Fresno)

THOMAS G. SZABO (University of Nevada, Reno)

WILLIAM D. NEWSOME, JR. (University of Nevada, Reno)

MELISSA NOSIK (University of Nevada, Reno)

PAUL CHANCE (Association for Science in Autism Treatment)

67 Panel Discussion

5/29/2010

3:30 p.m.-4:20 p.m.

201 (CC)

OTH; Service Delivery

Professional Development Series: Advice From the Recently Hired

Chair: August F. Holtyn (West Virginia University)

JAMES W. DILLER (Eastern Connecticut State University)

JESSICA EVERLY (University of Pittsburgh at Greensburg)

MIRARI ELCORO (Armstrong Atlantic State University)

68 Symposium

5/29/2010

3:30 p.m.-4:50 p.m.

207AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Anibal Gutierrez Jr., Ph.D., BCBA

Issues in Preference and Reinforcement in Children With Autism

Chair: Anibal Gutierrez, Jr. (University of Miami)

Discussant: John C. Borrero (University of Maryland, Baltimore County)

Determining the Reinforcing Value of Social Consequences and Establishing Social Consequences as Reinforcers

Hilary Gibson and DANIEL GOULD (The New England Center for Children)

A Comparison of Four Methods to Assess Social Reinforcers in Children With Autism

AARON J FISCHER (Louisiana State University) and Anibal Gutierrez, Jr., Melissa N. Hale, Jennifer S. Durocher, and Michael Alessandri (University of Miami)

Evaluating the Stability of Preferences for Attention for Children With Autism Spectrum Disorders

MARY PAWLOWSKI (Nova Southeastern University) and Anibal Gutierrez, Jr., Melissa N. Hale, Jennifer S. Durocher, and Michael Alessandri (University of Miami)

69 Symposium

5/29/2010

3:30 p.m.-4:50 p.m.

204AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Rachel Findel-Pyles, Ph.D., BCBA

Topics in Autism Spectrum Disorders: Leisure Skill Development, Caregiver Training, and Personal Hygiene

Chair: Rachel Findel-Pyles (The Chicago School for Professional Psychology, Los Angeles) Discussant: Michele R. Bishop (Center for Autism and Related Disorders, Inc.)

Utilizing Activity Schedules to Increase Leisure Activities in Adolescents With Autism

CALLI ANDERSON (The Chicago School for Professional Psychology), Rachel Findel-Pyles (The Chicago School for Professional Psychology, Los Angeles), and Traci M. Cihon (University of North Texas)

Teaching Caregivers to Implement a Three-Step Prompt Procedure to Decrease Noncompliance Maintained by Escape

Jackie Hardenbergh (The Chicago School for Professional Psychology) and RACHEL FINDEL-PYLES (The Chicago School for Professional Psychology, Los Angeles)

Using Shaping and Stimulus Fading to Teach Toothbrushing in Children With Developmental Disabilities

COURTNEY LANAGAN (First Steps for Kids, Inc.) and Taira Lanagan and Averil Schiff (Center for Autism and Related Disorders, Inc.)

70 Panel Discussion

5/29/2010

3:30 p.m.-4:50 p.m.

214A (CC)

CBM; Applied Behavior Analysis

Professional Development Series: An Introduction to Clinical Behavior Analysis

Chair: Jordan T. Bonow (University of Nevada, Reno)

MICHAEL J. DOUGHER (University of New Mexico)

WILLIAM C. FOLLETTE (University of Nevada, Reno)

ROBERT J. KOHLENBERG (University of Washington)

KURT SALZINGER (Hofstra University)

#71 Symposium

5/29/2010

3:30 p.m.-4:50 p.m.

Crockett A/B (Grand Hyatt)

CBM: Applied Behavior Analysis

BACB CE Offered. CE Instructor: SungWoo Kahng, Ph.D., BCBA

Behavioral Research on Obesity: Examination of Behavioral Weight Management Programs and Environmental Factors That Affect Obesity

Chair: SungWoo Kahng (The Johns Hopkins University School of Medicine)

Parent Supported Behavioral Treatment of Obesity in Adolescents and Young Adults With Down Syndrome: Randomized, Controlled Trial

RICHARD K. FLEMING, Elise A. Stokes, Renee Scampini, Linda Bandini, James Gleason, Carol Curtin, and Charles Hamad (University of Massachusetts Medical School)

Family-Based Weight Management Programs: Current Research and Future Directions

ALYSSA FISHER, SungWoo Kahn, Nicole Lynn Hausman, and Kaitlin Coryat (Kennedy Krieger Institute)

Evaluating the Effects of Exergaming on Physical Activity Among Inactive Children in a Physical Education Classroom

VICTORIA FOGEL, Raymond G. Miltenberger, Rachel K. Graves, and Shannon S. Koehler (University of South Florida)

A Comparison of Portion-Size Discrimination Training Procedures

NICOLE LYNN HAUSMAN (University of Maryland, Baltimore County) and SungWoo Kahng and Alyssa Fisher (Kennedy Krieger Institute)

72 Symposium

5/29/2010

3:30 p.m.-4:50 p.m.

Crockett C/D (Grand Hvatt)

CBM; Applied Behavior Analysis

Functional Analytic Psychotherapy: Integration With Other Therapies

Chair: Barbara S. Kohlenberg (University of Nevada School of Medicine)

Functional Analytic Psychotherapy and Feminist Therapies: Confronting Power and Privilege in Therapy

CHRISTEINE M. TERRY (Palo Alto VA Healthcare System), Madelon Y. Bolling (independent practice), Maria R. Ruiz (Rollins College), and Keri R. Brown Popp (University of Wisconsin–Milwaukee)

Functional Analytic Psychotherapy and Acceptance and Commitment Therapy: Similarities, Divergence, and Integration

GLENN M. CALLAGHAN (San Jose State University) and Barbara S. Kohlenberg (University of Nevada School of Medicine)

Functional Analytic Psychotherapy and Dialectical Behavior Therapy

GARETH I. HOLMAN (University of Washington), Jennifer Waltz (University of Montana), and Sara J. Landes (University of Washington School of Medicine)

Functional Analytic Psychotherapy and Behavioral Activation

CRISTAL E. WEEKS, Jonathan W. Kanter, and Rachel Manos, William Bowe, and David E. Baruch (University of Wisconsin-Milwaukee)

#73 Symposium

5/29/2010

3:30 p.m.-4:50 p.m.

Texas Ballroom Salon C (Grand Hyatt)

CBM; Applied Behavior Analysis

Preventive Behavioral Parent Training: Establishing an Empirical Base in the Primary Prevention of Children's Conduct Problems

Chair: Clint Field (Utah State University)

Promoting Positive Parent-Child Socialization Processes by Altering Positive and Negative Interaction Ratios

ANDREW ARMSTRONG (Utah State University)

Preventive Behavioral Parent Training: The Feasibility of Primary Prevention Efforts Targeting Early Parent-Child Social Interactions

GRETCHEN SCHEIDEL (Utah State University)

Preventive Behavioral Parent Training, I: Immediate Effects and Risk Factors Associated With Socialization Processes

KERRY PROUT (Utah State University)

Preventive Behavioral Parent Training, II: Replication of Immediate Outcomes and Longitudinal Effects on Socialization Processes of At-Risk Children

JESSICA MALMBERG (Utah State University)

#74 Symposium

5/29/2010

3:30 p.m.-4:50 p.m.

Texas Ballroom Salon D (Grand Hyatt)

EDC; Service Delivery

Teacher Preparation and Education Reform: A Behavioral Systems Perspective

Chair: Ronnie Detrich (The Wing Institute)

Discussant: Charles L. Salzberg (Utah State University)

What We Know About Effective Teaching

RONNIE DETRICH (The Wing Institute)

200 Years of Teacher Preparation: What Have We Learned?

JOHN E. STATES (The Wing Institute)

Teacher Induction: Where the Rubber Meets the Road

RANDY KEYWORTH (The Wing Institute)

75 Symposium

5/29/2010

3:30 p.m.-4:50 p.m.

Republic B (Grand Hyatt)

OBM; Applied Behavior Analysis

Some New Developments in the Study of Organizational Behavior Management

Chair: Angela R. Lebbon (Lehman College)

Using an Experience Sampling Method to Investigate How People Spend Their Time at Work

ANNA ALAINE RICE and John Austin (Western Michigan University)

A Descriptive Analysis of Professional Demeanor Violations and Nonwork-Related Behaviors in a Therapeutic Workplace

BRANDON RING and Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County) and Mick J. Needham, James H. Boscoe, and Kenneth Silverman (Johns Hopkins University)

Investigating the Effects of Observer Presence and Feedback on Individuals' Workand Safety-Related Behavior

ANGELA R. LEBBON (Lehman College) and John Austin (Western Michigan University)

Isolating the Critical Components of Effective Feedback on a Data Entry Task

DOUGLAS A. JOHNSON (Operant-Tech Consulting)

#76 Symposium

5/29/2010

3:30 p.m.-4:50 p.m.

Republic A (Grand Hyatt)

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Derek Reed, Ph.D., BCBA

Performance Improvement Strategies for Direct Support Staff in a Human Service Organization

Chair: Helena Maguire (Melmark New England)

Discussant: Dennis H. Reid (Carolina Behavior Analysis and Support Center)

Assessing and Increasing Staff Preference for Job Tasks Using Concurrent-Chains Schedules and Probabilistic Outcomes

DEREK D. REED, Florence D. DiGennaro Reed, and Natalie Campisano (Melmark New England)

Effects of Goal Setting, Public Posting, and Reinforcement on the Percentage of Student Programs Completed Daily

NATALIE CAMPISANO, Florence D. DiGennaro Reed, and Helena Maguire (Melmark New England)

Implementation of an Antecedent Intervention to Increase Class-Wide IOA Assessment

STEFANIE DOUCETTE, Florence D. DiGennaro Reed, and Helena Maguire (Melmark New England)

77 Symposium

5/29/2010

3:30 p.m.-4:50 p.m.

213B (CC)

OTH; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Stephanie Peterson, Ph.D., BCBA

Variables Affecting Response Allocation in Concurrent Schedules of Reinforcement Arrangements

Chair: Stephanie M. Peterson (Western Michigan University)

Discussant: David P. Wacker (University of Iowa)

An Evaluation of Variables Affecting Compliance and Task-Related Response Allocation JOEL ERIC RINGDAHL, Wendy K. Berg, and Anuradha Salil Kumar Dutt (University of Iowa)

Effects of Quality and Magnitude of Reinforcement on Choice Responding for Individuals with Escape Motivated Problem Behavior

JESSICA E. FRIEDER (Armstrong Atlantic State University); Stephanie M. Peterson (Western Michigan University); Elizabeth Dayton (Utah State University); and Shawn Patrick Quigley (Western Michigan University)

Assessing the Illusion of Control Within a Computer-Based Game of Chance: Illusion or Preference?

ALLEN J. KARSINA (The New England Center for Children) and Rachel H. Thompson (Western New England College)

#78 Panel Discussion

5/29/2010

3:30 p.m.-4:50 p.m.

216A (CC)

OTH; Service Delivery

Fred S. Keller Is One Hundred and Eleven Years Old

Chair: Sherman Yen (Asian American Anti-Smoking Foundation)

RICHARD COOK (The Pennsylvania State University)

DEBRAH KITE (The Chicago School of Professional Psychology)

ALLISON Y. LORD (Tobacco Outreach Technology)
MARTHA PELAEZ (Florida International University)

#79 Symposium

5/29/2010

3:30 p.m.-4:50 p.m.

Bonham C (Grand Hyatt)

TPC; Theory

Understanding Agency in the Context of Radical Behaviorism

Chair: Gordon R. Foxall (Cardiff University)

Discussant: Jay Moore (University of Wisconsin- Milwaukee)

The Experience of Agency: Biological and Cultural Determinants of the Illusion

RICHARD F. RAKOS (Cleveland State University)

The Ascription of Agency

GORDON R. FOXALL (Cardiff University)

Personal Agency and Resistance: A View by Third Wave Feminism and Radical Behaviorism

MARIA R. RUIZ (Rollins College)

80 Symposium

5/29/2010

3:30 p.m.-4:50 p.m.

Bonham B (Grand Hyatt)

TPC: Theory

Some Surprising Ramifications of Behavioral Contingency Analysis

Chair: Philip N. Chase (Cambridge Center for Behavioral Studies)

Discussant: Paul Thomas Andronis (Northern Michigan University)

Teaching an On-Line Course in Behavioral Contingency Analysis

LAURILYN DIANNE JONES and Francis Mechner (The Mechner Foundation)

Analysis and Codification of Complex Multiparty Dynamic Behavioral Contingencies

FRANCIS MECHNER (The Mechner Foundation)

Applications of Behavioral Contingency Analysis in Psychotherapy

PARSLA VINTERE (Queens College, The City University of New York)

#81 Paper Session

5/29/2010

4:00 p.m.-4:20 p.m.

217B (CC)

DDA

Applied Behavior Analysis and Service Delivery

Chair: Darren Bowring (States of Jersey, UK, Special Needs Service)

The Use of Staff Greetings to Increase On-Task Behaviour in a Supported Work Scheme

DARREN BOWRING (States of Jersey, UK, Special Needs Service), and Sandy Toogood (Wales Centre for Behaviour Analysis. University of Wales)

#82 Paper Session

5/29/2010

4:00 p.m.-4:20 p.m.

214C (CC)

VRB

Complex Verbal Behavior

Chair: Svein Eikeseth (Akershus University College)

The Role of Modeling and Automatic Reinforcement in the Development of Verbal Behavior in Typically Developing Children: A Replication of Wright

Leni Øestvik and SVEIN EIKESETH (Akershus University College)

#83 Paper Session

5/29/2010

4:00 p.m.-4:50 p.m.

202AB (CC)

AUT

Early Language Intervention for Children With Autism

Chair: Cheryl Ostryn (University of Colorado Denver)

Teaching Preschool Children With Autism to Expressively Discriminate Between "What's That?" and "Where Is It?"

CHERYL OSTRYN (University of Colorado, Denver) and Pamela S. Wolfe (Pennsylvania State University)

Stages in Speech Evocation During Mand Training While Using the Sign Protocol

SMITA AWASTHI (Association for Behavior Analysis of India), Kinnari Bhatt (Seneca College), Priyanka Bhabu (Association for Behavior Analysis of India), and Sonika Srivastava (Autism Awareness & Action)

#84 Paper Session

5/29/2010 4:00 p.m.-4:50 p.m. 206AB (CC) AUT

On the Role of Behavioral Variability in Autism

Chair: Valerie R. Rogers (University of Nevada, Reno)

Extinction-Induced Variability in Young Children With Autism (Experimental Analysis)

VALERIE R. ROGERS and Patrick M. Ghezzi (University of Nevada, Reno)

Variability of Responding in Children With Autism Spectrum Disorder and Typically \Developing Controls (Applied Behavior Analysis)

CLODAGH MARY MURRAY and Olive Healy (National University of Ireland, Galway), and Geraldine Leader (National University of Ireland)

#85 Paper Session

5/29/2010 4:00 p.m.-4:50 p.m. 205 (CC) AUT

Applications of Stimulus Control in the Treatment of Problem Behavior

Chair: Kristen A. Maglieri (Trinity College Dublin)

Teaching Children With Autism to Tolerate Denied Access to Reinforcers Using Parents as Therapists (Applied Behavior Analysis)

Michelle Barry (Stepping Stones ABA School for Children with Autism), KRISTEN A. MAGLIERI (Trinity College Dublin)

Analysis of Schedule Controlling Stimuli to Develop Stimulus Control Over Problem Behavior Maintained by Food (Applied Behavior Analysis)

ELIZABETH S. ATHENS (ABA Learning Centre) and Dana M. Zavatkav (Marcus Autism Center)

#86 Paper Session

5/29/2010 4:00 p.m.-4:50 p.m. 203AB (CC) AUT

Developing Early Language Repertories

Chair: Morgan Stockdale (Central Texas Autism Center, Inc.)

The Effects of Picture Exchange Communication System Intervention on Nonvocal and Vocal Communication for a Child with Autism (Applied Behavior Analysis)

ANNIE YOON, Dennis W. Moore, and Angelika Anderson (Krongold Centre, Monash University)

Methods to Teach a Child With Autism How to Ask Spontaneous Mands for Information in the Natural Environment (Service Delivery)

MORGAN STOCKDALE (Central Texas Autism Center, Inc.)

#87 SQAB Tutorial

5/29/2010 4:00 p.m.-4:50 p.m. 007CD (CC)

CBM; Experimental Analysis

The Behavior Analyst Certification Board and the Behavior Analyst Profession GERALD L. SHOOK (Behavior Analyst Certification Board)



Gerald L. Shook is the Founder and Chief Executive Officer of the Behavior Analyst Certification Board and Principal of Shook & Associates. The most important professional development in the field of behavior analysis has been the creation of an international certification program, and the person most responsible for this achievement is Jerry Shook. During the 1980s, he spearheaded the certification of behavior analysts in the state of Florida. He then fostered adoption of the Florida model in state after state and subsequently established this model as the blueprint for an international program. As the only formal program of credentialing in behavior analysis, it has had profound effects on both service delivery and university

training throughout the world. In many ways, the program has created the profession of "applied behavior analysis."

Abstract: The tutorial will explore the development of the Behavior Analyst Certification Board (BACB) including the growth of the BACB since its inception a decade ago; the process used by the BACB to develop degree, coursework, and supervised experience requirements to qualify for the examinations; the development of the examination content and construction of the examinations; the spread of certification to countries outside of the United States; and future development of BACB behavior analyst credentialing. The presentation will examine the role BACB certification has within the larger context of the behavior analytic field and the contributions that the BACB has made to the growth and development of the field. The tutorial will focus on how Behavior Analyst Certification Board certifications can help individuals have fulfilling careers as professional behavior analysts and will provide examples of career paths that are available for behavior analysts with Board Certified Behavior Analyst certifications.

#88 B. F. Skinner Lecture Series

5/29/2010 4:00 p.m.-4:50 p.m. Ballroom A (CC)

CSE; Applied Behavior Analysis

Don't Call Me Nuts: How to Study the Stigma of Mental Illness

Chair: Patricia Bach (Illinois Institute of Technology)
PATRICK W. CORRIGAN (Illinois Institute of Technology)



Patrick Corrigan is Distinguished Professor of Psychology at the Illinois Institute of Technology and Associate Dean for Research. Prior to that, Corrigan was professor of Psychiatry and Executive Director of the Center for Psychiatric Rehabilitation at the University of Chicago, having been there for 14 years. Corrigan has been principal investigator of federally funded studies on rehabilitation and consumer operated services. Ten years ago, he became principal investigator of the Chicago Consortium for Stigma Research, the only NIMH-funded research center examining the stigma of mental illness. More recently, the Chicago Consortium evolved into the National Consortium on Stigma and Empowerment (NCSE), supported by

NIMH as a developing center in services research. Centered at IIT, NCSE includes co-principal investigators from Yale, the University of Pennsylvania, and Rutgers. One recent study supported by NIAAA, NIMH, and The Fogarty Center examined the stigma of mental illness endorsed by employers in Beijing, Chicago, and Hong Kong. In the few years, Corrigan has partnered with colleagues from the

Department for Veteran Affairs and Department of Defense to develop and evaluate anti-stigma programs meant to help soldiers from Iraq and Afghanistan seek out services for post traumatic stress disorder when needed. Corrigan is a prolific researcher having published 11 books and more than 250 papers. He is editor of the *American Journal of Psychiatric Rehabilitation*.

Abstract: Context has been added to models seeking to better understand behavior change with stigma being in important contextual construct. Many people in distress do not pursue appropriate clinical services, or drop out of these services prematurely, in order to escape the harm of psychiatric labels. People with psychiatric disabilities often find life goals including real work and independent living blocked by employers or landlords who endorse the stigma of mental illness. Some people with mental illness internalize the stigma leading to the why try effect: "Why should I try to get a job? I am unable to handle it competently." This lecture reviews the various forms of label avoidance, public-stigma, and self-stigma. In the process, research by our group that sheds light on stigma is summarized. Most important to our current work is the development and evaluation of anti-stigma programs. In the process of conducting outcome studies, we have begun to identify the conundra that confound research in this arena. The presentation ends with a review of important research issues.

#89 Paper Session

5/29/2010 4:00 p.m.-4:50 p.m. 217C (CC) DDA

Phonics: Students With Intellectual Disabilities

Chair: Jaye K. Luke (Georgia State University)

The Impact of Phonics Instruction on Oral Language in Students With Intellectual Disabilities (Applied Behavior Analysis)

JAYE K. LUKE, Laura D. Fredrick, Dawn H. Davis, and Rebecca E. Waugh (Georgia State University)

From Prephonics to Phonics: Teaching Reading to Students With Moderate Intellectual Disabilities (Applied Behavior Analysis)

LAURA D. FREDRICK, Dawn H. Davis, Rebecca E. Waugh, and Paul A. Alberto (Georgia State University)

90 Paper Session

5/29/2010 4:00 p.m.-4:50 p.m. Travis A/B (Grand Hyatt) DEV

Behavioral Development

Chair: Gary D. Novak (California State University, Stanislaus)

The Learn-by-Doing Principle (Theory)
HAYNE W. REESE (West Virginia University)

Juvenile Anxiety: An Animal Model of Adolescent Fear-Conditioning Acquisition and Extinction (Applied Behavior Analysis)

CRISTINA I. VARGAS-IRWIN and Fredy A. Mora Gámez (Fundación Universitaria Konrad Lorenz), Jaime Robles (Virginia Commonwealth University)

#91 B. F. Skinner Lecture Series

5/29/2010 4:00 p.m.-4:50 p.m. 103AB (CC) EDC; Applied Behavior Analysis

Reading Intervention in Grades K-12: Scientifically-Informed Policy

Chair: Cathy L. Watkins (California State University, Stanislaus)

BARBARA R. FOORMAN (Florida State University)



Barbara Foorman, Ph.D., holds a joint appointment as the Francis Eppes Professor of Education and Director of the Florida Center for Reading Research at Florida State University. During 2005, Dr. Foorman served as the Commissioner of Education Research in the Institute of Education Sciences in the U.S. Department of Education. Before that Dr. Foorman was a professor at the University of Texas-Houston and at the University of Houston. Dr. Foorman has over 120 publications in the area of reading and language development, is Co-Editor of the Journal of Research on Educational Effectiveness, and has been principal investigator of federally-funded grants on early reading interventions, scaling assessment-driven

instruction, and literacy development in Spanish-speaking children. She has been a member of several national consensus committees related to reading. She also leads professional development and technical assistance grants in Florida and for the national center on instruction—Reading Strand. Dr. Foorman is an author of vocabulary, spelling, and phonemic awareness curricula and is a primary author of the "TPRI Early Reading Assessment" and the "FAIR K-12 Formative Reading Assessments" used in Florida.

Abstract: The state of the art in reading remediation is prevention and early intervention. Because of the difficulty of remediating older students and the relative success of early intervention efforts, policy in the United States encourages prevention. Under the Individuals With Disabilities Educational Improvement Act of 2004 districts may use up to 15% of special education funds for prevention and early intervention. This shift in federal law allows districts to use funds to provide intervention to struggling readers before they fail to meet grade-level achievement standards. In addition, the new law provides an alternative to the previous requirement that students' low achievement be unexpected (i.e., discrepant) relative to their intelligence in order to qualify them for special education services. The alternative approach, called response to intervention (RTI), means that a local education agency "may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures" (Pub. L. No. 108-446 § 614 [b][6][A]; § 614 [b] [2 & 3]). In this presentation Dr. Foorman will review the evidence for effective reading interventions, at both the elementary and secondary levels. Additionally, she will discuss challenges to implementing RTI models in schools and offer possible solutions.

92 Special Event

5/29/2010 5:00 p.m.-5:50 p.m. Ballroom A (CC) OTH; Theory

Presidential Scholar's Address: Why People Believe Weird Things

Chair: Raymond G. Miltenberger (University of South Florida)

MICHAEL SHERMER (Skeptics Society)



Michael Shermer is the Founding Publisher of *Skeptic* magazine, the Executive Director of the Skeptics Society, a monthly columnist for *Scientific American*, the host of the Skeptics Distinguished Science Lecture Series at The California Institute of Technology, and Adjunct Professor of Economics at Claremont Graduate University. Dr. Shermer's latest book is *The Mind of the Market*, on evolutionary economics. His last book was *Why Darwin Matters: Evolution and the Case Against Intelligent Design*, and he is the author of *Science Friction: Where the Known Meets the Unknown*, about how the mind works and how thinking goes wrong. His book *The Science of Good and Evil: Why People Cheat, Gossip, Share Care, and Follow the*

Golden Rule, is on the evolutionary origins of morality and how to be good without God. He wrote a biography, In Darwin's Shadow, about the life and science of the co-discoverer of natural selection, Alfred Russel Wallace. He also wrote *The Borderlands of Science*, about the fuzzy land between science and pseudoscience, and Denying History, on Holocaust denial and other forms of pseudohistory. His book How We Believe: Science, Skepticism, and the Search for God, presents his theory on the origins of religion and why people believe in God. He is also the author of Why People Believe Weird Things on pseudoscience, superstitions, and other confusions of our time. Dr. Shermer received his BA in psychology from Pepperdine University; MA in experimental psychology from California State University, Fullerton; and his Ph.D. in the history of science from Claremont Graduate University (1991). He was a college professor for 20 years (1979–1998), teaching psychology, evolution, and the history of science at Occidental College (1989–1998); California State University, Los Angeles; and Glendale College. Since his creation of the Skeptics Society, Skeptic magazine, and the Skeptics Distinguished Science Lecture Series at Caltech, he has appeared on such shows as The Colbert Report, 20/20, Dateline, Charlie Rose, Larry King Live, Tom Snyder, Donahue, Oprah, Lezza, Unsolved Mysteries (but, proudly, never Jerry Springer!), and other shows as a skeptic of weird and extraordinary claims, as well as interviews in countless documentaries aired on PBS, A&E, Discovery, The History Channel, The Science Channel, and The Learning Channel, Shermer was the Co-Host and Co-Producer of the 13-hour Family Channel television series. Exploring the Unknown.

Abstract: In this age of supposed scientific enlightenment, many people still believe in mind reading, past-life regression theory, New Age hokum, and alien abduction. A no-holds-barred assault on popular superstitions and prejudices, with more than 80,000 copies in print, Why People Believe Weird Things debunks these nonsensical claims and explores the very human reasons people find otherworldly phenomena, conspiracy theories, and cults so appealing. In an entirely new chapter, "Why Smart People Believe in Weird Things," Michael Shermer takes on science luminaries like physicist Frank Tippler and others, who hide their spiritual beliefs behind the trappings of science. Shermer, science historian and true crusader, also reveals the more dangerous side of such illogical thinking, including Holocaust denial, the recovered-memory movement, the satanic ritual abuse scare, and other modern crazes. Why People Believe Weird Things is an eye-opening resource for the most gullible among us and those who want to protect them.

93 Poster Session

5/29/2010 6:00 p.m.-7:30 p.m. Exhibit Hall A (CC)

AAB

- Reducing Relapse Through Massive Extinction in Multiple Contexts (Experimental Analysis) BRIDGET L. MCCONNELL, Mario A. Laborda, and Ralph R. Miller (Binghamton University, State University of New York)
- 2. Using Your iPhone or iPod Touch to Make Data Collection Easy (Applied Behavior Analysis) KIMBERLY G. FRY (University of North Texas)
- 3. Shaping Targeting and Retrieval Behaviors in Wallaroos (Applied Behavior Analysis) KATHLEEN ROSSI, Rachael E. Shrontz, Jeffrey Gesick, Laura Coulter, and Jesus Rosales-Ruiz (University of North Texas)
- 4. The Effects of Verbal Bridging Stimulus or Mechanical Bridging Stimulus in Positive Reinforcement Training of Sea Otters (Applied Behavior Analysis)

INDYA N. WATTS (Chicago School of Professional Psychology), Traci M. Cihon (University of North Texas), Tracy L. Kettering (The Ohio State University), Kenneth T. Ramirez (John G. Shedd Aquarium), and John W. Eshleman (The Chicago School of Professional Psychology)

5. Using Differential Reinforcement to Shape Appropriate Equine Responding During Common Handling Procedures (Applied Behavior Analysis)

CHARLOTTE SLATER and Simon Dymond (Swansea University)

6. An Analysis of the Effects of Combining Conditioned Reinforcers on the Behavior of Dogs (Applied Behavior Analysis)

KATHRYN L KALAFUT (Brown University) and Jesus Rosales-Ruiz (University of North Texas)

7. The Effects of Extrinsically Increasing Rates of Reinforcement on the Acquisition of Behavior of Dogs (Applied Behavior Analysis)

LAURA COULTER and Jesus Rosales-Ruiz (University of North Texas)

8. When Practice Is Not Enough: Separating Perfect and Imperfect Behavior Through Stimulus Control (Applied Behavior Analysis)

KATHRYN LYNN TUCKER and Jesus Rosales-Ruiz (University of North Texas)

9. Using Stimulus Control to Reduce Play Mouthing Behavior in a Large Breed Puppy (Applied Behavior Analysis)

MATTHEW A. DAVISON and Jesus Rosales-Ruiz (University of North Texas)

94 Poster Session

5/29/2010 6:00 p.m.-7:30 p.m. Exhibit Hall A (CC) AUT

10. Using Extinction to Reduce Self-Injurious Behavior With a 4-Year-Old Girl With Ectopic Eczema (Applied Behavior Analysis)

SMITA AWASTHI (Association for Behavior Analysis of India) and Gazala Zafar Ali

11. Decreasing Self-Injurious Behavior and Screaming in 7-Year-Old With Autism Spectrum Disorder in Outdoor Conditions Using Systematic Desensitization and Time-Out (AAB; Applied Behavior Analysis)

RAZIA ALI and Smita Awasthi (Association for Behavior Analysis of India)

12. Teaching Parents to Utilize Systematic Desensitization to Increase a Child With Autism's Ability to Access Community Restrooms (DDA; Applied Behavior Analysis)
KAREN NOHELTY, Gan Luong, and Robert Haupt (Autism Spectrum Therapies)

- 13. Systematic Desensitization as an Intervention for Problem Behaviour Associated With Hair Cutting in a Boy Diagnosed With Autism Spectrum Disorder (DDA; Service Delivery) EDEL KING (Stepping Stones ABA School for Children with Autism); Kristen A. Maglieri and Rita Honan (Trinity College Dublin); and Ciara Tolan (Stepping Stones ABA School for Children with Autism)
- 14. Training Direct Care Staff to Make Data-Based Decisions: A Replication (CBM; Applied Behavior Analysis)
 ADRIENNE MUBAREK, Rebecca M. O'Gorman, Erin Guzinski, Alison L. Costa, Eric L. Carlson, and Ali Sadeghi (California PsychCare)
- 15. Assessing a Staff Training, Feedback, and Goal-Setting Package on Increasing Opportunities to Respond in Young Students With Autism (EDC; Applied Behavior Analysis)
 TODD HARRIS (Devereux Foundation), Cathleen M. Albertson and Lori Anne Pisaneschi (Devereux CARES)
- **16. Using Technology With Discrete Trial Data Entry** (EDC; Applied Behavior Analysis) TRACY MCKINNEY (University of Central Florida)
- 17. Evaluating the Effectiveness of a Comprehensive Staff Training Package for Behavioral Interventions for Children With Autism (Applied Behavior Analysis)

 SARA M. WEINKALE (University of North Toyon): Nicola Zoua (Footor Socia North Toyon): and

SARA M. WEINKAUF (University of North Texas); Nicole Zeug (Easter Seals North Texas); and Claire Anderson, Jesus Rosales-Ruiz, and Shahla S. Ala'i-Rosales (University of North Texas)

18. A Comparison of Treatments to Determine the Validity of the Performance Diagnostic Checklist as a Functional Assessment Tool (Service Delivery)

CAROLINE C. STEVENS and Domonique Y. Randall (The Shape of Behavior)

- 19. Parental Accuracy in Identifying Basic Principles of Applied Behavior Analysis in Families of Individuals With an Autism Spectrum Disorder (CBM; Applied Behavior Analysis) EVELYN M. FLAHERTY, Frank R. Cicero, and Geoffrey D. DeBery (Eden II Programs); and Lauren A. Mahoney (Eden II School for Autistic Children)
- 20. An Investigation of Quality Indicators for Evidence-Based Treatment: Sensory Integration Treatments in Autism (CBM; Service Delivery)

LAUREN SZENINA, Caitlan Allen, Lindsy Dagel, Janice Kodumal, Cheryl Robinson, Jessica Emily Schwartz, and Andrew Gardner (Northern Arizona University); and Trina D. Spencer (Utah State University)

21. A Comparison of Sensory Stimuli Within an Operant Framework

(EDC; Applied Behavior Analysis)

JENNIFER E. COPELAND, Kristen M. Villone, and Sandra Brown (Melmark)

22. Intensive Behavioral Intervention Changes in Child Abilities Have a Positive Impact on Family Activities: Initial Data From the Family Well-Being Checklist, a Behaviorally Anchored Rating Scale of Family Functioning (CBM; Service Delivery)

John Hoch (University of Minnesota) and Nancy G. Schussler and ERIN M. COTE HOLTON (Behavioral Dimensions Inc.)

- 23. "Neurons to Neighborhoods" Classroom Model for Autism Education (EDC; Service Delivery)
 E. BRADY BEACH, Vidal Annan, and Anice George (Youth Development Clinic, Inc.)
- 24. Knowledge and Attitudes Towards Applied Behavior Analysis in the State of Rhode Island (EDC; Applied Behavior Analysis)

KARA LYNN PAOLELLA (Pathways Strategic Teaching Center), Jennifer L. Marshall (Trudeau Center), Erin Boylan (Pathways Strategic Teaching Center), Roberta N. Ryan (Trudeau Center), and Andrea Chait and Mackenzie J. Milner (Pathways Strategic Teaching Center)

25. The Effect of Using Activity Schedules and Generalization in Home Settings for a Child With Autism (DDA; Applied Behavior Analysis)

HIROYUKI MATSUSHITA and Shigeki Sonoyama (University of Tsukuba)

26. Observational Learning in Children With and Without Autism Spectrum Disorders

(Applied Behavior Analysis)

COURTNEY D. PATTERSON (The Pennsylvania State University) and Toby L. Stahlschmidt-Kah (private practice)

27. Teaching Auditory-Visual Discrimination to Children With Autism via Supplemental Receptive Identification Programming (Applied Behavior Analysis)

ALISON D. COX (Brock University) and Paul Szikszai (Surrey Place Centre)

28. Location of Comparison Stimuli as the Feature Controlling Participant's Selection During Visual-Visual Match-to-Sample Tasks (DDA; Applied Behavior Analysis)

KIMBERLY M. WALTER and Paula Ribeiro Braga-Kenyon (The New England Center for Children)

29. Assessment and Treatment of Property Destruction Maintained by Automatic Reinforcement (DDA; Applied Behavior Analysis)

EMILY OLINDE BOUDREAUX and John M. Huete (Kennedy Krieger Institute) and Julie Davidson (The Vanderbilt Kennedy Center)

30. Inhibitory Stimulus Control of Stereotypy in Children With Autism

(DDA: Applied Behavior Analysis)

MALENA ARGUMEDES (Université de Montréal), Marc Lanovaz (Centre de Réadaptation de l'Ouest de Montréal), and Serge Lariyée (Université de Montréal)

31. Behavioral Indicators in the Topography of Unintentional Injury: Risk-Taking Behavior in Children With Autism Spectrum Disorders (DDA; Applied Behavior Analysis)

RACHEL N. STRAUB (Binghamton University, State University of New York) and Raymond G. Romanczyk (Institute for Child Development, Binghamton University)

32. Manipulating Observational Learning During Extended Noncompliance

(EDC: Applied Behavior Analysis)

MICHELE D. BROCK and Ben Bruneau (Crossroads School for Children), Cheryl J. Davis (consultant), and Mike Quinn (Crossroads School for Children)

33. A Replication of the Response Interruption Redirection Strategy to Decrease Vocal Stereotypy in a Student With Autism (EDC; Applied Behavior Analysis)

LAN LIU-GITZ, Devender Banda, Stephanie L. Hart, and Stephanie Sokolosky (Texas Tech University)

34. Combining Contingent Reinforcement of Task Engagement and Extinction as a Treatment for Attention-Maintained Self-Injury and Aggression (Applied Behavior Analysis)

OLIVIA ALEXANDRE and Joel P. Hundert (Behaviour Institute)

35. Treatment Evaluation of Eye Play in a Child Diagnosed With Autism (Applied Behavior Analysis) LYNN ANDREJCZYK and Caron Inglis (The New England Center for Children)

36. A Brief Functional Analysis on Self-Stimulatory Behavior (DDA; Applied Behavior Analysis) MELISSA ENGASSER and Lisa Fletcher Smith (Behavioral Consulting of Manhattan, Inc.)

37. The Effects of Social Attention on Stereotypic Counting Behaviors in a Child With Autism (Applied Behavior Analysis)

AMANDA K. MASON (Rowan University), Crystal A. Harms (Behavior Counts Therapy), and Michelle Ennis Soreth (Rowan University)

38. A Functional Analysis of Repetitive Motor and Vocal Behavior and Air-Swallowing in an Adolescent With Autism and Russell-Silver Syndrome (Applied Behavior Analysis) JESSICA PRIETO, Alison S. O'Connor, Kathleen Cooper, Jaime A. DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

39. Clinical Application Video Modeling to Teach Social Skills in an Applied Behavior Analysis Setting (DDA; Service Delivery)

LAURIE BUKALA (Community Speech Language Services)

40. Social Skills Camps: Are Skills Generalized Back Into School? (EDC; Applied Behavior Analysis) AMANDA C. AZARBEHI (Tyndale University)

41. Impact of Training Peers and Children With Autism on Social Skills During Center Time Activities in Inclusive Classrooms (EDC; Applied Behavior Analysis)

DEVENDER BANDA, Stephanie L. Hart, and Lan Liu-Gitz (Texas Tech University), Bill Therrien (University of Iowa), and Stephanie Sokolosky (Texas Tech University)

- 42. Teaching Social Referencing Skills to Children With Autism (EDC; Applied Behavior Analysis) HITOMI KUMA, Yoshiko Hara, Nozomi Naoi, and Jun'ichi Yamamoto (Keio University, Japan)
- 43. Promoting Social-Communicative Development in Students with Autism Who Use Augmentative and Alternative Communication (Applied Behavior Analysis)

NADINE K. TROTTIER and Pat Mirenda (University of British Columbia) and Lorraine Kamp (Special Education Technology)

44. Evaluating Response Marking as an Effective Treatment for Establishing Eye Contact in a Learner With Autism (Applied Behavior Analysis)

KATHRYN E. SUTTER, JoAnna Liberatore, Jaime A. DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

- **45. Teaching Play Routines: Video Modeling Versus Task Analysis** (DDA; Applied Behavior Analysis) KATIE ARTIANO and Robert K. Ross (BEACON Services)
- 46. Using Video Modeling to Teach the Picture Exchange Communication System to Children With Autism Spectrum Disorders (DDA; Applied Behavior Analysis)
 TRISHA J TALLEY and Yasemin Turan (San Diego State University)
- 47. Comparison of the Picture Exchange Communication System and Sign Language: The Acquisition of Mands for a Child With Autism (EDC; Applied Behavior Analysis) S. LILLIAN ADOLPHSON and Loc Le (Autism Spectrum Therapies)
- 48. Does the Type of Picture Make A Difference in Picture Exchange Communication

 System Acquisition? (Applied Behavior Analysis)

 MIRANDA SIM. Joel P. Hundert, and Melanie Arnot (Behaviour Institute)
- 40. Objection Broads in Object and With Aution Hairs a Commuter Com

49. Studying Prosody in Children With Autism Using a Computer Game (VRB; Experimental Analysis)

BERTRAM O. PLOOG, Alexa Scharf, Dennis Vlasikov, Patricia Gaja, and Patricia Brooks (College of Staten Island, The City University of New York)

50. Employing Play Schemas and Semantic Categories to Structure Loose Teaching (VRB; Applied Behavior Analysis)

MIGUEL ANGEL RUBIO, Katherine Calarco, Patti Harris, Marianne L. Bernaldo, and Ana Contreras (ACES Inc.)

51. The Individual Effects of Error Correction Strategies on Rate of Skill Acquisition (VRB: Applied Behavior Analysis)

LIANNE M. MOROZ and Natalie P. Croteau (Surrey Place Centre), and Michelle Turan (University of Windsor)

52. Evaluating the Effects of Video Modeling on Bowel Movements by Young Children With Autism (CBM; Applied Behavior Analysis)

LAURA J. HALL (San Diego State University)

53. Teaching Reading of Product Warning Labels to Two Young Adults With Autism (DDA; Applied Behavior Analysis)

MAUD SELASIE DOGOE (Central Michigan University) and Devender Banda and Stephanie L. Hart (Texas Tech University)

54. Teaching Children With Autism to Avoid Potentially Harmful Substances (Applied Behavior Analysis)

JUDY T. BUI, Charles T. Merbitz, and Susan K. Malmquist (Chicago School of Professional Psychology); and Michael A. Fabrizio (FEAT of Washington)

55. Using Video Modeling to Teach Functional Living Skills for an Elementary Age Child

With Autism (Applied Behavior Analysis)

YUNYI TSAI, Brittany Wolfson, Willy Wong, Loc Le, and Larry Humphreys (Autism Spectrum Therapies)

56. The Effects of TAGTeach Methods on Sign Language Object-Naming Skills in Nonvocal Children With Autism (Applied Behavior Analysis)

MEGAN N. MORIEN and John W. Eshleman (The Chicago School of Professional Psychology), and Susan K. Malmquist (Educational Diagnostic & Consulting Services)

57. Research on Effectiveness of Intensive Behavior Intervention in Natural Settings

(Applied Behavior Analysis)

MELINA RIVARD (Université du Quebec a Montréal)

95 Poster Session

5/29/2010

6:00 p.m.-7:30 p.m.

Exhibit Hall A (CC)

BPH

58. Correlation Between Delay Discounting and Smoking Abstinence in Treatment-Seeking Smokers Enrolled in an Internet-Based Contingency Management Intervention

(CBM; Applied Behavior Analysis)

CRYSTAL L. FAIX (University of Florida), Bethany R. Raiff (National Development Research Institutes), and Marissa Turturici and Jesse Dallery (University of Florida)

59. Social Validity Assessment of an Internet-Based Contingency Management Intervention for Cigarette Smoking (CBM; Applied Behavior Analysis)

MARISSA TURTURICI (University of Florida), Bethany R. Raiff (National Development Research Institutes), and Crystal L. Faix and Jesse Dallery (University of Florida)

60. An Internet-Based Group Contingency Management Program to Promote Smoking Cessation (CBM: Applied Behavior Analysis)

STEVEN E. MEREDITH and Jesse Dallery (University of Florida)

61. Project BOAST: Work and Money Management Skills for Women in Drug Treatment (CBM; Applied Behavior Analysis)

MARY LOUISE E. KERWIN and Lauren A. Lee (Rowan University), Fallon O'Connell (Seabrook House), and Stephen A. Marks (Elizabethtown College)

62. A Behavioral Economic Analysis of Operant Ethanol Self-Administration in Alcohol-Preferring and Non-Preferring Rats (EAB; Experimental Analysis)

BRANDON LAHART and Daniel McFadden (The College of New Jersey); Ralph Spiga (Institute for Behavior Resources, Inc.); and Jessica Perkel, Ashley Silakoski, Amanda Lister, and Margaret P. Martinetti (The College of New Jersey)

63. The Behavioral Economics of Alcohol Consumption in College Students: The Role of Academic Constraints (EAB; Experimental Analysis)

Nicole Gentile (University of Medicine and Dentistry of New Jersey) and Chelsea Reichert and MARGARET P. MARTINETTI (The College of New Jersey)

64. Low Dose Haloperidol Impairs Acquisition of New Sequences During Incremental Repeated Acquisition (EAB; Experimental Analysis)

KRISTEN AMANDA SPENCER and M. Christopher Newland (Auburn University)

65. Flumazenil Reversed the Associative Tolerance to the Anxiolytic Effect of Diazepam (EAB: Experimental Analysis)

BENITA CEDILLO ILDEFONSO (FES Iztacala UNAM)

66. Drug Effects on Olfactory Span in Rats (EAB; Experimental Analysis) MELISSA DEAL, L. Brooke Poerstal. Elizabeth Toop, Maoda Semrau, and Mark Galizio (University of North Carolina, Wilmington)

67. Some Effects of Ambient Temperature on Reinforcing Efficacy and Schedule Performance of Methamphetamine and Ketamine in the Rat (EAB; Experimental Analysis)

RACHEL FODI (University of Pittsburgh) and Stephanie Ogilbee and Rodney D. Clark (Allegheny College)

68. Quantitative Description of Alcohol Intake in Rats (EAB; Experimental Analysis)

Alejandra Rosas-Nuñez, Edith Juarez-Maldonado, Benjamin Melchor-Hipolito, Gabriel Martinez-Cortes, Gustavo Meza-Reynoso, Guadalupe Ortega-Saavedra, and J. C. PEDRO ARRIAGA-RAMIREZ (FES Iztacala UNAM)

69. Behavioral Effects of an Anticholinergic Drug on Serial Recall in Long Evans Rats Guadalupe (EAB; Experimental Analysis)

Ortega-Saavedra, Benjamin Melchor-Hipolito, Edith Juarez-Maldonado, Sara E. Cruz-Morales, and J. C. PEDRO ARRIAGA-RAMIREZ (FES Iztacala UNAM)

96 Poster Session

5/29/2010 6:00 p.m.-7:30 p.m. Exhibit Hall A (CC) DDA

70. The Effects of the Differential Reinforcement of Other Behavior Contingency With and Without Extinction Using Functional Reinforcers (AUT; Applied Behavior Analysis)

ZINA A. ELURI and James T. Todd (Eastern Michigan University)

71. Reducing Problematic Sensory Behavior Using Response Blocking and Differential Reinforcement of Other Behavior Procedures (Service Delivery)

BRANDON NICHOLS (School at Springbrook) and Thomas L. Zane (The Center for Applied Behavior Analysis at The Sage Colleges)

- 72. A Comparison of the Correspondence Between Preference Assessment Outcomes and Rapid Progressive-Ratio Analyses Using Conditioned Reinforcers (AUT; Applied Behavior Analysis) MANDY M. TRIGGS and Louis P. Hagopian (Kennedy Krieger Institute); Melissa Goldberg (Johns Hopkins University School of Medicine); and Iser Guillermo DeLeon, Michelle A. Frank, Abbey Carreau, and Melissa J. Allman (Kennedy Krieger Institute)
- 73. Preference for Fluent Versus Disfluent Work Schedules (EDC; Applied Behavior Analysis)
 DANIEL MARK FIENUP (Queens College, The University of New York) and Gary M. Pace and Ashley
 Ahlers (The May Institute)

74. Comparison of the Predictive Validity and Reliability Among Different Preference Assessments: A Review of the Literature (EDC: Applied Behavior Analysis)

SOYEON KANG (Meadows Center for Preventing Educational Risk) and Mark F. O'Reilly (University of Texas at Austin)

75. Are Symmetric and Generalized Matching-to-Sample Skills Associated With Picture Preference Assessments? (Applied Behavior Analysis)

LESLIE THORNE, C. T. Yu, and Carly E. Thiessen (St. Amant Research Centre, University of Manitoba); and Garry L. Martin (University of Manitoba)

76. The Durability of Client Treatment Preference (Applied Behavior Analysis)

MOLLY GEMP, Nicole Lynn Hausman, SungWoo Kahng, Marie Andachter, and Kristen L. O'Reilly (Kennedy Krieger Institute)

77. Establishing Preference Hierarchies and Reinforcers Based on Preferred and Nonpreferred Edibles via Picture Preference Assessment (Applied Behavior Analysis)

SHAWN VIEIRA and Marissa Goodwin (May Institute) and Katherine Gilligan (The May Center for Child Development)

- 78. Effects of a Nondemand Schedule as Precursor for Presentation of Nonpreferred Activities for Moderate Mentally Retarded or Developmentally Disabled Adults (CSE; Applied Behavior Analysis) DERIC E. TONEY and Christy Justice (Spalding University), Tom Sharpe (Educational Consulting, Inc.), David Morgan and Keith Hersh (Spalding University), and Edward D. Parker (The Ohio State University)
- 79. Does It Always Help to Warn? (EDC; Applied Behavior Analysis)
 JENNY E. TUZIKOW (Institute for Basic Research)
- 80. The Effects of High-Probability "Do" and "Don't" Request Sequences to Increase Compliance (Applied Behavior Analysis)

LAURA MAHLMEISTER, Tracy L. Kettering, John W. Eshleman, and Nick Wilhelm (The Chicago School of Professional Psychology)

81. The Use of Choice-Making and Rule Setting in Treatment Evaluations in an Outpatient Setting (Applied Behavior Analysis)

JULIANNE ELIZABETH ST. JOHN, Yaniz C. Padilla Dalmau, and David P. Wacker (University of Iowa), and Todd G. Kopelman (University of Iowa Hospitals & Clinics)

82. Decreasing Intense Problem Behaviors Using a Functional Token Economy Program (Applied Behavior Analysis)

DANICA M. SIMMONS (University of South Florida) and Stephani Fauerbach (Human Development Center, Inc.)

83. Parametric and Functional Analyses in the Assessment and Treatment of Rumination (Applied Behavior Analysis)

NICOLE ELIZABETH MARCHETTO, SungWoo Kahng, Nicole Lynn Hausman, Amanda Goetzel, and Jannette Puisseaux (Kennedy Krieger Institute)

84. Stimulus Control of Manding: Combining Multiple Schedule of Reinforcement, Rules, and Noncontingent Reinforcement (VRB; Applied Behavior Analysis)

KAREN STANLEY-KIME and Marilyn K. Bonem (Eastern Michigan University)

97 Poster Session

5/29/2010 6:00 p.m.-7:30 p.m. Exhibit Hall A (CC) EAB

- **85. Foraging Behavior of Free Ranging Fox Squirrel (***Sciurus Niger***)** (AAB; Experimental Analysis) BRADY J. PHELPS (South Dakota State University)
- 86. Snake Learning: Acquisition and Extinction of an Appetitive Behavior by Brown Treesnakes (Boiga Irregularus) (AAB; Experimental Analysis)

JAMES DUENAS, Jesse Guerrero, and Michael B. Ehlert (University of Guam)

87. Development of a Brief Paper-and-Pencil Measure of Temporal Discounting (CBM; Experimental Analysis)

CAITLIN M. PORTER, Shawn R. Charlton, and Veda A. Charlton (University of Central Arkansas)

88. Some Effects of Varied Delays During Training on Delayed Matching-to-Sample in Humans (DEV; Applied Behavior Analysis)

Katherine A. Ericsen (Allegheny College), Adam M. Smith (University of Pittsburgh), and RODNEY D. CLARK (Allegheny College)

89. The Effect of an Collaboration Intervention Strategy of the Videotape-Based Introspection and Token Reinforcement Methods on the Behavioral Problems of Attention Deficit Hyperactivity Disorder Children (OBM; Experimental Analysis)

JUNG YEON CHO, Shin-Hee Kim (Daegu Cyber University)

90. Other Behaviors Influencing the Occurrence of Resurgence for Pigeons (Experimental Analysis) SATOSHI OBATA and Tetsumi Morivama (Tokiwa University)

91. Using an Adjusting Amount Procedure to Investigate Impulsivity in Spontaneously Hypertensive Rats (Experimental Analysis)

P. A. HALSEY and Sherry L. Serdikoff (James Madison University)

92. Equivalence Training in the Rat: Effect of Asymptomatic Training of Simple Relations (Experimental Analysis)

ERICA ALEJANDRA BERTEL FERREIRA, Edith Leal, Angelica Maria Osorio, and Cristina I. Vargas-Irwin (Fundación Universitaria Konrad Lorenz)

93. Biobehavioral Service Outpatient Clinic: A Description of Hypothesis Driven Clinical Process (Applied Behavior Analysis)

SHEEHAN D. FISHER, David P. Wacker, Jeffrey R. Luke, Maliha Zaman, Julianne Elizabeth St. John, and Yaniz C. Padilla Dalmau (University of Iowa)

94. Analysis of the Different Patterns of Exercise Behavior Shown by Hemodialysis Patients (Applied Behavior Analysis)

ITOKO TOBITA (Osaka Jikei Research Center of Health Care Management), Sumie Suzuki (Dokkyo Medical University), and Masato Ito (Osaka City University)

95. Can Conditional Stimuli Function as Conditioned Reinforcers for Simple Discrimination Acquisition and Equivalence-Class Expansion? (Experimental Analysis)

WILLIAM HOGAN, Kristin Wilkinson-Yonkers, Alicia Rae McLamb, Jennifer Irene Stuart, and Carol Pilgrim (University of North Carolina, Wilmington)

96. The Effects of Response-Cost Punishment on Rule Following in a Choice Task (Experimental Analysis)

ADAM E. FOX and Cynthia J. Pietras (Western Michigan University)

97. Effects of Variable Interresponse Time on Humans' Reinforcement Schedule Sensitivity (Experimental Analysis)

NAOKI YAMAGISHI (Ryutsu Keizai University)

98. Probability Discounting: Does Age Affect Risk Sensitivity? (Experimental Analysis) MANISH GOYAL, Gabriel D. Searcy, Tobey L. Schipper, and Cynthia J. Pietras

(Western Michigan University)

99. Recovery of Maintained Generalization Gradient Form by Pigeons (Experimental Analysis) JAMES CERRI and John C. Malone (University of Tennessee)

100. Reciprocity of Responding and Induction of Verbal Exchange as Determinants of Partial-Altruistic Behavior in Humans (Experimental Analysis)

Emilio Ribes Iñesta, NORA RANGEL, Lizbeth Pulido Avalos, Oscar Vazquez, Hugo Reyes, and Elizabeth Ramirez (Universidad Autonoma de Guadalajara)

101. The Role of the Existing Repertoire in the Generation of Novel Behavior, II (TPC: Experimental Analysis)

APRIL M. BECKER and Jesus Rosales-Ruiz (University of North Texas), and Brett Grant Kellerstedt

(Salem State College)

102. Increasing Independent Eating Using Avoidance Conditioning (TPC; Applied Behavior Analysis) G. JOSEPH SCHLERETH (Kennedy Krieger Institute), John C. Borrero (University of Maryland, Baltimore County), Rinita B. Laud and Carrie S. W. Borrero (Kennedy Krieger Institute)

103. Effect of Three Kinds of Training on a Second-Order Matching-to-Sample Task (VRB; Experimental Analysis)

EMANUEL MERAZ MEZA, Augustin Daniel Gomez Fuentes, Enrique Zepeta Garcia, Cecilia Magdalena Molina Lopez, and Mario Serrano (Universidad Veracruzana)

104. Contextual Variables Interfere With Exclusion of Novel Names and Verbs

(VRB: Experimental Analysis)

Aline Roberta Aceituno Costa, DEISY G. DE SOUZA, and Julio C. De Rose (Universidade Federal de São Carlos)

105. A Connectionist Model of Stimulus Class Formation Using a Yes/No Procedure and Compound Stimuli (VRB: Experimental Analysis)

ANGEL TOVAR Y ROMO and Alvaro Torres (Universidad Nacional Autónoma de México)

98 Poster Session

5/29/2010 6:00 p.m.-7:30 p.m. Exhibit Hall A (CC) EDC

106. The Effects of Copy, Cover, Compare Training on the Acquisition of Sight Words in Children Diagnosed With Autism (AUT: Applied Behavior Analysis)

KARI L. COLWELL, Susan K. Malmquist, and Jennifer Goubeaud (The Chicago School of Professional Psychology)

107. The Effects of Training Component Skills to Fluency on Mathematic Word Problems Accuracy and Rate (Applied Behavior Analysis)

JENNA K. NIKULA, Susan K. Malmquist, and Melissa Twarek (The Hope Institute)

108. The Effects of Mobile and Immobile Record Floors in Fluency Timings on the Rates of Responding and Endurance for Learners in General Education Settings

(TPC; Applied Behavior Analysis)

ANNA BARBARA BRANSKI, John W. Eshleman, and Charles T. Merbitz (The Chicago School of Professional Psychology)

109. Observational Learning and Peer Tutoring Sessions for Teaching Spelling Words (AUT; Applied Behavior Analysis)

NANCY MARIE MONDELLO (Hawthorne Public Schools); Patrick R. Progar and Sharon A. Reeve (Caldwell College); and JoAnn Pereira Delgado (The Fred S. Keller School and Teachers College, Columbia University)

110. Implementation of the Peer Assisted Learning Strategies Curriculum in a Special Education Classroom by Assigning Cross-Grade Peers (DDA: Applied Behavior Analysis)

TIMOTHY MICHAEL YEAGER, Marianne L. Jackson, and Amanda N. Adams (California State University, Fresno)

111. Heads Together: A Peer Mediated Option to Improve Student Reading Comprehension Scores (Applied Behavior Analysis)

WILLIAM HUNTER (University of Cincinnati) and Todd F. Haydon (CECH, University of Cincinnati)

112. Moving Beyond Picture Naming: The Next Generation of Oral Language Individual Growth and Development Indicators (DDA: Applied Behavior Analysis)

Tracy Bradfield, AMANDA C. BESNER, Alisha Wackerle, Braden Schmitt, Scott R. McConnell, and Kate Jones (University of Minnesota)

113. Effect of Function-Based Intervention for Behavior Problems of a Student With Developmental Disabilities and Treatment Implementation in School Settings (DDA; Applied Behavior Analysis) YOICHI GOMI (University of Tsukuba)

114. School-Wide Behavior Support Research: Treatment Integrity, Outcome Measures, and Initial Results (DDA: Applied Behavior Analysis)

Leia D. Blevins, JAMES J. FOX, and Ashley Hansen (East Tennessee State University)

115. Application of Three-Tiered Instruction Model for Japanese Second Grade Students to Improve Multiplication Fact Performance (DDA; Applied Behavior Analysis)

WATARU NODA and Junko Tanaka-Matsumi (Kwansei Gakuin University)

116. Effects of Attention on Free-Operant Preference Assessments (Applied Behavior Analysis) MEGHAN PANGBORN, Crystal Marie Wissinger, and Jennifer Dawn Magnuson (Kennedy Krieger Institute)

117. Functional Assessment Checklist for Students: Students as Informants the Functional Behavior Assessment Process (Service Delivery)

SHELLEY KAY MULLEN and Cristy Coughlin (University of Oregon)

118. The Effect of an Applied Behavior Analysis Based Treatment on the Participation of a Kindergarten Student With Autism Spectrum Disorder in a General Education Classroom (AUT: Applied Behavior Analysis)

BRANDI SLIDER, Daniel E. Hursh, Bobbie Warash, and Reagan P. Curtis (West Virginia University) and Vicci Tucci (Tucci Learning Solutions, Inc.)

119. Preparing Teachers to Train Parents in the Use of Evidence-Based Tutoring Strategies for Reading Fluency (Applied Behavior Analysis)

SARA S. KUPZYK and Edward J. Dalv III (University of Nebraska-Lincoln)

120. Barriers to the Implementation of Evidence-Based Practices in Early Childhood Education (Service Delivery)

Kristen Rezzetano, Stephanie Marshall, Kara McGoey, and TEMPLE SHARESE LOVELACE (Duquesne University)

99 Poster Session

5/29/2010

6:00 p.m.-7:30 p.m.

Exhibit Hall A (CC)

VRB

121. Establishing Bi-Directional Word-Object Relations in Young Children With Autism

(AUT; Applied Behavior Analysis)

CLAIRE E. EGAN (Hong Kong Institute of Education) and Annelle Waterhouse Kirsten (University of Auckland)

122. Comparing the Effects of Two Correction Procedures on Vocal Tact Acquisition (AUT: Applied Behavior Analysis)

ANNELLE KIRSTEN (University of Auckland) and Claire E. Egan (Hong Kong Institute of Education)

123. Teaching Intraverbal Behavior to Children With Autism (AUT; Applied Behavior Analysis) Sarah Knors and AMY E. REINWALD (Queens College, The City University of New York)

124. Using Lag Schedules to Increase Vocal Variability in Children With Autism

(AUT; Applied Behavior Analysis)

MEGHAN G. MCCLURE (Chicago School of Professional Psychology), Tracy L. Kettering (The Ohio State University), Judah Axe (Simmons College), Nick Wilhelm and John W. Eshleman (The Chicago School of Professional Psychology)

125. Teaching a Multiply Controlled Mand and Echoic Response and the Acquisition of an Echoic Repertoire (AUT; Applied Behavior Analysis)

BRITTANY FULTON and Tracy L. Kettering (The Chicago School of Professional Psychology); Judah Axe (Simmons College); Susan K. Malmquist (The Chicago School of Professional Psychology); and Traci M. Cihon (University of North Texas)

126. A Comparison of Teaching Intraverbal Behavior to Children With Autism Using Echoic and Visual Prompts (AUT; Applied Behavior Analysis)

LEIGHNA MARIE STAGGS, Tracy L. Kettering, and John W. Eshleman (The Chicago School of Professional Psychology); and Traci M. Cihon (University of North Texas)

127. Effects of Extinction of Signed Mands on the Rate of Vocalizations

(AUT: Applied Behavior Analysis)

BRITNEY NICOLE BURTON (University of Southern Mississippi) and Amber L. Valentino and M. Alice Shillingsburg (Marcus Autism Center)

128. A Method of Observation for Elementary Verbal Behaviors With Children With Autism Spectrum Disorder (AUT: Applied Behavior Analysis)

MELINA RIVARD and Jacques Forget (Université du Quebec a Montréal), Céline Clément (Université de Strasbourg), and Normand Giroux (Université du Quebec a Montréal)

129. Verbal Operants as Predictors for Children With Autism in Inclusive Settings (AUT: Applied Behavior Analysis)

DOMONIQUE Y. RANDALL (The Shape of Behavior)

130. The Effects of Intensive Tact and Fluency Instruction on the Number of Mands and Tacts Emitted in Non-Instructional Settings by Children With Autism (AUT; Applied Behavior Analysis) CHARLES T. MERBITZ (Chicago School of Professional Psychology)

131. Examining Mand Emergence From Tact Training (AUT; Applied Behavior Analysis) FUMI TAKAGI (The Chicago School of Professional Psychology) and Rachel Findel-Pyles (The Chicago School, Los Angeles)

132. Using Observational Learning to Increase Sign Acquisition Across Verbal Operants (DDA: Applied Behavior Analysis)

MANUELA WOODRUFF, M. Alice Shillingsburg, Amber L. Valentino, and Crystal N. Bowen (The Marcus Autism Center)

133. Teaching Manding Through Signing to Developmentally Delayed Individuals (DDA: Applied Behavior Analysis)

JILL HUNT and Michelle Harrington (Judge Rotenberg Center)

134. Inducing the Role of Listening Through Motor Imitation Among Peers With Autism (DEV: Applied Behavior Analysis)

JOSÉ JULIO CARNERERO (Centro Al-Mudaris), Martha Pelaez (Florida International University), and Ana Pastor and Guadalupe Osuna (Centro Al-Mudaris)

135. Echoic Repertories in Children With Autism: The Effects of Stimulus-Stimulus Pairing and Direct Reinforcement (AUT; Applied Behavior Analysis)

JENNIFER BUSH, Amanda Butler, and Carlos F. Aparicio (The Aurora School)

100 Business Meeting

5/29/2010 7:30 p.m.–8:20 p.m. 214B (CC)

Journal of the Experimental Analysis of Behavior: Meeting for Authors, Prospective Authors, and Board Members

Chair: James E. Mazur (Southern Connecticut State University)

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 will be encouraged.

101 Business Meeting

5/29/2010 7:30 p.m.–8:20 p.m. 218 (CC)

Behavior Analyst Certification Board: International Certification Development

Chair: Gerald L. Shook (Behavior Analyst Certification Board)

This meeting will address important components of the Behavior Analyst Certification Board (BACB) which include: Board Certified Behavior Analyst (BCBA) and Board Certified Assistant Behavior Analyst 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.

102 Business Meeting

5/29/2010 7:30 p.m.–8:20 p.m. 214D (CC)

Crime, Delinquency, and Forensic Behavior Analysis Special Interest Group

Chair: Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

Forensic issues in behavior analysis are of growing importance. In the criminal justice system a growing need is taking place for highly qualified behavior analytic consultants. Recent meta-analytic studies have shown that behavioral interventions can reduce prison misconduct leading to shorter prison stays and reduction of recidivism. If your interest is in delinquency or adult offenders- this is the SIG for you. We tend to have well attended meetings 20-60 people, so show up early and get a good seat. All are welcome to come and discuss their work and what is in store for the SIG over the next year. The health of our journal—the *Journal of Behavior Analysis in Offender and Victim: Treatment and Prevention* will also be discussed as will its movement from www.behavior-analyst-online.org to http://baojournal.com/.

103 Business Meeting

Practice Board Sponsored Event

5/29/2010 7:30 p.m.–8:20 p.m. 217B (CC)

ABAI Practice Board Open Meeting: This Ain't Your Daddy's ABA!

Chair: Michael F. Dorsev (Endicott College)

The ABAI Practice Board Open Meeting is a forum for ABAI members to meet the members of the Practice Board and its various committees. The organizational philosophy of the Practice Board is a "Bottoms-Up" approach to member service, soliciting from the practitioner members of ABAI what they need from ABAI to be more successful in their day-to-day professional roles. The members of the Practice Board will review for the audience the steps completed this year toward this end and will seek to gain a better understanding of additional areas of need.

104 Business Meeting

5/29/2010 7:30 p.m.–8:20 p.m. 201 (CC)

lowa Association for Behavior Analysis

Chair: John Pokrzywinski (Woodward Resource Center)

This will be the second formal business meeting of Iowa Association Behavior Analysis to elect officers, modify and ratify proposed bylaws, review the mission of the chapter, and develop an agenda for the coming year. All interested individuals are invited to attend.

105 Business Meeting

5/29/2010 7:30 p.m.-8:20 p.m. 216A (CC)

Northwestern Association for Behavior Analysis Business Meeting

Chair: Ryan M. Zayac (Central Washington University)

Northwestern Association for Behavior Analysis invites all of its members and others interested in the chapter to attend our annual business meeting. Updates on our regional conference, membership, budget, and executive board openings will be provided. Please join us for a productive and informative meeting!

106 Business Meeting

5/29/2010 7:30 p.m.-8:20 p.m. 215 (CC)

Experimental Analysis of Human Behavior Special Interest Group

Chair: Manish Vaidya (University of North Texas)

The Experimental Analysis of Human Behavior Special Interest Group will meet to honor our student paper winners, elect officers, discuss membership, dues, and our online journal, the *EAHB Bulletin*. We will also nominate our 2011 Career award winner.

107 Business Meeting

5/29/2010 7:30 p.m.–8:20 p.m. 213A (CC)

Clinical Special Interest Group Meeting

Chair: Thomas J. Waltz (University of Nevada, Reno)

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 hold elections and discuss how to promote clinical behavior analysis for the upcoming year. 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.

108 Business Meeting

5/29/2010 7:30 p.m.–8:20 p.m. 214C (CC)

Parents and Professionals Sharing the Conference Experience

Chair: Pamela H. Gorski (Reaching Potentials Inc.)

This meeting provides an opportunity for parents of children receiving behavior analytic services and professionals to gather in an informal setting to discuss the conference and common issues. Autism treatment is expected to be a major topic. Pamela Gorski, Executive Director of Reaching Potentials, Inc., an applied behavior analysis parent support services agency, will host this meeting. Refreshments will be provided.

109 Business Meeting

5/29/2010 7:30 p.m.–8:20 p.m. 213B (CC)

Membership Board Business Meeting

Chair: Philip N. Hineline (Temple University)

The Membership Board is concerned with recruiting and evaluating candidates for the standing of Associate Member, of Full Member, and of Fellow of ABAI, as well as with evaluating the applications of organizations that are seeking affiliation with ABAI. The processes whereby candidates and organizations are evaluated will be described, and members of the evaluating committees will be available to answer questions concerning the relevant criteria. Possible initiatives for further enhancing our membership will also be entertained and discussed.

110 Business Meeting

5/29/2010 7:30 p.m.–8:20 p.m. 212A (CC)

Association for Behavior Analysis International Student Meeting

Chair: Josh Pritchard (University of Nevada, Reno)

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.

111 Special Event

Science Board Sponsored Event

5/29/2010 7:30 p.m.-8:30 p.m. 202AB (CC)

Edmund Fantino: Celebrating a Life in Science

Chair: Timothy D. Hackenberg (Reed College)

STEVEN R. HURSH (Institutes of Behavior Resources)

PETER KILLEEN (Arizona State University)

HOWARD RACHLIN (Stony Brook University)

ALAN SILBERBERG (American University)

JOHN WIXTED, (University of California, San Diego)

Friends and colleagues of Edmund Fantino are invited to gather together.

112 ABAI Expo

5/29/2010 8:30 p.m.-11:00 p.m. Exhibit Hall A (CC)

Accredited Graduate Training Programs

1. Western Michigan University: Behavior Analysis Master's and Doctoral Programs

ALAN D. POLING, R. Wayne Fuqua, Stephanie M. Peterson, Cynthia J. Pietras, and Ron Van Houten (Western Michigan University)

2. Behavior Analysis Ph.D. Program at West Virginia University

KAREN G. ANDERSON, Sally Huskinson, and David P. Jarmolowicz (West Virginia University)

3. Master's and Doctoral Training in Behavior Analysis at Southern Illinois University

NICOLE HEAL, Jonathan C. Baker, Anthony J. Cuvo, Paula K. Davis, Mark R. Dixon, Brandon F. Greene, and Ruth Anne Rehfeldt (Southern Illinois University)

4. Applied Behavior Analysis at St. Cloud State University

ERIC RUDRUD, Kimberly A. Schulze, John T. Rapp, and Chaturi Edrisinha (St. Cloud State University)

5. Graduate Programs in Applied Behavior Analysis and Special Education at The Ohio State University

SHEILA R. ALBER-MORGAN, Helen I. Cannella-Malone, Gwendolyn Cartledge, Ralph Gardner III, Terri Hessler. Moira Konrad. Nancy A. Neef, and Diane M. Sainato (The Ohio State University)

6. The University of Cincinnati School Psychology Program

RENEE HAWKINS, Janet L. Graden, David W. Barnett, Julie Morrison, and Francis E. Lentz (University of Cincinnati)

7. University of Nevada, Reno Behavior Analysis Program

W. LARRY WILLIAMS, Mark P. Alavosius, Patrick M. Ghezzi, Linda J. Parrott Hayes, Ramona Houmanfar, and Steven C. Hayes (University of Nevada, Reno)

8. Department of Applied Behavioral Science at the University of Kansas

GREGORY J. MADDEN (University of Kansas)

Applied Behavior Analysis Master of Arts Program at University of Maryland, Baltimore County in Collaboration with the Kennedy Krieger Institute

JOHN C. BORRERO (University of Maryland, Baltimore County) and SungWoo Kahng (Kennedy Krieger Institute)

10. Department of Behavior Analysis at Simmons College

MICHAEL J. CAMERON (Simmons College)

11. Learning Processes and Behavior Analysis at Queens College and the Graduate Center, City University of New York

KRISTEN ROST (The Graduate Center, Queens College, City University of New York), Joseph D. Jacobs (Binghamton University, State University of New York), and Amanda S. Mentzer (The Graduate Center, Queens College, City University of New York)

12. Applied Behavior Analysis at Florida State University

Jon S. Bailey and Sarah A. Lechago (Florida State University), and H. ALLEN MURPHY (Florida State University at Panama City)

13. Graduate Degree Programs in Behavior Analysis at the Florida Institute of Technology

JOSE A. MARTINEZ-DIAZ, Elbert Blakely, Guy S. Bruce, Ivy M. Chong, Ada C. Harvey, Mark T. Harvey, Patrick E. McGreevy, and David A. Wilder (Florida Institute of Technology)

14. Behavior Analysis at California State University. Stanislaus

WILLIAM F. POTTER and Jane S. Howard (California State University, Stanislaus)

15. Program in Applied Behavior Analysis at California State University, Los Angeles

HENRY D. SCHLINGER, Randy V. Campbell, Michele D. Wallace, and Daniel B. Shabani (California State University, Los Angeles)

#113 ABAI Expo

5/29/2010 8:30 p.m.-11:00 p.m. Exhibit Hall A (CC)

Graduate Training Programs

16. Western Michigan University: American Psychological Association Accredited Doctoral Program in Clinical Psychology

SCOTT T. GAYNOR, Amy E. Naugle, and C. Richard Spates (Western Michigan University)

17. Western Michigan University: Industrial Organizational Psychology Master's Program

ALYCE M. DICKINSON, John Austin, Douglas A. Johnson, and Heather M. McGee (Western Michigan University)

18. Behavior Analysis and Behavior Therapy Graduate Training at Eastern Michigan University

JAMES T. TODD, Jennifer Delaney Kowalkowski, Tamara L. Pawich, and Zina A. Eluri (Eastern Michigan University)

19. Behavior Analysis at Youngstown State University

ROCIO ROSALES, Michael C. Clayton, and Stephen Ray Flora (Youngstown State University)

20. The Chicago School of Professional Psychology: Chicago Campus

CHARLES T. MERBITZ (Chicago School of Professional Psychology)

21. Behavior Analysis at Auburn University

JAMES E. CARR (Auburn University)

22. Advanced Certificate Program in Applied Behavior Analysis at C. W. Post Campus of Long Island University

JOHN C. NEILL, David L. Roll, and Gerald D. Lachter (Long Island University)

- 23. Doctoral and Master's Level Training in Applied Behavior Analysis at Caldwell College TINA SIDENER, Ruth M. DeBar, Sharon A. Reeve, Patrick R. Progar, and Kenneth F. Reeve (Caldwell College)
- 24. Graduate and Certificate Programs in Applied Behavior Analysis at Cambridge College and the University of Massachusetts-Dartmouth Campus

BARRY R. HAIMSON (University of Massachusetts Dartmouth), ROBERT F. LITTLETON (Evergreen Center/BEACON Services), ROBERT K. ROSS (BEACON Services), and GORDON A. DEFALCO (Evergreen Center)

25. Gonzaga University Graduate Programs in Special Education

KIMBERLY P. WEBER, Thomas Ford McLaughlin, Anjali Barretto, K. Mark Derby, and Randy L. Williams (Gonzaga University)

26. Behavioral Intervention in Autism: An On-Line BCBA-Level Curriculum

RICHARD K. FLEMING (Shriver/UMass Medical School), Charles Hamad (University of Massachusetts Medical School), Richard Siegel and Charlotte Mandell (University of Massachusetts Lowell)

27. ABA Training Opportunities at the New England Center for Children

SUSAN N. LANGER (The New England Center for Children)

- 28. The Applied Behavior Analysis Program at Pennsylvania State University, University Park DAVID L. LEE, Ginny Witcoski, Shawn Datchuck, and Amanda Nimick (The Pennsylvania State University)
- 29. Pennsylvania State University-Harrisburg Master's in Applied Behavior Analysis KIMBERLY A. SCHRECK (The Pennsylvania State University, Harrisburg), and Richard M. Foxx (The Pennsylvania State University)
- 30. The Center for Behavioral Research and Services at Rowan University MICHELLE ENNIS SORETH and Mary Louise E. Kerwin (Rowan University)
- 31. Behavior Analysis at Temple University

ELIZABETH R. LORAH, Philip N. Hineline, Saul Axelrod, Donald A. Hantula, James E. Connell, Matthew Tincani, Jean Boyer, and Donald E. Eisenhart (Temple University)

- **32. Master's Programme in Applied Behaviour Analysis at the University of Wales, Bangor** J. CARL HUGHES (Bangor University), Sandy Toogood (Wales Centre for Behaviour Analysis, University of Wales), Marguerite L. Hoerger, Richard P. Hastings, and Stephen Noone (University of Wales Bangor), and Corinna F. Grindle (University of Wales)
- 33. Doctoral Program in Behavior Analysis at Western New England College
 AMANDA KARSTEN, Gregory P. Hanley, Rachel H. Thompson, and Dennis J. Kolodziejski
 (Western New England College)
- 34. Behavior Analysis Master of Arts Program at West Virginia University

AIMEE GILES, Kristen Hard, Claire St. Peter Pipkin, and Lisa Kemmerer (West Virginia University)

35. Clinical Health Psychology Doctoral Program with Specialty in Applied Behavior Analysis at East Carolina University

JEANNIE GOLDEN (East Carolina University) and Bryan Crisp (private practice)

36. Graduate Training Opportunities in Behavior Analysis at University of North Carolina, Wilmington

SOPHIA KEY, Emily L. Baxter, Whitney Luffman, Tracy Taylor, Amanda G. Rickard, Amber Thacker, Morgan Throckmorton, and Kristin W. Yonkers (University of North Carolina, Wilmington)

37. Doctoral Programs in Psychology at the University of Mississippi

KELLY G. WILSON, Kate Kellum, and John Young (University of Mississippi)

38. Behavior Analysis at Jacksonville State University

PAIGE M. MCKERCHAR, Todd L. McKerchar, William L. Palya, Steven C. Stout, and Heidi L. Dempsey (Jacksonville State University)

39. Behavior Analysis at the University of Houston-Clear Lake

DANIEL LESAGE, Dorothea C. Lerman, and Jennifer N. Fritz (University of Houston-Clear Lake)

40. Stephen F. Austin State University: Graduate Training in Applied Behavior Analysis

ROBIN RUMPH, Ginger Kelso, Glen L. McCuller, Chris Ninness, Michael Walker, Rhiannon M. Fante, Stevie Malnar, and Laura Cooper (Stephen F. Austin State University)

41. University of North Texas Department of Behavior Analysis Graduate Training Programs

SHAHLA S. ALA'I-ROSALES, Traci M. Cihon, Janet Ellis, Sigrid S. Glenn, Einar T. Ingvarsson, Jesus Rosales-Ruiz, Richard G. Smith, and Manish Vaidya (University of North Texas)

42. Utah State University: Behavior Analysis Training in the Department of Psychology

TIMOTHY A. SHAHAN, Amy Odum, and Andrew Samaha (Utah State University)

43. Utah State University: Behavior Analysis Training in the Department of Special Education and Rehabilitation

SARAH E. BLOOM, Thomas S. Higbee, Benjamin Lignugaris/Kraft, Robert L. Morgan, Scott Warren Ross, Charles L. Salzberg, Andrew Samaha, and Timothy A. Slocum (Utah State University)

44. Behavior Analysis at Central Washington University

RYAN M. ZAYAC, Wendy A. Williams, Libby M. Street, and Dan Fennerty (Central Washington University)

45. Applied Behavior Analysis Master's Program at California State University, Fresno

AMANDA N. ADAMS, Marianne L. Jackson, and Criss Wilhite (California State University, Fresno)

46. The Chicago School, Los Angeles

RACHEL FINDEL-PYLES, Mitch Fryling, Eric Carlson, Dave A. Pyles, and Megan Kirby (The Chicago School of Professional Psychology, Los Angeles)

47. Behavior Analysis at California State University, Sacramento

Caio F. Miguel and BECKY PENROD (California State University, Sacramento)

48. Centre for Applied Disability Studies at Brock University

ROSEMARY A. CONDILLAC (Brock University), Keeley White, Maurice Feldman, and Rebecca A. Ward (Centre for Applied Disability Studies, Brock University), Tricia Corinne Vause, Dorothy Griffiths, Frances Owen, and Maureen Connolly (Brock University)

49. Graduate Program in Behavior Analysis

Erik Arntzen and INGUNN SANDAKER (Akershus University College)

114 ABAI Expo

5/29/2010

8:30 p.m.-11:00 p.m.

Exhibit Hall A (CC)

ABAI Boards and Committees

50. ABAI Education Board

CHARLES T. MERBITZ (Chicago School of Professional Psychology)

51. ABAI Practice Board—Meeting the Needs of Practitioners

MICHAEL WEINBERG (Orlando Behavior Health Services, LLC); Thomas L. Zane (The Center for Applied Behavior Analysis at The Sage Colleges); Jennifer R. Zarcone (University of Rochester Medical Center); Travis Thompson (University of Minnesota); R. Douglas Greer (Teachers College, Columbia University); Michael J. Dougher (University of New Mexico); Jon S. Bailey (Florida State University), and Josh Pritchard (University of Nevada, Reno)

52. ABAI Practice Board: Licensure Committee—Current Status and Developments

MICHAEL F. DORSEY (Endicott College)

53. ABAI Practice Board Governmental Affairs Committee

Eric Billington (United Health Group); Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.); Megan Guidi (Vinfen Corporation); Amy Kenzer (Center for Autism and Related Disorders, Inc.), and R. WAYNE FUQUA (Western Michigan University)

54. ABAI Membership Board

PHILIP N. HINELINE (Temple University), Jay Moore (University of Wisconsin-Madison), and Edward K. Morris (University of Kansas)

55. ABAI Program Board: An Overview of the Program Convention System

RAMONA HOUMANFAR (University of Nevada, Reno), and Raymond C. Pitts (University of North Carolina, Wilmington)

56. ABAI Student Committee

Erick M. Dubuque (University of Nevada, Reno), Sarah M. Dunkel-Jackson (Southern Illinois University), and JOSH PRITCHARD (University of Nevada, Reno)

57. ABAI Affiliated Chapters Board

GORDON BOURLAND (Trinity Behavioral Associates)

#115 ABAI Expo

5/29/2010

8:30 p.m.-11:00 p.m.

Exhibit Hall A (CC)

ABAI Affiliated Chapters

58. Behavior Analysis Association of Michigan

JAMES T. TODD, Jennifer Delaney Kowalkowski, Tamara L. Pawich, and Zina A. Eluri (Eastern Michigan University)

59. CABA, The Charter (formerly Chicago) Association for Behavior Analysis

CHARLES T. MERBITZ (Chicago School of Professional Psychology)

60. Mid-American Association for Behavior Analysis

JONATHAN C. BAKER and Mark R. Dixon (Southern Illinois University, Carbondale), and Cynthia J. Pietras (Western Michigan University)

61. Missouri Association for Behavior Analysis

Todd M. Streff (Great Strides Behavioral Consulting, Inc), TAMI GALENSKY PENTZ (St. Louis University), and Jenny Frisbee (Special School District)

62. OH ABA, the Ohio Chapter of ABAI

TERRI HESSLER, Quinn Vickers Montgomery, and Sheila R. Alber-Morgan (The Ohio State University)

63. Wisconsin Association for Behavior Analysis

MATTHEW E. ANDRZEJEWSKI (University of Wisconsin-Madison) and Roger Frank Bass (Carthage College)

64. The Connecticut Association for Behavior Analysis

JOHN D. MOLTENI (Saint Joseph College), Elizabeth C. Nulty (Rehabilitation Associates of Connecticut), and Solandy Meza (The Center for Children with Special Needs)

65. New York State Association for Behavior Analysis

VICKI MADAUS KNAPP (Summit Educational Resources)

66. Vermont Association for Behavior Analysis

KIMBERLY J. TRAVIS (South Burlington School District)

67. Virginia Association for Behavior Analysis

SHERRY L. SERDIKOFF (James Madison University)

68. Heartland Association for Behavior Analysis

VALERIE M. VOLKERT and Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center); Tami L. McDowell (Columbus Organization); Anney Weiland (Heartland Association for Behavior Analysis); and Andrea Clements (Munroe-Meyer Institute)

69. Four Corners Association for Behavior Analysis

ERIN B. RASMUSSEN (Idaho State University), Nicole L. Bank (The PartnerShip), Travis Blevins (Behavior Services of the Rockies), Pamela M. Martien (Developmental Disabilities Research Center), and Peter Killeen (Arizona State University)

70. Iowa Association for Behavior Analysis

JOHN POKRZYWINSKI and James R. Prickett (Woodward Resource Center); Maria G. Valdovinos (Drake University); Evelyn Jo Horton and Lindsay Ward (The Homestead); and Jeffrey R. Luke (University of Iowa)

71. Kansas Association for Behavior Analysis

EDWARD K. MORRIS (University of Kansas), Linda S. Heitzman-Powell (University of Kansas Medical Center), Jessica A. Royer (Partners in Behavioral Milestones), Nanette L. Perrin (Early Childhood Autism Program), and Brooke Ashley Jones and Adam T. Brewer (University of Kansas)

72. Minnesota Northland Association for Behavior Analysis

JENNIFER A. WOSMEK (Bethany Lutheran College) and Timothy R. Moore (University of Minnesota)

73. Northwestern Association for Behavior Analysis

DANA J. STEVENS (Whitworth University), Ryan M. Zayac (Central Washington University), Kimberly P. Weber (Gonzaga University), Kathleen S. Laino (West Coast Behavioral Consultants), and Season Almason (Western Michigan University)

74. Alabama Association for Behavior Analysis—Current and Future Directions

VIRGINIA L TOTHEROW and Jennifer M. Gillis Mattson (Auburn University)

75. Florida Association for Behavior Analysis

JANET L. MONTGOMERY (Florida Institute of Technology), Mary M. Riordan (Boston Medical Center), Gretchen S. Thwing (AdvoServ), David A. Wilder (Florida Institute of Technology), and H. Allen Murphy (Florida State University at Panama City)

76. North Carolina Association for Behavior Analysis

R. M. (DUKE) SCHELL (J. Iverson Riddle Developmental Center); Jennifer Deacon (North Carolina Association for Behavior Analysis); Ya-Yu Lo (University of North Carolina at Charlotte); Mark Stafford and Beth Schmitt (Murdoch Developmental Center); Kelly Sutton and Nancy Poteet (J. Iverson Riddle Developmental Center); and Jason Boye (University of North Carolina at Greensboro)

77. Southeastern Association for Behavior Analysis

KAREN G. ANDERSON (West Virginia University), Dean C. Williams (University of Kansas), Kathryn Saunders (University of Kansas), and Claire St. Peter Pipkin (West Virginia University)

78. Texas Association for Behavior Analysis

Anna I. Petursdottir (Texas Christian University); Lori Ann Russo (Behavioral Innovations, Inc.); Duy Dang Le (Child Study Center); Manish Vaidya (University of North Texas); and GORDON BOURLAND (Trinity Behavioral Associates)

79. California Association for Behavior Analysis

LEEANN CHRISTIAN (Regional Center of Orange County), Ethan S. Long (The Bay School), and Michele D. Wallace and Henry D. Schlinger (California State University, Los Angeles)

80. The Nevada Association for Behavior Analysis

JONATHAN J. TARBOX (Center for Autism and Related Disorders, Inc.); Kenneth MacAleese (Advanced Child Behavior Solutions, LLC); and Nicholas M. Berens, Molly Day, Melissa Nosik, and Ainsley McPherson (University of Nevada. Reno)

81. Hawai'i Association for Behavior Analysis

JESSIE MITCHELL (Behavioral Counseling and Research Center)

82. The Experimental Analysis of Behaviour Group—United Kingdom and Europe

MICHAEL BEVERLEY (Wales Centre for Behaviour Analysis, University of Wales)

83. Icelandic Association for Behavior Analysis

KRISTIN GUDMUNDSDOTTIR (University of Akureyri); Atli F. Magnússon (State Diagnostic and Counseling Centre); Thorhalla Gudmundsdottir (Service Centre of Miðborg and Hlíðar); Z. Gabriela Sigurdardottir (University of Iceland); Anna-Lind Petursdottir (School of Education, University of Iceland); Ingibjorg Sveinsdottir (Primary Health Care of the Capital Area); Jon Gretar Sigurjonsson (National University of Ireland, Galway); and Bára Kolbrún Gylfadóttir (Center for Child Development and Behavior)

84. Norwegian Association for Behavior Analysis

TERJE GUNDHUS (Norwegian Association for Behavior Analysis), Jon A. Lokke (Ostfold University College Norway), and Erik Arntzen (Akershus University College)

85. Manitoba Association for Behaviour Analysis

KIRSTEN M. WIRTH (St. Amant Research Centre, the University of Manitoba), and Kerri L. Walters (University of Manitoba)

86. Ontario Association for Behavior Analysis

DARRYL R. NURSE, Carobeth Zorzos, and Lisa A. Israel (ONTABA)

87. Association for Behavior Analysis of Brazil

MARTHA HÜBNER (University of Sao Paulo)

88. Japanese Association for Behavior Analysis

SHIGEKI SONOYAMA (University of Tsukuba)

89. Taiwan Association for Behavior Analysis Expo

YI-FENG HUANG (Taichung Autism Education Association), and Sharon W. Chien, Shu-Hwei Ke, and Charlie Chen (SEEK Education, Inc.)

90. New Zealand Association for Behaviour Analysis

REBECCA SHARP (University of Auckland)

116 ABAI Expo

5/29/2010

8:30 p.m.-11:00 p.m.

Exhibit Hall A (CC)

Special Interest Groups

91. ABAI Health, Sport, and Fitness Special Interest Group: Current Activities and Future Directions MARIANNE L. JACKSON and Amanda N. Adams (California State University, Fresno)

92. ABAI Verbal Behavior Special Interest Group

ASHLIE LINDER GRILL (Florida State University); Season Almason (Western Michigan University); Judah Axe (Simmons College); Traci M. Cihon (University of North Texas); Kerry A. Conde (Florida State University); Danielle Lise LaFrance (Therapeutic Pathways, Inc.); Sarah A. Lechago (Florida State University); and Caio F. Miguel (California State University).

93. All Students Can Learn and All Teachers Can Be Successful! Direct Instruction Special Interest Group

PATTY L. POLSTER (St. Louis University)

94. Applied Animal Behavior Special Interest Group

CHRISTY A. ALLIGOOD (Disney's Animal Kingdom, Education and Science); Indya N. Watts (Chicago School of Professional Psychology); Jennifer L. Sobie (The Creature Teacher); and Terri Bright (Simmons College)

95. Behavioral Gerontology Special Interest Group

ALLISON A. JAY (University of Colorado at Colorado Springs); Jonathan C. Baker (Western Michigan University); Linda A. LeBlanc (Auburn University); Stacey M. Cherup (University of Nevada, Reno); and Nicholas Mui Ker Lik (Southern Illinois University)

96. Behaviorists for Social Responsibility

JOHN E. GLASS (Collin County Community College), Stephen E. Wong (Florida International University), and Patrick S. Williams (University of Houston-Downtown)

97. Clinical Behavior Analysis Special Interest Group

THOMAS J. WALTZ (University of Nevada, Reno)

98. Developmental Behavior Analysis Special Interest Group

GARY D. NOVAK (California State University, Stanislaus)

99. Evidence-Based Practices Special Interest Group

TERI LEWIS (Oregon State University)

100. Experimental Analysis of Human Behavior Special Interest Group

MANISH VAIDYA (University of North Texas) and Eric A. Jacobs (Southern Illinois University, Carbondale)

101. Rehabilitation and Independent Living Special Interest Group

CHRIS PERSEL (Centre for Neuro Skills)

102. Sex Therapy and Educational Programming Special Interest Group

FAWNA STOCKWELL (The Chicago School of Professional Psychology)

103. Speech Pathology Special Interest Group

BARBARA E. ESCH (Esch Behavior Consultants, Inc.), Tracie L. Lindblad (Four Points), and Jamie M. Severtson (Western Michigan University)

104. Spreading the Word: Dissemination of Behavior Analysis

JOSH PRITCHARD (University of Nevada, Reno), Sorah Stein (Outreach Services of Indiana), Thomas G. Szabo (University of Nevada, Reno), Enedelia A. Sanner and Jennifer A. Potterfield (Independent Behavior Analyst), Michelle Turan (University of Windsor), Amanda Kelly (SEEM Collaborative), and W. Joseph Wyatt (Marshall University)

105. Teaching Behavior Analysis: A Special Interest Group of ABAI

CHRISTINE HOFFNER BARTHOLD (University of Delaware) and Patrick S. Williams (University of Houston-Downtown)

106. The Behavior Analysis Online Special Interest Group: Current Status of the Special Interest Group and Journals

JOSEPH D. CAUTILLI (Behavior Analysis and Therapy Partners)

107. The Organizational Behavior Management Network

SARAH VANSTELLE, Jeana L. Koerber, and Heather M. McGee (Western Michigan University)

108. The Positive Behavior Support Special Interest Group

ROBERT F. PUTNAM (The May Institute)

109. The Standard Celeration Society

Kelly J. Ferris (Organization for Research and Learning); WILLIAM J. HELSEL (AGILE@PLEA); Regina G. Claypool-Frey (California Association for Behavior Analysis); Charles T. Merbitz (Chicago School of Professional Psychology), Michael Fabrizio (FEAT of Washington); and Richard M. Kubina Jr. (Pennsylvania State University)

110. Autism Special Interest Group

RUTH M. DONLIN (private practice)

111. Parent Professional Partnership Special Interest Group

DAVID A. CELIBERTI (Association for Science in Autism Treatment)

111a. Association for Science in Autism Treatment

DAVID A. CELIBERTI (Association for Science in Autism Treatment)

117 ABAI Expo

5/29/2010

8:30 p.m.-11:00 p.m.

Exhibit Hall A (CC)

Other Organizations

112. The European Association for Behaviour Analysis

ERIK ARNTZEN (Akershus University College); Giovambattista Presti (Libera Universita di Lingue e Comunicazion); Javier Virues-Ortega (CIBERNED, Carlos III Institute of Health); Ricardo Pellón (Universidad Nacional de Educación a Distancia); and Neil T. Martin (European Association for Behaviour Analysis)

113. Division 25 of the American Psychological Association

ERIC A. JACOBS (Southern Illinois University, Carbondale)

114. Cambridge Center for Behavior Analysis

PHILIP N. CHASE (Cambridge Center for Behavioral Studies)

116. Advanced Training at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine

Tessa Taylor Rivet, EBONY HOLLIDAY, Jennifer L. Crockett, and Michael F. Cataldo (Kennedy Krieger Institute)

117. AdvoServ Programs

JUDITH E. FAVELL, James F. McGimsey, Terry J. Page, Cheryl L. Ecott, and Kelly A. Dancho (AdvoServ)

118. Autism Behavioral Research Individualized Treatment and Education

GINGER R. WILSON, Janice Doney Frederick, and Rebecca S. Raas (The ABRITE Organization)

119. Clinic 4 Kidz: Intensive Home-Based Pediatric Feeding Disorders Program

MEETA R. PATEL, Jennifer Leigh King, Michelle L. Waddell, Nissa Wendy Goldberg, and Aida Miles (Clinic 4 Kidz)

120. Behavioral Services of Tennessee: "Creating Real Opportunities for People to Live Successfully in the Community"

CYNTHIA MARGARET ZELLER-GONZALEZ and Carrie G. Peacock (Behavioral Services of Tennessee)

121. Association of Professional Behavior Analysts

GINA GREEN (Association of Professional Behavior Analysts)

#118 ABAI Expo

5/29/2010

8:30 p.m.-11:00 p.m.

Exhibit Hall A (CC)

Other Training Programs

122. Behavior Analysis at James Madison University

STEPHEN H. ROBERTSON, P. Andrew Halsey, and Sherry L. Serdikoff (James Madison University)

123. Canada's First Bachelor's Degree in Behavioural Psychology

GARY A. BERNFELD, Sheelagh Jamieson, Marie Line, Andrew W. McNamara, and Deborah Smith (St. Lawrence College, Behavioral Psychology)

Grand Hyatt San Antonio; Sunday, May 30

	Grand Hya	att Sa	an Ar	itonio); Su	nday	, Ma	y 30											
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	Texas Salon D					Ch: Crockett BACE #155 EDC		Ch: Wya	att	BACB				Ch: Gut: #229 ED	shall		Ch: Dan #257 ED	nforth	
	Texas Salon E					Ch: Lee		BACE	Ch: Doz	ier	BACB					Peter Pip #239 E0	kin	Ch: Burke	
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	Travis B					Ch: Feliciano								Ch: Gre	er				
	Travis C					#143 BPH		#177 BF						#220 BF					
	Travis D					Ch: DeF	-ulio	0400		enez-Gor	nez				Ch: Ber	ry			
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Grand Hyatt San Antonio; Sunday, May 30

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Henry B. Gonzalez Convention Center; Sunday, May 30

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	217B				Ch: Lanovaz	BACE	Ch: Kuri						Ch: O'To	oole		Ch: McL	aughlin
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	217D				#134 DDA BACE Ch: Johnston		#181 DI Ch: Cata		BACB				#225 DE Ch: Kop			#254 DE Ch: Ring	
	218																
	Exhibit Hall A	Registration	on, Exh	ibits, Job Placem	ent, Bookstore, P	osters, a	nd Loung	е		Poster S	Sessions			tion, Exh re, Poste		Placeme ounge	ent,
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Henry B. Gonzalez Convention Center; Sunday, May 30

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Practice Management Software for Special Needs Clinics





by CodeMetro www.npaworks.com

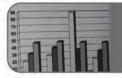
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119 Special Event

5/30/2010

7:00 a.m.-7:50 a.m.

Lone Star Ballroom Salon B (Grand Hyatt)

Tai Chi for Health and Relaxation

Chair: Jill L. Basso (private practice)

Tai chi chuan is a slow-moving, meditative exercise good for health, relaxation, and self-defense. Tai chi is known primarily for its health benefits and is the physical manifestation of the principle of yin/yang and the philosophy of the Chinese classics. Participants will be introduced to standing tai chi postures from tai chi form to assist in accessing internal energy (chi), relaxation with breath, and beginner self-defense practice. For a weekend full of sedentary activities and intellectual challenges, tai chi can assist with relaxation of the mind and body. Please wear loose and comfortable clothes.

120 Business Meeting

5/30/2010

8:00 a.m.-8:50 a.m.

006D (CC)

Behavior Analyst Certification Board: University Contact Faculty

Chair: Gerald L. Shook (Behavior Analyst Certification Board)

The Behavior Analyst Certification Board (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.

121 Business Meeting

5/30/2010

8:00 a.m.-8:50 a.m.

215 (CC)

Behavioral Gerontology Special Interest Group

Chair: Jonathan C. Baker (Southern Illinois University)

To provide intellectual, clinical, and organizational support to other professionals interested in aging and to foster behavior analytic research in aging. The goal of the meeting this year is to discuss issues in the field as well as issues of professional development. In addition, members will provide feedback on student presentations related research in the area of aging, which will be used to award the student researcher award. Finally, new officers will be chosen for any vacated positions in the SIG.

122 Business Meeting

5/30/2010

8:00 a.m.-8:50 a.m.

212A (CC)

Education and Treatment of Children: Editorial Board Meeting

Chair: Stephanie M. Peterson (Western Michigan University)

All who are interested in improving services for children and youth through dissemination of effective practices are encouraged to attend. Information on the journal's status will be presented. Efforts to improve the journal's impact and operations will be discussed.

123 Business Meeting

5/30/2010

8:00 a.m.-8:50 a.m.

216B (CC)

Standard Celeration Society

Chair: William J. Helsel (AGILE@PLEA)

The Standard Celeration Society promotes use of the Standard Celeration Chart, both for furthering the science of behavior and of learning, as well as for developing practical applications based on that science. In adherence to the By-laws of the society, an annual business meeting is to be held at the ABAI Convention to discuss membership, actions of the executive group, the *Journal of Precision Teaching and Celeration*, the annual conference, and financial report.

124 Business Meeting

5/30/2010 8:00 a.m.–8:50 a.m. 205 (CC)

The Behavioral Medicine Special Interest Group

Chair: Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

From Benard Brucker's operant biofeedback to improve motor functioning in children with cerebral palsy to Richard Stuart's Weight Watchers program to Fordyce's operant treatment of chronic pain, behavior analysts and behavioral psychologists have greatly contributed to the area of behavioral medicine. This tradition continues today from the treatment of self injury and feeding disorders in children with autism to the treatment of head injury in military veterans to the treatment of incontinence through biofeedback and bedwetting by the bell and pad behavior analysis shines. These are just a few areas that behavior analysis has created evidenced-based treatments. Join this special interest group and learn about a proud history and a wonderful future. This is a voting meeting and new SIG representatives will be elected.

125 Business Meeting

5/30/2010 8:00 a.m.-8:50 a.m. 212B (CC)

Applied Animal Behavior Special Interest Group

Chair: Indya N. Watts (Chicago School of Professional Psychology)

The Applied Animal Behavior (AAB) SIG brings together individuals who specialize in or have an interest in the application of behavior analysis to the appreciation, understanding, and management of animal behavior across species. Membership of the AAB SIG is diverse and includes academicians, researchers, and practitioners from a variety of disciplines dedicated to, affiliated with or interested in animal behavior in applied settings. We welcome new members who share our interest in animal behavior and applied behavior analysis.

126 Business Meeting

5/30/2010 8:00 a.m.-8:50 a.m. 201 (CC)

Journal of Applied Behavior Analysis

Chair: Valerie M. Volkert (Munroe-Meyer Institute)

The annual report of the *Journal of Applied Behavior Analysis* will be presented, followed by the discussion of editorial policies and issues. We encourage past and present associate editors and board members, authors and prospective authors, and any other interested parties to attend. Questions and suggestions are encouraged.

127 Business Meeting

5/30/2010 8:00 a.m.-8:50 a.m. 213B (CC)

Nevada Association for Behavior Analysis

Chair: Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

This meeting will serve too provide updates on the current status of Nevada Association for Behavior Analysis (NABA), to provide information on NABA to potential new members, and to coordinate upcoming activities.

128 Business Meeting

5/30/2010 8:00 a.m.-8:50 a.m. 213A (CC)

Parent Professional Partnership Special Interest Group

Chair: David A. Celiberti (Association for Science in Autism Treatment)

Behavior analysts involved in clinical practice recognize that we owe much to parents who have been staunch advocates for higher quality services for their children. The synergy that can arise from parents and professionals working together creates exciting opportunities and possibilities. The Parent Professional Partnership SIG's goals and objectives, and to discuss ways to improve upon the SIG website. All interested parents and professionals are encouraged to attend this meeting and visit our webpage at www.PPPSIG.org.

129 Business Meeting

5/30/2010 8:00 a.m.-8:50 a.m. 214B (CC)

Teaching Behavior Analysis Special Interest Group of ABAI

Chair: Christine Hoffner Barthold (University of Delaware)

The purpose of this meeting is to review the activities of the TBA SIG in the past year, and set the agenda for the coming year. All are welcome to attend this meeting, and are encouraged to do so!

#130 Special Event

5/30/2010 8:00 a.m.-8:50 a.m. 203AB (CC)

ABAI Program Committee Meeting

Chair: Ramona Houmanfar (University of Nevada, Reno)

- Applied Animal Behavior (AAB): Jennifer L. Sobie (The Creature Teacher) and Kennon A. Lattal (West Virginia University)
- Autism (AUT): Jeffrey H. Tiger (Louisiana State University), Dorothea C. Lerman (University of Houston-Clearlake)
- Behavioral Pharmacology (BPH): Jesse Dallery (University of Florida) and Karen G. Anderson (West Virginia University)
- Clinical, Family, Behavioral Medicine (CBM): Jonathan W. Kanter (University of Wisconsin-Milwaukee) and Thomas J. Waltz (University of Nevada, Reno)
- Community Interventions; Social and Ethical Issues (CSE): Michael Weinberg (Orlando Behavior Health Services, LLC) and Patricia Bach (Illinois Institute of Technology)
- Developmental Disabilities (DDA): Joel Eric Ringdahl (University of Iowa) and Jennifer M. Asmus (University of Wisconsin-Madison)
- Human Development (DEV): Gary D. Novak (California State University, Stanislaus) and Hayne W. Reese (West Virginia University)
- Experimental Analysis of Behavior (EAB): James S. MacDonall (Fordham University) and Robert W. Allan (Lafayette College)
- Education (EDC): Cathy L. Watkins (California State University, Stanislaus) and Jennifer L. Austin (University of Glamorgan)

- Organizational Behavior Management (OBM): Alicia M. Alvero (Queens College, The City University
 of New York) and Heather M. McGee (Western Michigan University)
- Other (OTH): Raymond C. Pitts (University of North Carolina, Wilmington)
- Teaching Behavior Analysis (TBA): Denise E. Ross (Chicago School of Professional Psychology) and Jessica Singer-Dudek (Teachers College, Columbia University)
- Theoretical, Philosophical, and Conceptual Issues (TPC): Ted G. Schoneberger (Stanislaus County Office of Education) and Per Holth (Akershus University College)
- Verbal Behavior (VRB): Matthew P. Normand (University of the Pacific) and Caio F. Miguel (California State University, Sacramento)
- Program Board Coordinator: Patrick C. Friman (Father Flanagan's Girls and Boys Town)

131 Business Meeting

5/30/2010 8:00 a.m.-8:50 a.m. 214A (CC)

Principles of Behavior Users and Friends and Others Teaching Behavioral Principles

Chair: Chris A. Schoenberg (St. Cloud State University)

Friends and users of Malott's *Principles of Behavior* (Pearson Prentice Hall), join the co-chairs (Chris A. Schoenberg, Cassandra Johanson, and Gerald C. Mertens) and Dick Malott for a discussion, sharing of teaching "gems," activities used in teaching behavioral principles, working on teaching problems in this area, other related suggestions, surprises, and fun. (Rumors are flying of a possible visit by a large Skinnerian pigeon!)

132 B. F. Skinner Lecture Series

5/30/2010 9:00 a.m.-9:50 a.m. 103AB (CC) CBM; Service Delivery

Behavioral Monitoring to Support Evidence-Based Practices in Residential Settings

Chair: Jonathan W. Kanter (University of Wisconsin-Milwaukee)

GORDON L. PAUL (Mental Health Services, Research & Systems Consult)



Gordon L. Paul, Ph.D., a Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology, teaches in the graduate clinical program at the University of Houston. A practicing licensed psychologist and certified health-services provider, he has consulted to more than 200 organizations and served as a member of or advisor to taskforces, study sections, and review groups at regional, state, and national levels. He continues as an advisor to policymaking and advocacy groups on behalf of people suffering from severe emotional and behavioral problems. Dr. Paul's research and practice have demonstrated the utility of behavioral principles for the assessment and nonpharmacological treatment of problems ranging from

"anxiety" to "schizophrenia," and several of his early publications have become "citation classics." Dr. Paul has been selected for more than 40 honorary biographical publications and expert listings, including Good Housekeeping's "Best Mental Health Experts." His more than 40-years' work on inpatient assessment and treatment programs has been the basis for numerous awards, among them Psychology Today's Book of the Year Award, the Society for a Science of Clinical Psychology's Distinguished Scientist Award, APA Div 12's Distinguished Scientific Contributions to Clinical Psychology Award, and the ABCT Trail Blazer Award for lifetime achievement.

Abstract: The recent federal emphasis on funding evidence-based practices gives hope for a resurgence of behavioral treatment programs for populations often considered untreatable. While political factors have reduced support for nonpharmacological work in inpatient and residential settings over the past 30 years, the complexity of psychosocial variables and needs for staff training

and ongoing assessment also have drastically reduced the dissemination of behavioral research findings into these settings. Documented as the "treatment of choice" for the most severely disabled adults with psychotic diagnoses, a comprehensive Social-Learning Program with integrated community aftercare will be described to highlight the complex structural and functional factors that influence effectiveness. This will serve as a springboard for describing a comprehensive system for ongoing assessment and monitoring of client, staff, and program functioning that offers the practical technology to discover and support recovery-oriented, evidence-based practices. This system, the Computerized TSBC/SRIC Planned-Access Observational Information System, has been likened to "the development of the cloud chamber in physics and the electron microscope in biology, in which the technical gain may be a difference in kind, not merely a difference in degree." This system offers promise for behavioral treatment programming becoming a true applied science.

133 Paper Session

5/30/2010 9:00 a.m.-9:50 a.m. Seguin (Grand Hyatt) CSE

Behavior Analysis and Technology: Approaches for Behavior Change in the Real World

Chair: Daniela Fazzio (St. Amant Research Centre, the University of Manitoba)

The Promise and Pitfalls of Automated Behavior Feedback Systems (Applied Behavior Analysis) TOBY L. MARTIN and Daniela Fazzio (St. Amant Research Centre, the University of Manitoba), and Todd G. Martin (York University)

Metacontingency: From Theory to Investigation (Experimental Analysis)

GREGORY S. SMITH and Ramona Houmanfar (University of Nevada, Reno)

134 Panel Discussion

5/30/2010 9:00 a.m.-9:50 a.m. 217D (CC) DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: James Johnston, Ph.D., BCBA

Ethical Challenges for Applied Behavior Analysis Professionals

Chair: James M. Johnston (Auburn University)

MARY JANE WEISS (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)
SUZANNE LETSO (Connecticut Center for Child Development)
JOSE D. RIOS (BehaviorLogix, Inc.)

Dueling Pianos

Sunday, May 30 10:30 p.m.–1:30 a.m. Lone Star Ballroom (Grand Hyatt)

Street Level, Henry B. Gonzalez Convention Center

Don't miss a terrific night of entertainment in the Lone Star Ballroom. This event is sponsored by the ABAI Student Committee. All are welcome to attend and join the fun!

135 Invited Tutorial

5/30/2010 9:00 a.m.-9:50 a.m. Ballroom A (CC) OBM: Theory

BACB CE Offered. CE Instructor: Dwight Harshbarger, Ph.D., BCBA

The Behavior Analyst and the Apple Crop: A Parable for Organizational Behavior Management

Chair: Heather M. McGee (Western Michigan University)

DWIGHT HARSHBARGER (Department of Community Medicine, West Virginia University)



Dwight Harshbarger, Ph.D. is a Senior Fellow of the Cambridge Center for Behavioral Studies and former Executive Director. The Center's mission is to advance the scientific study of behavior and its humane applications. His personal interests are in strengthening quality and safety performance in organizations. Dwight has headed human resources in two corporations—as a corporate senior vice president for Reebok International, Ltd., and corporate vice president of Sealy, Inc. He served as a consultant in RHR International's Chicago office and later as director of strategic consulting and vice president at Aubrey Daniels International. He heads The Browns Group, Inc., and has successfully implemented behavior-based performance

improvement programs in the United States and Asia. Prior to entering corporate work, he completed post-graduate study at Harvard and then joined the faculty of West Virginia University where he became a tenured professor of psychology. He later served as CEO of a community mental health center in the southern West Virginia coal fields.

He has edited and authored books and articles on organizational performance. His work in behavioral sciences has earned him the respect and acknowledgement of his peers he is an elected Fellow of the American Psychological Association and American Psychological Society. In 2006 he received the Outstanding Alumni Award from the Psychology Department at the University of North Dakota.

Following his retirement from the Cambridge Center in 2008, Dwight returned to Morgantown, West Virginia, to focus on fiction writing and to teach. He serves as Adjunct Professor of Community Medicine in the WVU Health Sciences Center. In 2009, he published a historical fiction novel focused on the Hawks Nest industrial disaster, titled *Witness at Hawks Nest* (Publisher's Place; Huntington, WV).

Abstract: In China "villages of dunces"—small towns full of mentally disabled people—give testimony to decades of environmental toxins; Szechwan province's honey bees are extinct. In India, each day one person dies from the long-term effects of methyl isocyanate (MIC) released in the 1984 MIC Bhopal disaster that killed 20,000. In America, potential chemical disasters loom over communities; morning ozone reports are often as important as the weather itself. Worldwide, rising temperatures pose significant threats to ecosystems. For decades scientists have accepted fees to build product defenses for tobacco, toxic chemicals, including Bhopal-sized threats to communities, and the Big Kahuna: global warming. Today, public opinion polls reveal widespread doubt about the environmental impact of increasing levels of (you fill in the blank). And every day, 50 species become extinct. Will we be the first generation to become a modern Noah and save the last pairs of species threatened with extinction? The contingencies that surround the practice of OBM as "business as usual" are comfortable, and the financial rewards attractive. But time has grown short. I will discuss decisions by OBM's applied behavior analysts to address and avoid important health, safety, and environment challenges, the ethics of those decisions, and suggest positive steps leading to a greener OBM. I will begin with the parable of the behavior analyst and the apple crop.

136 Panel Discussion

5/30/2010 9:00 a.m.–9:50 a.m. 201 (CC) OTH; Service Delivery

Professional Development Series: International Internships and Positions

Chair: Tiffany A. Hammer Baker (Sam Houston State University)

DANIEL GOULD (The New England Center for Children)
JOSEPH E. MORROW (Applied Behavior Consultants, Inc.)

ERICK M. DUBUQUE (University of Nevada, Reno)

137 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

202AB (CC)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Christina Whalen, Ph.D., BCBA

Efficacy of TeachTown: Basics in Classrooms

Chair: Shannon Cernich (Jigsaw Learning) Discussant: Christina Whalen (TeachTown)

The TeachTown: Basics ABA Intervention

SHANNON CERNICH (TeachTown) and Christina Whalen (TeachTown)

Efficacy of TeachTown: Basics With 47 Students With Autism Spectrum Disorders

DEBBIE MOSS (Los Angeles Unified School District) and Christina Whalen (TeachTown)

Collateral Effects of TeachTown: Basics on Language, Social Skills, and Motivation

MANYA C. R. VAUPEL (Jigsaw Learning) and Christina Whalen (TeachTown)

138 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

207AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Mark O'Reilly, Ph.D., BCBA

Applied Behavior Analysis and Children With Autism From Culturally and Linguistically Diverse Backgrounds

Chair: Mark F. O'Reilly (University of Texas at Austin)

Discussant: Jennifer J. McComas (University of Minnesota)

Evaluating Child Behavior When Type of Language Is Manipulated During Functional Communication Training

YANIZ C. PADILLA DALMAU (University of Iowa) and David P. Wacker, Jay W. Harding,

Wendy K. Berg, Kelly M. Schieltz, and John F. Lee (University of Iowa)

Teaching Spanish and English Equivalence Relations to Children With Diverse Language Repertoires

Andrew Gardner, JESSICA EMILY SCHWARTZ, Elizabeth Ashley Popescue, Caitlan Allen, and Azuncena Bravo (Northern Arizona University)

Delivering an ABA Curriculum Within Mainstream and Special Schools in a Welsh Context

ELIN WALKER JONES, Maggie Hoerger, and Yvonne Moseley (University of Wales)

139 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

206AB (CC)

AUT: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Erin Richard, M.A., BCBA

Evaluating Data Collection Methodologies and Systems

Chair: Erin B. Richard (Alpine Learning Group)

An Examination of the Effectiveness and Efficiency of Data Collection and Graphing Procedures in Early Intervention

JASON C. VLADESCU (Central Michigan University); Tiffany Kodak, Wayne Fisher, and Andrea Clements (Munroe-Meyer Institute, University of Nebraska Medical Center): Rebecca Arvans-Feeney (Developmental Behavioral Health, Inc.); and Kelly J. Bouxsein (Munroe-Meyer Institute, University of Nebraska Medical Center)

A Comparison of Different Methods for Collecting Data on Students' Performance During Discrete Trial Teaching

LAURA HARPER-DITTLINGER (Texana Behavior Treatment & Training Center), Dorothea C. Lerman (University of Houston-Clear Lake) and Taira Lanagan, Susie Balasanyan, and Lynn Williams (Center for Autism and Related Disorders, Inc.)

Validation of Parent Collected Observational Data in the Natural Environment

DANA M. SWARTZWELDER and Nathan A. Call (Marcus Autism Center), Rosa Arriaga (Georgia Institute of Technology), Addie Jane Findley (Marcus Autism Center), and Nazneen Anwer (Georgia Institute of Technology)

A Comparison of Two Data Collection and Graphing Systems: Paper and Pencil and TeachMe ERIN B. RICHARD, Bridget A. Taylor, and Jaime A. DeQuinzio (Alpine Learning Group); and Barry Katz (Operant Systems, Inc.)

140 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

205 (CC)

AUT: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Alissa Greenberg, M.A., BCBA

Assessing the Picture Exchange Communication System Across the Lifespan: An Evaluation of Picture Exchange Communication System Generalization and Concomitant Increases in Vocalizations

Chair: Marjorie H. Charlop-Christy (Claremont McKenna College)
Discussant: Andrew S. Bondy (Pyramid Educational Consultants)

Evaluating Generalization of the Picture Exchange Communication System in Children With Autism

ALISSA GREENBERG and Melaura Andree Erickson (Claremont Graduate University), and Marjorie H. Charlop-Christy (Claremont McKenna College)

An Analysis of the Effects of Picture Exchange Communication System Training on Vocalizations in Children With Limited Speech

MELAURA ANDREE ERICKSON and Alissa Greenberg (Claremont Graduate University), and Marjorie H. Charlop-Christy (Claremont McKenna College)

Teaching Picture Exchange Communication System to an Adult With Autism: An Analysis of Picture Exchange Communication System Acquisition, Generalization, and Stakeholders' Perspectives

MARJORIE H. CHARLOP-CHRISTY (Claremont McKenna College) and Alissa Greenberg and Melaura Andree Erickson (Claremont Graduate University)

141 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

203AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered, CE Instructor: Rosemary Condillac, Ph.D.

Capitalizing on Stimulus Equivalence in Teaching Children With Autism Spectrum Disorders: From Research to Practice

Chair: Rosemary A. Condillac (Brock University)

Discussant: W. Larry Williams (University of Nevada, Reno)

Using Stimulus Equivalence to Teach Monetary Skills to School-Age Children With Autism

DANIELLE SAVONA SOLTI SAVSOL and Tricia Corinne Vause (Brock University)

Field Effectiveness of Stimulus Equivalence for Teaching Reading Skills to Children With Autism Lisa Danielle Giewercer and ROSEMARY A. CONDILLAC (Brock University)

Clinical Applications of Stimulus Equivalence-Based Teaching Strategies: An Illustrative Clinical Case Example

PAUL SZIKSZAI (Surrey Place Centre), Heather J. Cushing-Gordon (Aisling Discoveries Child and Family Centre)

142 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

204AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kimberly Sloman, Ph.D., BCBA

Evaluation of Commonly-Used Nonbehavioral Interventions for Individuals With Autism

Chair: Kimberly Sloman (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

Review of Autism Intervention Articles Published in the Journal of Autism and Developmental Disorders From 1971 to 2009

AMY HANSFORD, Yair Kramer, Robert LaRue, and Kimberly Sloman (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey), David A. Celiberti (Association for Science in Autism Treatment), and Tristram Smith (University of Rochester Medical Center)

An Evaluation of a Common Autism Treatment: The Weighted Vest

AMANDA BOSCH, Cara L. Phillips, Timothy R. Vollmer, Alison Nyman, Andrea Zawoyski, and Danielle Broome (University of Florida)

Assessment of the Efficacy of Social Stories for Individuals With Autism

KIMBERLY SLOMAN, Mary Jane Weiss, Robert LaRue, Tina Rivera, Meredith Bamond, and Suzannah J. Ferraioli (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

Distractibility and Children With Autism: Do Ambient Noise and Visual Distractors Reduce Performance?

ALEXANDRA MARIA VLAHOGIANNIS, Mary Jane Weiss, Kimberly Sloman, Robert LaRue, and Jill A. Szalony (Douglass Developmental Disabilities Centers, Rutgers, The State University of New Jersey)

143 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Travis C/D (Grand Hyatt)

BPH; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Anthony DeFulio, Ph.D.

Advances in the Operant and Pharmacological Treatment of Drug Abuse

Chair: Anthony DeFulio (Johns Hopkins University School of Medicine)

Using Shaping to Improve Contingency Management in Hard-to-Treat Smokers

R. J. LAMB (University of Texas Health Services Center-Houston)

Using Contingency Management to Enhance Success in Outpatient Detoxifications Among Prescription Opioid Abusers

KATHRYN A. SAULSGIVER, Mollie Patrick, Kelly Dunn, Stacey C. Sigmon, Sarah H. Heil, and Stephen T. Higgins (University of Vermont)

Reinforcing Acceptance of Long-Acting Opiate Antagonist Medication With Access to Paid Job Training

ANTHONY DEFULIO, Jeffrey J. Everly, George Bigelow, Annie Umbricht, Michael Fingerhood, and Kenneth Silverman (Johns Hopkins University)

Using Functional, Competitive Antagonists as Pharmacotherapies for Drug Abuse: Unmet Needs in Drug Discovery

JAMES H. WOODS (University of Michigan)

144 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Texas Ballroom Salon C (Grand Hyatt)

CBM: Service Delivery

BACB CE Offered, CE Instructor: Jennifer Crockett, Ph.D., BCBA

Parent-Child Interaction Therapy in Outpatient Clinical Settings: Modifications and Extensions

Chair: Jennifer L. Crockett (Kennedy Krieger Institute)

Implementation of Parent-Child Interaction Therapy in a Community Outpatient Clinic: Challenges and Rewards

SUSAN K. PERKINS-PARKS and Andrew Scherbarth (Kennedy Krieger Institute)

Comparison of Parent-Child Interaction Therapy Treatment Effects With Two Families, One With a History of Drug Abuse

EMILY D. SHUMATE and Jennifer L. Crockett (Kennedy Krieger Institute)

Modifications of Parent-Child Interaction Therapy for Young Children With Severe Language Delays

NATALIE A. PARKS, M. Alice Shillingsburg, and Nathan A. Call (Marcus Autism Center)

Application of Parent-Child Interaction Therapy When Both the Parent and Child Have a Disability

KRISTEN M. KALYMON and Emily D. Shumate (Kennedy Krieger Institute)

145 Panel Discussion

5/30/2010

9:00 a.m.-10:20 a.m.

Crockett A/B (Grand Hyatt)

CBM; Service Delivery

Prison Reform and Reentry: The Need for Behavior Analysts

Chair: Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

TRUDI GAINES (University of West Florida)

MARC GORUM (Correctional Medical Services)

JOSEPH D. CAUTILLI (Behavior Analysis and Therapy Partners)

DANIELLE JENI SUMMERS (Behavior Analysis and Therapy Partners)

146 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Crockett C/D (Grand Hyatt)

CBM; Applied Behavior Analysis

Acceptance and Commitment Therapy Component Interventions in the Lab and Clinic

Chair: Patricia Bach (Illinois Institute of Technology)

Acceptance and Commitment Therapy to Reduce the Distress of Delusional Beliefs

MICHELLE T. SHEETS and Emily D'Antonio (Hofstra University), Yulia Landa (Weill Cornell Medical College), and Mark Serper (Hofstra University)

If You're Not Willing to Have It, You've Got It: Acceptance, Defusion, and Pain Tolerance KEVIN ZALIZNIAK (Illinois Institute of Technology)

More Than Just Another Pretty Face: The Impact of Values Clarification on Social Judgments
BARRY J. UNIS and Patricia Bach (Illinois Institute of Technology)

Values Identification and Intervention for a Dog Phobia Intervention

PAULA E. CHAN, Timothy M. Weil, Erin Zandecki, Gianna Lozano, and Krystal M. McFee (University of South Florida)

147 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

217B (CC)

DDA: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Marc Lanovaz, M.S., BCBA

Innovations in the Assessment and Treatment of Stereotypy

Chair: Marc Lanovaz (Centre de Réadaptation de l'Ouest de Montréal)

Effects of Manipulating the Intensity of Music on Vocal Stereotypy

MARC LANOVAZ and Ingrid E. Sladeczek (McGill University)

Comparing the Effects of Differential Reinforcement of Other Behavior and Matched Stimulation on Immediate and Subsequent Engagement in Stereotypy

MALENA ARGUMEDES (Université de Montréal) and Marc Lanovaz (Centre de Réadaptation de l'Ouest de Montréal)

Decreasing Immediate and Subsequent Engagement in Stereotypy:

The Effects of Providing Competing Stimulation Based on Structure

and Preference, Preference Only, or Arbitrary Selection

SARAH M. RICHLING (University of Nevada, Reno); John T. Rapp (St. Cloud State University); Regina A. Carroll (Munroe-Meyer Institute, University of Nebraska Medical Center); Ethan S. Long and Gregory J. Swanson (The Bay School); and Stephanie Sheridan, Kimberly Enloe, and Diana Maltese (St. Cloud State University)

Some Effects of Unconditioned and Conditioned Motivating Operations for Stereotypy

REGINA A. CARROLL (Munroe-Meyer Institute, University of Nebraska Medical Center); John T. Rapp (St. Cloud State University); Ethan S. Long (The Bay School); Sarah M. Richling (University of Nevada, Reno); Gregory J. Swanson (The Bay School); and Stephanie Sheridan, Kimberly Enloe, and Lauren Shrader (St. Cloud State University)

148 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

217A (CC)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Brian Iwata, Ph.D., BCBA

Translational Research on Reinforcement Effects

Chair: Brian A. Iwata (University of Florida)

Some Determinants of Vicarious Reinforcement Effects

ERIN CAMP (Autism Concepts, Inc.) and Brian A. Iwata, Jill M. Harper, and Tara A. Fahmie (University of Florida)

Cross-Function Transfer of Mand Forms

SARAH E. BLOOM (Utah State University), Brian A. Iwata (University of Florida), Jennifer N. Fritz (University of Houston-Clear Lake), Jennifer Lynn Hammond (Stanford University), and Joy S. Pollard (Utah State University)

Effects of Noncontingent Reinforcement on Target and Alternative Responses

JAVIER VIRUES-ORTEGA (CIBERNED, Carlos III Institute of Health) and Brian A. Iwata, Tara A. Fahmie, and Jill M. Harper (University of Florida)

Parameters of Reinforcement and Response-Class Hierarchies

GRACIE A. BEAVERS, Brian A. Iwata, and Meagan Gregory (University of Florida)

149 Symposium

5/30/2010 9:00 a.m.–10:20 a.m. Travis A/B (Grand Hyatt) DEV; Applied Behavior Analysis

A Behavioral Prescription for Middle-Aged and Older Adults: Eat Better, Sleep Better, and Get Active

Chair: Leilani Feliciano (University of Colorado at Colorado Springs)

Using Preference Assessments in a Tailored Behavioral Intervention to Manage Nutrition in Adults With Diabetes

SARAH ANDERSON, Allison A. Jay, Mary E Steers, and Leilani Feliciano (University of Colorado at Colorado Springs)

An Evaluation of Healthy Food Choices in Nursing Home Dwelling Older Adults With Diabetes JONATHAN C. BAKER, Mark R. Dixon, and Stephanie Hood (Southern Illinois University)

The Impact of Behavioral Activation Therapy on Adults With Depression and Diabetes ALLISON A. JAY, Mary E. Steers, Sarah Anderson, and Leilani Feliciano (University of Colorado at Colorado Springs)

How Does Anybody Sleep Around Here? Sleep Disturbance in Dementia Care Units R. MARK MATHEWS. Chin Moi Chow. and Jacky Ho (University of Sydney)

150 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Lone Star Ballroom Salon F (Grand Hyatt)

EAB; Experimental Analysis

Recent Studies of Variables Affecting Discounting and Demand

Chair: Paul L. Soto (Johns Hopkins University)

Delay Discounting in Lewis and Fischer 344 Rats: Implications for the Use of an Adjusting-Amount Procedure to Detect Between-Strain Differences

JEFF S. STEIN (University of Kansas), Jonathan W. Pinkston (UT Health Science Center at San Antonio), and Monica T. Francisco, Adam T. Brewer, Patrick S. Johnson, and Gregory J. Madden (University of Kansas)

Effects of Environmental Manipulations and Nicotine on the Essential Value of Food as Measured by the Exponential Demand Equation

RACHEL N. CASSIDY, Drake Morgan, and Jesse Dallery (University of Florida)

Assessing Economic Demand for Food and Water in Rats Under Open Economies of Varying Session Duration

CHAD M. GALUSKA, Vanessa Minervini, and Heather Hagler (College of Charleston)

Assessment of Dopamine D2 Receptor Function in the Reinforcing Effects of Food: Behavioral Economics and the Effects of Prefeeding and Extinction in Knockout Mice

PAUL L. SOTO (Johns Hopkins University), David Grandy (Oregon Health and Science University), Steven R. Hursh (Institutes of Behavior Resources), and Jonathan L. Katz (National Institute on Drug Abuse)

151 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Lone Star Ballroom Salon D (Grand Hyatt)

EAB: Experimental Analysis

Short Mindfulness Interventions With the Old, the Young and the Fearful

Chair: Liv Kosnes (Swansea University)

Discussant: Emily Kennison Sandoz (University of Mississippi)

Willingness and Specificity in Future Expectations and Recall Following a **Focused Breathing Intervention**

LIV KOSNES (Swansea University) and Louise A. McHugh (University of Wales Swansea)

The Behavioural Approach Test: Thought Suppression Versus Mindfulness

NICHOLAS HOOPER and Laura Davies (Swansea University), and Louise A. McHugh (University of Wales, Swansea)

Stimulus Over-Selectivity as a Model of Cognitive Functioning in Older Adults: Mindfulness as a Potential Intervention

LOUISE A. MCHUGH (University of Wales Swansea), Anna Simpson (Swansea University), and Phil Reed (University of Wales Swansea)

152 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Lone Star Ballroom Salon C (Grand Hvatt)

EAB; Experimental Analysis

Facilitating the Induction of Equivalence Classes and Emergence of Derived Comparative Relations

Chair: Anita Munnelly (Swansea University)

Nodal Distance Effects After Equivalence Class Formation With Two and Three Comparisons PATRICIA A. MOSS (Westchester Institute for Human Development) and Lanny Fields (Queens

College, The University of New York)

Training Structures and Speed Contingencies in the Acquisition of Equivalence Classes in College Students and Individuals With Intellectual Disabilities

YORS A. GARCIA and Ruth Anne Rehfeldt (Southern Illinois University)

Forming Equivalence Classes With Trace Stimulus Pairing Trials and a Response Window

ERICA DORAN (The Graduate Center of the City University of New York); Lanny Fields, Ariel Nemzevano, and Inna Prehogan (Queens College, The University of New York); Jack Spear, Robert Travis, and Aaron Krakowski (The Graduate School of the City University of New York); and John Foxe (City College of New York)

Relational Reasoning With Derived Comparative Relations: Effects of Training and **Testina Structure**

ANITA MUNNELLY and Simon Dymond (Swansea University)

153 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Lone Star Ballroom Salon E (Grand Hyatt)

EAB: Experimental Analysis

BACB CE Offered. CE Instructor: Paula Braga-Kenyon, M.S., BCBA

Issues on the Emergence of Stimulus Control: Simple and Conditional Discrimination

Chair: Paula Ribeiro Braga-Kenyon (The New England Center for Children) Discussant: Richard W. Serna (University of Massachusetts Medical Center)

Memorization Failure as a Function of Discrimination Difficulty and Training Sequences in Rats and Humans

PAULO GUILHARDI (The New England Center for Children); Marcelo S. Caetano (Brown University); Marina Menez (Universidad Nacional de Mexico); and Russell Church (Brown University)

The Establishment of Stimulus-Stimulus Relations Without Differential Reinforcement BARBARA S. MILLS and Maria Andrade (The New England Center for Children)

The Development of Stimulus Equivalence in Young Children

AMBER L. MANDLER and Maria Andrade (The New England Center for Children)

154 Symposium

5/30/2010

9:00 a.m.–10:20 a.m. Bowie B (Grand Hyatt) EAB; Experimental Analysis

Research on Stimulus Overselectivity and Stimulus Control: Factors Affecting Learning in Children With Autism

Chair: Kimberly Vogt (Teachers College, Columbia University) Discussant: Anna I. Petursdottir (Texas Christian University)

The Effects of Chronological Age on Stimulus Overselectivity in Typically Developing Participants

MICHELLE P. KELLY (National University of Ireland, Galway); Geraldine Leader (National University of Ireland); and Olive Healy (National University of Ireland, Galway)

The Effects of Extinction on Stimulus Overselectivity in Children With High, Moderate, or Low Functioning Autism

MICHELLE P. KELLY (National University of Ireland, Galway)

Acquisition of the Generalized Meaning of the Singular—Plural Relation of Nouns in Children With Autism

GLADYS WILLIAMS (Center for International Environmental Law), Carmen Luciano Soriano (University of Almera), and Monica Rodriguez Mori (CIEL, Spain)

155 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Texas Ballroom Salon D (Grand Hyatt)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: David Lee, Ph.D., BCBA

Academic Time on Task: A Tale of Conditioned Reinforcers and Behavioral Momentum

Chair: David L. Lee (The Pennsylvania State University)
Discussant: Christopher Skinner (University of Tennessee)

The Effects of High-Probability Fluency on Low-Probability Math Problem Completion BROOKE LYLO, David L. Lee, and Brooks R. Vostal (Pennsylvania State University)

Effects of High-p Readability on Reading Persistence of Adolescents With Emotional and Behavioral Disorders

BROOKS R. VOSTAL, David L. Lee, and Brooke Lylo (Pennsylvania State University)

The Effects of Task Interspersal and Contingencies on Student Choice of Academic Materials YOUJIA HUA (University of Iowa)

156 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Texas Ballroom Salon A (Grand Hyatt)

EDC; Applied Behavior Analysis

Applying Basic Behavioral Principles to Improve Academic Performance, Teaching Skills, and Research Lab Management at a Southern University

Chair: Maureen Kathleen Flynn (University of Mississippi)

Why Am I in College? Bringing Values to the Classroom

NADIA LUCAS, Maureen Kathleen Flynn, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

Effects of Student and Observer Feedback on Teaching Behaviors of New Instructors

MAUREEN KATHLEEN FLYNN, Nadia Lucas, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

Impact of Online Course Resource Utilization on Course Performance Across Traditional and Nontraditional College Students

ELIZABETH KOLIVAS, Chris Young, Walter Reuff, Jennifer Bailey, and Michael Allen (University of Mississippi)

Practicing What We Preach: Applying Behavioral Principals to Increase Productivity in an Academic Research Lab

MICHAEL BORDIERI, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

157 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Texas Ballroom Salon E (Grand Hyatt)

EDC; Applied Behavior Analysis

Teaching the Teachers: Effective Strategies for Staff and Parent Training

Chair: Tina Marie Covington (Hawthorne Country Day School)

The Effects of Data Analysis Review Meetings on Rate of Effective Teacher Instruction Provided AMOY KITO HUGH-PENNIE, Amanda W. Doll, Christine M. Kelly, and Daren Cerrone (Hawthorne Country Day School)

Revisiting Video Self-Observation and the Teacher Performance Rate Accuracy: Developing a Prescriptive Model

AMANDA W. DOLL, Tina Marie Covington, Rachel Sgueglia, and Dana Logozio (Hawthorne Country Day School)

Using Video Self Observation and Teacher Performance Rate Accuracy to Ensure Compliance With Behavior Plans

NICOLE KALEN and Laurie-Beth Pastore Yanni (Hawthorne Country Day School)

Increasing Supervisor Productivity in a Nonprofit School: Goals, Feedback, and a MotivAider TINA MARIE COVINGTON and Daren Cerrone (Hawthorne Country Day School)

158 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Texas Ballroom Salon B (Grand Hyatt)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Steven Ward, M.A., BCBA

Teaching for the Lazy: 139 Repertoires That Make Learners Easy to Teach

Chair: Steven J. Ward (Whole Child Consulting, LLC)

Discussant: Judah Axe (Simmons College)

Using "The Inventory of Good Learner Repertoires"

STEVEN J. WARD (Whole Child Consulting, LLC), Geoffrey H. Martin (Morningside Academy)

Hunter, Hunter: The Story of One Boy's Trip from "Not Learner" to "Learner"

JILL MCCLAURY (Bright Futures/Circle of Friends)

A Comparison of Various Learners Using "The Inventory of Good Learner Repertoires"

TERESA A. GRIMES (Whole Child Consulting LLC)

159 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Republic B (Grand Hyatt)

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Dave Pyles, Ph.D., BCBA

Recent Applications in Organizational Behavior Management

Chair: Dave A. Pyles (The Chicago School of Professional Psychology, Los Angeles)

Discussant: Amanda N. Adams (California State University, Fresno)

Training Direct Care Staff on Implementation of Learn Units

ADRIENNE MUBAREK and Rachel Findel-Pyles (The Chicago School, Los Angeles)

Using Supervisor Feedback and Self-Monitoring to Improve Staff Performance in an Adult Day Program

Renee Diane Quinnett (The Chicago School of Professional Psychology), Rachel Findel-Pyles and DAVE A. PYLES (The Chicago School of Professional Psychology, Los Angeles)

Teaching Individuals to Use the Standard Celeration Chart

MEGAN KIRBY, Rachel Findel-Pyles, Jamie L. Johnston, and Dave A. Pyles

(The Chicago School of Professional Psychology, Los Angeles)

160 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

215 (CC)

OTH; Theory

Research Synthesis of Single-Subject Experimental Designs:

A Critical Survey of Current Methodologies

Chair: Austin Mulloy (Meadows Center for Preventing Educational Risk)

Discussant: Richard I. Parker (Texas A&M University)

Meta-Analysis of Single-Subject Experimental Designs Using Nonregression-Based Techniques OLIVER WENDT (Purdue University)

Multi-Level Modeling and Regression-Based Meta-Analytic Techniques for Single-Subject Data AUSTIN MULLOY and Mark F. O'Reilly (The Meadows Center for Preventing Educational Risk)

Combining Qualitative and Quantitative Methods in Research Syntheses

RUSSELL LANG and April Regester (University of California, Santa Barbara)

161 Paper Session

5/30/2010

9:00 a.m.-10:20 a.m.

Texas Ballroom Salon F (Grand Hyatt)

TRΔ

Teaching Behavior Analysis in Graduate School Programs

Chair: David Bicard (University of Memphis)

Practice and Implications of Graduate Level BCBA and BCBA-D Professional Preparation:

Lessons Learned From the Spalding University Model (Service Delivery)

TOM SHARPE (Educational Consulting, Inc.)

Further Analysis of the Effects of SAFMED Training Intraverbals of Basic Terminology in Applied Behavior Analysis: Untimed Intraverbals (Applied Behavior Analysis)

DAVID BICARD, Sara C. Bicard, Jenny A. Hayes, and Laura B. Casey (University of Memphis)

University Training for Behavior Analysts Specializing in Autism Interventions

(Applied Behavior Analysis)

SHAHLA S. ALA'I-ROSALES (University of North Texas), Lise Renat Roll-Pettersson (University of Stockholm), Sarah E. Pinkelman (University of North Texas)

162 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Bonham C (Grand Hyatt)

TPC; Theory

BACB CE Offered. CE Instructor: Jonathan Tarbox, Ph.D., BCBA

Conceptual Investigations in Complex Human Behavior

Chair: Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Discussant: David C. Palmer (Smith College)

The Role of Self-Conditioning in Human Behavior

WILLIAM F. POTTER (California State University, Stanislaus)

Thinking Causes Behavior: Another Look at Relations Between Public and Private Events

JONATHAN J. TARBOX (Center for Autism and Related Disorders, Inc.) and Marla Saltzman (Autism Behavior Intervention, Inc.)

A Critical Analysis of Observational Learning

MITCH FRYLING (The Chicago School, Los Angeles), Cristin D. Johnston (Behavioral Solutions, Inc), Linda J. Parrott Hayes (University of Nevada, Reno)

163 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

Bonham B (Grand Hyatt)

TPC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Christine Reeve, Ph.D., BCBA

Ethical Provision of Supervision in Applied Behavior Analysis

Chair: Christine Reeve (Nova Southeastern University's Mailman Segal Institute)

The Ethics of Providing Supervision in Applied Behavior Analysis

CHRISTINE REEVE (Nova Southeastern University's Mailman Segal Institute)

Introduction to the ABA Supervision Handbook

KARLY L. CORDOVA (Nova Southeastern University)

The Applied Behavior Analysis Supervision Modules: Structured Experiences, Assignments, and Evaluative Tools

HEATHER O'BRIEN (Nova Southeastern University's Mailman Segal Institute) and Karly L. Cordova (Nova Southeastern University)

An Exploratory Analysis of the Fidelity of the ABA Supervision Handbook

YULEMA CRUZ and Tara M. Sheehan (Nova Southeastern University's Mailman Segal Institute)

164 Symposium

5/30/2010

9:00 a.m.-10:20 a.m.

214C (CC)

VRB; Applied Behavior Analysis

BACB CE Offered, CE Instructor: Kimberly Berens, Ph.D., BCBA

Derived Relational Responding and Complex Language Repertoires:

Developments in Assessment and Education

Chair: Valerie R. Rogers (University of Nevada, Reno)

Discussant: Steven C. Hayes (University of Nevada, Reno)

The Role of Relational Operants in the Establishment of Advanced Language Skills

KIMBERLY NIX BERENS (Center for Advanced Learning, Inc.) and Nicholas M. Berens (University of Nevada, Reno)

Toward the Development of a Behavioral Assessment for Detecting the Emergence of Generalized Derived Symmetry

Jonathan J. Tarbox, EVELYN R. GOULD, and Megan Kirby (Center for Autism and Related Disorders, Inc.)

An Investigation of Language-Building Procedures on Derived Relations of Coordination and Distinction: Implications for Listening and Reading Comprehension

KENDRA L. RICKARD (University of Nevada, Reno) and Kimberly Nix Berens (Center for Advanced Learning, Inc.)

165 Paper Session

5/30/2010 9:00 a.m.-10:20 a.m. 214D (CC) VRB

Teaching With Stimulus Equivalence Procedures

Chair: Sadie L. Lovett (Southern Illinois University)

Comparison of a Stimulus Equivalence Protocol and Traditional Lecture for Teaching Single Subject Designs (Applied Behavior Analysis)

SADIE L. LOVETT, Johnna Dunning, Yors A. Garcia, and Ruth Anne Rehfeldt (Southern Illinois University)

Using the Stimulus Equivalence Paradigm to Teach Single Subject Design to College Students on Blackboard (Applied Behavior Analysis)

BROOKE DIANE WALKER (Southern Illinois University Carbondale) and Ruth Anne Rehfeldt and Yors A. Garcia (Southern Illinois University)

An Investigation of Various Strategies to Maintain Mands at Low Rates

(Applied Behavior Analysis)

RACHEL ENNIS and Olive Healy (National University of Ireland, Galway)

166 Invited Tutorial

5/30/2010

10:00 a.m.-10:50 a.m.

Ballroom A (CC)

CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Maria Malott, Ph.D.

Using Metacontingencies to Plan and Manage Strategic Growth of Organizations

Chair: Ramona Houmanfar (University of Nevada, Reno)

MARIA E. MALOTT (Association for Behavior Analysis International)



After completing undergraduate work at Universidad Católica Andrés Bello in Venezuela, **Maria E. Malott** immediately began what can only be termed a distinguished career in large scale performance management. After two years as Performance Systems Analyst for the Central Office of Personnel of Venezuela, she entered the graduate program in applied behavior analysis at Western Michigan University, obtaining her Ph.D. in 1987. In 1989 she was hired as Production Manager at Ronningen Research & Development and within two years was Vice-President of manufacturing for that company. In 1993, she began a consulting career, and has consulted in advertising, restaurants, retail. manufacturing, hotels, banks, government, and

institutions. Her clients have included General Motors Corporation; Meijer, Inc.; Kellogg's; Pharmacia & Upjohn; the National Highway Traffic Safety Administration; and the Cancer Prevention Research

Institute at the University of Arizona. In all of this work, Dr. Malott combines systems analysis with the analysis of individual behavior within systems and, in the process, has taught dozens of corporate executives to appreciate the power of behavioral principles. Dr. Malott has been a visiting scholar at 32 universities in 15 different countries and has served as an affiliated faculty member at five universities. She has served on four editorial boards and is the author of a book on organizational change, published in Spanish and in English, and co-author of 2nd, 3rd, and 4th editions of one of the most widely used and often-translated textbooks in behavior analysis: *Elementary Principles of Behavior*. Dr. Malott was the recipient of the 2003 Award for International Dissemination of Behavior Analysis and the 2004 Award for Outstanding Achievement in Organizational Behavior Management. In 1993, she agreed to serve as part-time Executive Director of the Association for Behavior Analysis and is now its CEO. Within a few short years, the association rose from near-bankruptcy to a financially stable scientific and professional organization. Her organizational behavior management skills have been applied to every aspect of the operation of ABAI, which serves over 4,600 members and as the parent organization of 68 affiliated chapters.

Abstract: The Association for Behavior Analysis International (ABAI) is a nonprofit organization founded in 1974. In the last 20 years, ABAI has grown significantly. Membership has increased 164% (from 2,009 members in 1989 to 5,299 in 2009); affiliated chapters, 172% (from 25 to 68 chapters, now with nearly 14,000 members); special interest groups, 107% (from 15 to 31 groups); annual convention registration, 267% (from 1,257 to 4,594 attendees); and participation in its boards and committees, 360% (from 91 to over 328 volunteer participants). In addition, ABAI has diversified its products and services and continues to develop new ones every year; for instance, it now produces three journals, conducts specialized events and international conferences, and offers a variety of webbased services. The administrative staff has increased from 1 to 20 and ABAI recently purchased and moved into new headquarters, its second building in the past seven years. This presentation will use the growth experience of ABAI to illustrate how metacontingencies can be used to successfully plan and manage strategic growth of organizations. The demonstration is based on the organizational management approach presented in the book *Paradox of Organizational Change* (Malott, M. E., 2003).

167 Invited Tutorial

Science Board Sponsored Event

5/30/2010 10:00 a.m.-10:50 a.m. 103AB (CC) OTH; Theory

BACB CE Offered. CE Instructor: Gregory Madden, Ph.D.

The Practical Utility of Behavioral Economics: A "How-To" Session

Chair: Amy Odum (Utah State University)
GREGORY J. MADDEN (University of Kansas)



Gregory J. Madden received his MS 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 and received the Don Hake Award in 1995. He earned his BA and MA degrees from the University of North Texas. At WVU, Greg was known for his broad knowledge of the psychological literature and keen analytic skills. His independence and creativity in research were complemented by uncommon technical skills in experimental design, data analysis, and computer programming. Greg was successful in obtaining research grants from Sigma Xi, and in publishing his work in high-quality

journals. Greg also provided significant service to the Department of Psychology, as a teacher and as a member of several important committees. Greg's first position was as a postdoctoral research associate at the University of Vermont, where he was involved in research in the area of human behavioral pharmacology. He currently is an Assistant Professor of Applied Behavioral Science at the University of Kansas.

Abstract: In the last year or so, behavioral economists have frequently appeared on radio and television news outlets; particularly during the economic recession. Who are these people and why are

they talking about things that seem related to what behavior analysts study? This tutorial is intended for students, researchers, and practitioners who have little-to-no prior knowledge of behavioral economics. The session will begin with a brief, approachable overview of this field of study and some of its major findings. How these findings have and might be integrated into applied settings will be discussed. Those in attendance will walk away with practical and usable information about the science of behavioral economics.

168 Panel Discussion

5/30/2010

10:00 a.m.-10:50 a.m.

201 (CC)

OTH: Service Delivery

BACB CE Offered. CE Instructor: Josh Pritchard, M.S., BCBA

Professional Development Series: Giving Back to the Professional Community

Chair: Josh Pritchard (University of Nevada, Reno)

JOSH PRITCHARD (University of Nevada, Reno)

DAVID A. CELIBERTI (Association for Science in Autism Treatment)

MARY ELLEN MCDONALD (Hofstra University)

169 Symposium

5/30/2010

10:00 a.m.-11:20 a.m.

Seguin (Grand Hyatt)

CSE; Theory

BACB CE Offered. CE Instructor: Jerome Ulman, Ph.D., BCBA

Behaviorists for Social Responsibility Symposium: Functional Assessments Writ Large-Making Sense of the Sociocultural Milieu

Chair: Jerome D. Ulman (Ball State University)

Discussant: Ernest A. Vargas (B. F. Skinner Foundation)

Experimental Communities: Microcosmic Exploration of Sociocultural Context

ANGELA MARIE SANGUINETTI (University of California, Irvine)

Social Power: A Behaviorological Analysis

JOHN E. GLASS (Collin County Community College)

Expanding the Behaviorological Perspective: Viewing the World Through a

Conceptual Macroscope

EROME D. ULMAN (Ball State University)

170 Panel Discussion

5/30/2010

10:30 a.m.-11:20 a.m.

Texas Ballroom Salon F (Grand Hyatt)

TBA; Service Delivery

BACB CE Offered. CE Instructor: John Molteni, Ph.D., BCBA

Addressing the Training Needs of Students of Behavior Analysis: The Connecticut Training Consortium

Chair: John D. Molteni (Saint Joseph College)

SUZANNE LETSO (Connecticut Center for Child Development)

DEIRDRE LEE FITZGERALD (Eastern Connecticut State University)

JILL E. CASTELLANI (Connecticut Center for Child Development)

171 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

207AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: M. Shillingsburg, Ph.D., BCBA

Programming to Teach Advanced Language Skills to Children With Autism Spectrum Disorders

Chair: Amber L. Valentino (The Marcus Autism Center)

Discussant: Einar T. Ingvarsson (University of North Texas)

Teaching Individuals Diagnosed With Autism and Other Pervasive Developmental Disorders to Recruit Social Interaction

M. ALICE SHILLINGSBURG, Amber L. Valentino, and Briana R. Lopez (The Marcus Autism Center)

Using the Cues-Pause-Point Procedure to Reduce Echolalia and Improve Acquisition and Maintenance of Intraverbal Responding

AMBER L. VALENTINO and M. Alice Shillingsburg (Marcus Autism Center)

Effectiveness of Direct Instruction Programming With Children Diagnosed With Autism Spectrum Disorders

CRYSTAL N. BOWEN, M. Alice Shillingsburg, Jana Sarno, and Manuela Woodruff (Marcus Autism Center)

172 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

205 (CC)

AUT: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jeffrey Tiger, Ph.D., BCBA

Direct and Indirect Effects of Treating of Vocal Stereotypy With Matched Stimulation, Differential Reinforcement of Other Behavior, and Response Interruption

Chair: Jeffrey H. Tiger (Louisiana State University)

Discussant: William H. Ahearn (The New England Center for Children)

A Comparison of Effects Related to Motor and Vocal Response Interruption and Redirection

CANDICE L. COLON, Berglind Sveinbjornsdottir, Morgan Kinshaw, Lynn Andrejczyk, Kathleen M. Clark, and William H. Ahearn (The New England Center for Children)

Abatement of Intractable Vocal Stereotypy Using an Overcorrection Procedure

JESSE ANDERSON and Duy Dang Le (Child Study Center)

Assessing the Impact of Various Types of Auditory Stimuli in Reducing Vocal Stereotypy in Learners With Autism

MARY JANE WEISS, Kimberly Sloman, Jill A. Szalony, Robert LaRue, Suzannah J. Ferraioli, and Meredith Bamond (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

173 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

202AB (CC)

AUT: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Robert Ross, Ed.D., BCBA

Video Based Interventions: Clinical Uses, Differential Effects, and Analysis of Potential Prerequisite Skills

Chair: Christine Eichelberger (BEACON Services of Connecticut)

Discussant: Joseph M. Vedora (BEACON Services)

The Use of Video-Based Intervention to Increase Food Acceptance

STEPHANIE ALLEN (BEACON Services)

Scene Video Modeling Versus Point of View Video Modeling: A Direct Comparison

ERIN MAGNINI and Robert K. Ross (BEACON Services)

Identification of Potential Prerequisite Skills for Effective Learning From Video-Based Interventions

ROBERT K. ROSS (BEACON Services)

174 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

206AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Nathan Call, Ph.D., BCBA

Assessment and Treatment of Social Deficits in Children With Autism Spectrum Disorders

Chair: Nathan A. Call (Marcus Autism Center)

Discussant: Dorothea C. Lerman (University of Houston-Clear Lake)

Identifying Social Reinforcers and Utilizing Them for Teaching Interaction in Children and Teenagers With Autism Spectrum Disorders

DELNA H BHARUCHA, Catia Cividini-Motta, Merideth C. Phelps, Kathleen M. Clark, and William H. Ahearn (The New England Center for Children)

Preferences for Social Attention in Children With Autism: A Functional Taxonomy

NATHAN A. CALL, M. Alice Shillingsburg, Crystal N. Bowen, and Addie Jane Findley (Marcus Autism Center)

Teaching Children With Autism to Engage in Social Initiations Using Picture Exchange Communication System

AMBER R. PADEN, Tiffany Kodak, Wayne Fisher, Elizabeth M. Gawley, Kelly J. Bouxsein, and Carissa M. Nohr (Munroe-Meyer Institute, University of Nebraska Medical Center)

175 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

204AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Eileen Roscoe, Ph.D., BCBA

An Evaluation of Schedules of Reinforcement on Socially-Maintained Problem Behavior

Chair: Eileen M. Roscoe (The New England Center for Children)

The Use of Multiple Schedules to Treat Problem Behavior

MELISSA L. GONZALEZ, Louis P. Hagopian, Eric Boelter, and Lynn G. Bowman (Kennedy Krieger Institute)

Further Evaluation of the Competition Between Positive and Negative Reinforcement for Escape-Maintained Problem Behavior

Jennifer W. Loring, CASEY BETHAY, and Eileen M. Roscoe (New England Center for Children)

Assessment and Treatment of Off-Task Behavior Exhibited by Adolescents With Autism in Vocational Contexts

MAGDA M. STROPNIK (The New England Center for Children), Gregory P. Hanley (Western New England College), Stacy E. Edinburg (The New England Center for Children), and Kevin C. Luczynski (Western New England College)

Descriptive Assessment of Problem Behavior in Transitions Between Activities

BERGLIND SVEINBJORNSDOTTIR, Chata A. Dickson, and Paulo Guilhardi (The New England Center for Children); Karen M. Lionello-DeNolf and Brent Maxwell Jones (University of Massachusetts Medical Center); and William H. Ahearn (The New England Center for Children)

176 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

203AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gerald Harris, Ph.D., BCBA

Psychometric Issues in the Behavioral Treatment of Children With Autism

Chair: Gerald E. Harris (Texas Young Autism Project)
Discussant: Gerald E. Harris (Texas Young Autism Project)

Predicting the Reduction of Positive Signs of Autism From Applied Behavior Analysis Treatment

GERI MARIA HARRIS and Gerald E. Harris (Texas Young Autism Project)

Use of the WPPSI-III With Children With Autism: Revised Normalizations and Psychometric Properties for Interpretation

WENDY J. NEELY and Gerald E. Harris (Texas Young Autism Project)

Reducing Variability: ABA Treatment Outcome Data for Children With Autism

GERALD E. HARRIS and Wendy J. Neely (Texas Young Autism Project)

177 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

Travis C/D (Grand Hyatt)

BPH; Experimental Analysis

Behavioral and Pharmacological Mechanisms of Drug Action

Chair: Corina Jimenez-Gomez (University of Michigan)

Molecular Analyses of Drug Effects on Variable-Interval Responding in Pigeons

DENNIS J. HAND and Mark P. Reilly (Central Michigan University)

Selectivity of Fluvoxamine Effects on Ethanol-Maintained Behavior Depend on Schedule Conditions

BRETT C. GINSBURG, Jonathan W. Pinkston, and R. J. Lamb (University of Texas Health Services Center-Houston)

Effects of Raclopride and Quinpirole in the Impulsive Choices of Lewis and Fischer 344 Rats

CARLOS F. PATRICIO (The Aurora School) and Kristine M. Appointee, Christine E. Hughes, and Raymond C. Pitts (University of North Carolina, Wilmington)

Decreasing the Reinforcing Effects of Intravenous Ethanol and Amphetamine in Rhesus Monkeys With Opioid Antagonists

CORINA JIMENEZ-GOMEZ, Gail Winger, and James H. Woods (University of Michigan) and Reginald L. Dean and Daniel R. Deader (Aldermen, Inc.)

178 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

Texas Ballroom Salon C (Grand Hyatt)

CBM: Service Delivery

BACB CE Offered. CE Instructor: W. Wyatt, Ph.D.

Coping With Clients' Demands for Medication: Behavioral Alternatives, Recommendations, and a Primer on Psychotropic Drugs

Chair: W. Joseph Wyatt (Marshall University)

What To Do, Now That Big Parma and Psychiatry Have Thrown Empiricism Under the Bus W. JOSEPH WYATT (Marshall University)

Superior Efficacy of Exercise and other Nonmedical Behavioral Treatments for Common Psychological Problems and Disorders

STEPHEN RAY FLORA (Youngstown State University)

A Primer on Psychotropic Medication: A Tool for Dealing With Psychiatrists' Deference to Drug Treatment

MATTHEW L. ISRAEL (Judge Rotenberg Center)

Positive Behavioral Treatment With Supplementary Skin-Shock: An Alternative to Medication for Treatment of Aggression

ROBERT VON HEIN and Nathan Bleakish (Judge Rotenberg Center)

179 Symposium

5/30/2010 10:30 a.m.-11:50 a.m. Crockett A/B (Grand Hyatt) CBM; Service Delivery

Behavior Analysis in the Clinical Setting

Chair: Richard Weismann (Behavior Analysis and Therapy Partners)

Setting Up the Community Reinforcement Approach in an Outpatient Client for Addiction DANIELLE JENI SUMMERS, Vincent J. Thunder, and Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

Behavioral Activation in the Treatment of Postpartum Depression in an Outpatient Clinic ALICIA WOLF-LEWIS, Nicole Wilcox, and Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

How to Use Reliable Change Scores to Measure Clinical Outcomes in a Community-Based Autism Program

VINCENT J. THUNDER, Richard Weismann, and Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

The Evidence-Based Standing for Operant-Based Neuro-Feedback in the Treatment of Attention Deficit Hyperactivity Disorder

GARY AMES and Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

180 Paper Session

5/30/2010 10:30 a.m.–11:50 a.m. Crockett C/D (Grand Hyatt) CBM

Health and Wellness

Chair: Bethany L. Guerra (California State University, Fresno)

Using Behavioral Treatments to Improve Healthy Lifestyle Habits in School Children BETHANY L. GUERRA and Amanda N. Adams (California State University, Fresno)

The Back for Action Program: Its Effects on Activity Levels and Resultant Benefits to Health and Wellbeing of People Over 70 Years

MELANIE S. BURCKHARDT (School of Nursing and Midwifery, Curtin University) and David J. Leach (School of Psychology, Murdoch University)

The Effects of Target Behavior Choice and Self-Management Skills Training on Compliance With Behavioral Self-Monitoring

RYAN B. OLSON and Bradley Wipfli (Oregon Health and Science University); Carrie Winkler (Willamette University); and Sara Schmidt (Portland State University)

Contingency Analysis of Positive Intervention Techniques to Promote Wellbeing ROCÍO HERNÁNDEZ-POZO and Ángeles Mata Mendoza (FEZ Iztacala UNAM)

181 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

217D (CC)

DDA: Service Delivery

BACB CE Offered. CE Instructor: Louis Hagopian, Ph.D., BCBA

Applied Behavior Analysis in Educational, Hospital, and Residential Settings: Foundations for Individual Programming and Program Management

Chair: Michael F. Cataldo (Kennedy Krieger Institute)

Using Applied Behavior Analysis in Public Schools: A Fruitful, Yet Challenging Endeavor

AMY S. GECKELER and William H. Ahearn (The New England Center for Children)

Applied Behavior Analysis in a School Setting: Systematic Staff Training and Program Evaluation

BRIDGET A. TAYLOR and Kate Britton (Alpine Learning Group)

When Worlds Collide Good Things Can Happen: Applied Behavior Analysis in an Inpatient Hospital Setting

LOUIS P. HAGOPIAN, Lynn G. Bowman, Marilyn D. Cataldo, SungWoo Kahng, Heather K. Jennett, Patricia F. Kurtz, Natalie Rolider, and Michael F. Cataldo (Kennedy Krieger Institute)

AdvoServ: Behavioral Treatment Services for Severe Behavior Disorders

JUDITH E. FAVELL, James F. McGimsey, Terry J. Page, Cheryl L. Ecott, and Kelly A. Dancho (AdvoServ)

182 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

217A (CC)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Sarah Bloom, Ph.D., BCBA

Functional Assessment of Problem Behavior and Factors That Influence Effectiveness of Interventions

Chair: Sarah E. Bloom (Utah State University)

Functional Assessment of Challenging Behavior in 100 Children With Autism

ARTHUR E. WILKE, Dennis Dixon, Jonathon Tarbox, Michele R. Bishop, Amy Kenzer, Catherine Peters, and Heleya Kakavand (Center for Autism and Related Disorders, Inc.)

Evaluation of a Teacher Conducted Trial-Based Functional Analysis

Sarah E. Bloom, JOSEPH MICHAEL LAMBERT, Joy S. Pollard, Tyra P. Sellers, Elizabeth Dayton, Andrew Samaha, and Alice A. Kevl (Utah State University)

Effects of a Signaled Delay to Reinforcement Procedure on the Problem Behavior of Young Children With Autism

ALICE A. KEYL and Thomas S. Higbee (Utah State University)

Evaluating Choice as a Reinforcer

TYRA P. SELLERS and Sarah E. Bloom (Utah State University)

183 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

217B (CC)

DDA; Applied Behavior Analysis

Cultural Considerations for the Assessment and Influence of Language in the Treatment of Individuals With Developmental Disabilities

Chair: Sarah Kuriakose (University of California, Santa Barbara) Discussant: Marjorie Charlop-Christy (Claremont McKenna College)

The Effects of Language of Implementation on Functional Analysis Outcomes

RUSSELL LANG (University of California, Santa Barbara); Mandy J. Rispoli (Texas A&M University); and April Regester (University of California, Santa Barbara)

The Effect of Language of Instruction on Receptive Picture Discrimination for Children With Autism Spectrum Disorder

MANDY J. RISPOLI and Jennifer B. Ganz (Texas A&M University)

A Longitudinal Comparison of Language Assessments in Young Children With Autism

SARAH KURIAKOSE and Robert L. Koegel (University of California, Santa Barbara)

184 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

Lone Star Ballroom Salon D (Grand Hyatt)

EAB; Experimental Analysis

The Implicit Relational Assessment Procedure: Current Research and Applications

Chair: Catriona O'Toole (National University of Ireland, Maynooth)

The Implicit Relational Assessment Procedure: Assessing Automatic Anti-Gay Bias— Some Methodological Issues

DERMOT BARNES-HOLMES, Claire Cullan, Yvonne Barnes-Holmes, Cailte Ronan, and Ian T. Stewart (National University of Ireland. Galway)

The Implicit Relational Assessment Procedure: Does It Matter if You're Black or White?

PATRICIA M. POWER, Dermot Barnes-Holmes, Yvonne Barnes-Holmes, and Ian T. Stewart (National University of Ireland, Galway)

On the Strength and Persistence of Newly Formed Attitudes: An Implicit Relational Assessment Procedure Analysis

SEAN HUGHES, Dermot Barnes-Holmes, Yvonne Barnes-Holmes, and Ian T. Stewart (National University of Ireland, Galway)

185 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

Lone Star Ballroom Salon C (Grand Hyatt)

EAB; Experimental Analysis

Variables Influencing Equivalence Relations

Chair: Erik Arntzen (Akershus University College)

Equivalence Relations Influence the Development of Analytic Units

MANISH VAIDYA (University of North Texas)

Nodal Distance Effects in Three-Node Five-Member Equivalence Classes

LANNY FIELDS (Queens College, The University of New York) and Patricia A. Moss (The Graduate Center of the City University of New York)

The Acquisition of Conditional Relations and the Emergence of Equivalence Classes in Human and Nonhuman Subjects

GERSON YUKIO TOMANARI and Miriam Garcia-Mijares (Universidade de São Paulo), and Adriana Rubio (Universidade de São Paulo e Universidade Metodista)

Distracters During Testing in Delayed Matching to Sample

ERIK ARNTZEN, Christoffer Eilifsen, and Aleksander Vie (Akershus University College)

186 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

Lone Star Ballroom Salon F (Grand Hyatt)

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Mark Dixon, Ph.D., BCBA

Crossing Over the Behavioral Boundaries of Gambling Research

Chair: Frank D. Buono (Southern Illinois University Carbondale)

Neuroimaging of Pathological Gamblers While They Are Actually Gambling

MARK R. DIXON and Reza Habib (Southern Illinois University Carbondale)

Toward Treatment of Pathological Gambling From a Behavior Analytic Perspective

BECKY L. NASTALLY and Mark R. Dixon (Southern Illinois University)

Defusing Rule Governed Behavior During Slot Machine Play

ALYSSA N. WILSON (Southern Illinois University Carbondale), and Mark R. Dixon (Southern Illinois University)

A Functional Analysis of Childhood Gambling: The GFA-C

NICHOLAS MUI KER LIK and Mark R. Dixon (Southern Illinois University)

187 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

Texas Ballroom Salon E (Grand Hyatt)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Trina Spencer, Ph.D., BCBA

Story Telling: Analysis, Assessment, and Effects

Chair: Timothy A. Slocum (Utah State University)
Discussant: Ilene S. Schwartz (University of Washington)

A Behavioral Analysis of Narrative Language

TIMOTHY A. SLOCUM (Utah State University)

Assessment of Narrative Language: Developments, Innovations, and Challenges

DOUGLAS B. PETERSEN (University of Wyoming)

The Effect of a Narrative Intervention on Preschoolers' Story Retelling and Personal Story Generation Skills

TRINA D. SPENCER (Utah State University)

188 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

Texas Ballroom Salon D (Grand Hyatt)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Claudia Dozier, Ph.D., BCBA

Evaluating Sources of Social Reinforcement in Early Education Environments

Chair: Claudia L. Dozier (University of Kansas)

Functional Analysis and Treatment in Early Education Classrooms

BRIAN D. GREER, Pamela L. Neidert, Claudia L. Dozier, and Steven W. Payne (University of Kansas)

An Evaluation of the Effects of Adult Attention on the Occurrence of Infant Vocalizations

MEGAN HAFEN, Pamela L. Neidert, and Claudia L. Dozier (University of Kansas)

Assessment of Idiosyncratic Reinforcement Contingencies for Problem Behavior

STEVEN W. PAYNE, Claudia L. Dozier, Pamela L. Neidert, and Matthew Newquist (University of Kansas)

A Descriptive Assessment on the Prevalence and Qualitative Characteristics of Peer Attention

KYLIE ROBERTS, Jessica Sassi, and Carrie Lawton (The New England Center for Children)

189 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

Texas Ballroom Salon B (Grand Hyatt)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Chata Dickson, Ph.D., BCBA

Aggregated Data in the Development and Evaluation of Programs of Instruction for Students With Autism

Chair: Renee Mansfield (New England Center for Children)
Discussant: Daniel E. Hursh (West Virginia University)

Aggregate Data in the Developmental Evaluation of a Core Skills Assessment

CHATA A. DICKSON, Renee Mansfield, Maria Andrade, and Nikki Campbell (The New England Center for Children)

Iterative Evaluation of the Autism Curriculum Encyclopedia: Focusing Research, Improving Skills

MARIA ANDRADE, Renee Mansfield, Chata A. Dickson, and Utah W. Nickel (The New England Center for Children)

Using a Direct Observation Assessment Battery to Assess Outcome of Early Intensive Behavior Intervention for Children With Autism

DIANA PARRY-CRUWYS (The New England Center for Children), Amanda Karsten (Western New England College), Meghan E. and Rebecca P. F. MacDonald (The New England Center for Children)

190 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

Texas Ballroom Salon A (Grand Hyatt)

EDC; Applied Behavior Analysis

Behavior Analysis in Higher Education: Economic Challenges and Technological Applications

Chair: Chelsea Wilhite (University of Nevada, Reno)

Discussant: Jennifer L. Austin (University of Glamorgan)

Economic Stressors on Education and a Silver Lining in Behavior Education

EMILY MICHELLE LEEMING, Mark P. Alavosius, and Thomas Wade Brown (University of Nevada, Reno)

Examining the Effects of Active Responding on Student Performance in an Introductory Psychology Course

DANIEL REIMER and Ramona Houmanfar (University of Nevada, Reno)

The Effects of Web-Based Supplements on Exam Performance in an Undergraduate Business Statistics Course

THOMAS WADE BROWN, Mark P. Alavosius, and Schinria Islam (University of Nevada, Reno)

191 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

Republic A (Grand Hyatt)

OBM; Service Delivery

Implementing Electronic Behavioral Health Record

Chair: Krystyna A. Orizondo-Korotko (Western Michigan University)

Electronic Behavioral Health Record: What Is It, and Why Do It?

DAVID RAY (Kalamazoo Community Mental Health), Krystyna A. Orizondo-Korotko (Western Michigan University)

Electronic Behavioral Health Record in Community Mental Health:

An Implementation Case Study

STEPHEN ENGE (Kalamazoo Community Mental Health)

The Importance of Process Analysis and Design in Implementing Electronic Behavioral Health Record

HEATHER M. MCGEE, James L. Squires, and Krystyna A. Orizondo-Korotko (Western Michigan University), Jean Pavlov (NorthCare Network), and Ralph L. Olson and Claudia Johnson (Pathways Community Mental Health)

Recommendations for Successful Electronic Behavioral Health Record Implementations: Lessons From the Real World

STEPHEN ENGE (Kalamazoo Community Mental Health)

192 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

Republic B (Grand Hvatt)

OBM; Applied Behavior Analysis

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

Learning Efficiency Research and Practice: Better Client Outcomes With Reduced Time and Costs

Chair: Guy S. Bruce (Florida Institute of Technology)

Discussant: Henry S. Pennypacker (University of Florida)

Why Should We Measure Learning Efficiency?

GUY S. BRUCE, Janelle Allison, and Mai-Linh Pham (Florida Institute of Technology)

The Effect of Practice Opportunities per Minute on Learning Efficiency

GUY S. BRUCE, Jordan P. Boudreau, and YiHui Gong (Florida Institute of Technology)

Engineering a Data-Based Program Change Process to Improve Client Learning Efficiency at a School for Children With Autism

JORDAN P. BOUDREAU, Nicole Becker, Daniel C. DeRosa, Lindsey Knopf, Samuel Lewis Yoffe, Megan A. Boyle, and Guy S. Bruce (Florida Institute of Technology)

193 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

215 (CC)

OTH: Applied Behavior Analysis

Expanding the Field of Behavior Analysis to Address Human Sexuality: Sex Therapy and Educational Programming Special Interest Group Symposium

Chair: Fawna Stockwell (The Chicago School of Professional Psychology)

Discussant: Bobby Newman (Room to Grow)

Use of Erotic Stimuli and Its Relation to Orgasm Frequency and Intimate Relationship Satisfaction

ANN M. STURTZ and Fawna Stockwell (The Chicago School of Professional Psychology)

The Implicit Relational Assessment Procedure: Sexual Attitudes and Their Relation to Interviewer Behaviors

FAWNA STOCKWELL, Maria Genevive Dominguez Nolasco, Lauren Hopkins, and Diana J. Walker (The Chicago School of Professional Psychology)

An Examination of Various Sexual Education Certifications

BOBBY NEWMAN (Room to Grow)

194 Symposium

5/30/2010

10:30 a.m.-11:50 a.m.

214C (CC)

VRB; Applied Behavior Analysis

Investigation of the Effects of Various Training Methodologies on the Generation of Emergent Responding

Chair: Sadie L Lovett (Southern Illinois University)

Discussant: Luis A. Perez Gonzalez (Universidad de Oviedo)

The Effects of Multiple Exemplar Instruction on Generating Functional Interdependence Between Listener and Intraverbal Categorization Repertoires

SARAH A. LECHAGO (Florida State University); James E. Carr (Auburn University); April Kisamore (Western Michigan University); and Laura L. Grow (Munroe-Meyer Institute)

Evaluating Effects of Collateral Response Requirements on the Emergence of Verbal Operants Following Listener Training

ANNA I. PETURSDOTTIR and Sean Peterson (Texas Christian University); Tracy L. Lepper (Western Michigan University); and Meredith K. Jantzen (Texas Christian University)

Effects of Two Training Conditions on the Emergence of Novel Intraverbals CHARLOTTE LYNN CARP and Anna I. Petursdottir (Texas Christian University)

195 Paper Session

5/30/2010 10:30 a.m.-11:50 a.m. 214D (CC) VRB

Verbal Behavior Based Interventions 1

Chair: Edward D. Parker (The Ohio State University)

Outcomes of Behavioral Intervention for a Six-Year-Old Boy With Traumatic Brain Injury (Applied Behavior Analysis)

CLODAGH MARY MURRAY, Olive Healy, and Geraldine Leader (National University of Ireland)

Implementing ABA Procedures to Support a Child With Communication and Social Difficulties Within a Mainstream School Setting (Applied Behavior Analysis)

BEVERLEY JONES, Bethan Williams, and J. Carl Hughes (Bangor University)

Tact Repertoires and Measures of Efficiency: Comparing the Effects of Two Behavioral Intervention Models With Students With Developmental Disabilities (Applied Behavior Analysis) EDWARD D. PARKER and Helen I. Cannella-Malone (The Ohio State University)

196 Panel Discussion

5/30/2010 11:00 a.m.-11:50 a.m. 201 (CC) OTH; Applied Behavior Analysis

Professional Development Series: Balancing School, Work, and Life:

How to Be an Effective Scheduler

Chair: Angelica A. Aguirre (California State University, Fresno)

MEGAN RAE HEINICKE (Auburn University)

ALYSON K. PADGETT (California State University, Fresno)

JENNIFER DELANEY KOWALKOWSKI (Eastern Michigan University)

197 Invited Presenter

5/30/2010 11:00 a.m.-11:50 a.m. 103AB (CC) OTH; Theory

Behavior Analysis and the Ethics of Contemporary Cultures

Chair: David A. Eckerman (University of North Carolina at Chapel Hill)

A. CHARLES CATANIA (University of Maryland, Baltimore County)



Abstract: Whether a science can have ethical implications is controversial. At a minimum, we know that our science cannot progress without maintaining correspondences between events and our accounts of those events; in western culture we speak of those correspondences in terms of truth. This suggests that the treatment of truth in the analysis of verbal behavior can be brought to bear on ethical issues. Arenas in which behavior analysis and its foundational philosophy, radical behaviorism, confronts and interacts with the ethical

practices of contemporary cultures include (1) alternative treatments of political concepts such as freedom and control, (2) debates over the role of aversive contingencies both in cultures and in applications of our science, and (3) the implications of a science of verbal behavior for religious and political practices. We often frame our discussions of social contingencies in terms of managing contingencies of positive reinforcement. But because verbal behavior can amplify the effects of all varieties of the contingencies that operate on human behavior, it is appropriate also to extend our treatments of contingencies to issues of war, coercive political regimes, and national and international legal systems, all of which depend heavily on aversive contingencies.

198 B. F. Skinner Lecture Series

5/30/2010 11:00 a.m.-11:50 a.m. Ballroom A (CC) TPC; Theory

The Pseudo-Empirical in Psychology

Chair: Per Holth (Akershus University College)

JAN SMEDSLUND (University of Oslo)



Jan Smedslund is Professor Emeritus and Specialist in clinical psychology. He received his Ph.D. at the University of Oslo in 1955, and was appointed Professor of Psychology in 1966. He has worked at numerous foreign universities including Geneva, Oxford, Cambridge, Harvard, and Stanford. He was a Fellow at the Center for Advanced Study in the Behavioral Sciences 1967-68. He has done experimental research in cognitive development with Piaget and Bruner. His clinical background includes working at a psychiatric emergency ward and a crisis intervention team, an outpatient clinic for children and youth, a treatment home with drug addicts, with group psychotherapy and in private practice. He has published seven books and

some 130 articles and chapters. His main interests have been in the foundations of psychology, in the integration of theory and practice, and in the development of a general conceptual framework and axiomatic system that he has called psycho-logic.

Abstract: A study is pseudo-empirical if, and only if, it attempts to test a hypothesis empirically and the hypothesis cannot be false. Pseudo-empiricality can be diagnosed in two ways: One can attempt to prove logically that the hypothesis follows from the meanings (definitions) of the terms involved, or one can attempt to show that denying it is meaningless (absurd). If the data do not support the hypothesis, it does not follow that the hypothesis is wrong, but merely that at least one assumed premise about the methods or the situation is not true. The reason why pseudo-empirical hypotheses are so common in psychology is that we are living with a shared linguistic and cultural system of rules, and that what appears plausible is what follows from these rules.

199 Poster Session

5/30/2010 12:00 p.m.-1:30 p.m. Exhibit Hall A (CC) AUT

- 1. Modifying Cognitive Behavioral Intervention for OCD: Addressing Obsessive-Compulsive Behaviors in Children With Autism (EDC; Applied Behavior Analysis)
- MELANIE DUBARD and Claire Donehower (Kennedy Krieger School)
- 2. Treating Obsessive-Compulsive Disorder in Children With Pervasive Developmental Disorders: A Group Cognitive Behavioural Therapy Approach (Service Delivery)

ELIZABETH ROMBOUGH and Tricia Corinne Vause (Brock University), and Maurice Feldman (Centre for Applied Disability Studies, Brock University)

3. Assessment of Fears and Phobias in Children With Autism Spectrum Disorders (Applied Behavior Analysis)

LAURA B. TURNER (Binghamton University) and Raymond G. Romanczyk (Institute for Child Development, Binghamton University)

4. Evaluating Effects of Caregiver Training With a Three-Step Prompting Procedure; a Replication (CBM: Applied Behavior Analysis)

ADRIENNE MUBAREK, Rebecca M. O'Gorman, Erin Guzinski, Alison L. Costa, Eric L. Carlson, and Ali Sadeghi (CaliforniaPsychCare)

5. The Analysis of Multiple Treatments on Increasing the Rate of Trial Presentation of Paraprofessional Staff in an Early Intensive Behavior Intervention Program—A Revision and Extension (EDC; Service Delivery)

CARA M. CAPPALLI, Cyndi Giordano, and Lisa Tereshko (ACES, Inc.)

6. Pivotal Response Training: A Special Education Teacher's Experience (EDC: Applied Behavior Analysis)

RANGASAMY RAMASAMY (Florida Atlantic University)

7. Parents' Ability to Identify Social Communication Behaviors in Children With Autism Spectrum Disorders (Applied Behavior Analysis)

LAURA MULFORD, Jennifer M. Asmus, and Cara Vaccarello (University of Wisconsin-Madison)

- 8. The Effects of a Staff Training Package on Incidental Teaching (TBA; Applied Behavior Analysis) HEGE TRYGGESTAD. Sigmund Eldevik, and Astri Valmo (Centre for Early Intervention); Silje Haugland (University of Agder); and Tone Kristensen and Hege Aarlie (Centre for Early Intervention)
- 9. Fidelity of Parental Implementation of Experimental Functional Analysis With and Without Visual Supports (EAB; Applied Behavior Analysis)
 SARA GOMEZ (Autism Spectrum Therapies)
- 10. Current Trends in the Use of Alternative Interventions for the Treatment of Autism (CSE; Service Delivery)

STEPHANIE M. NIEVES GWIZDZ, Robert LaRue, Kimberly Sloman, and Mary Jane Weiss (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey) and Suzanne M. Buchanan, Linda S. Meyer, Vanessa Falcon, and Elizabeth Neumann (Autism New Jersey)

- 11. Determining the Most effective Treatment for Increasing Active Engagement and Decreasing Inappropriate Work Behavior for an Individual With Autism (EDC; Applied Behavior Analysis) CATHLEEN M. ALBERTSON and Jean Hirst (Devereux CARES)
- 12. Conducting Cross-Country Research With Parents of Children With Autism (CBM: Applied Behavior Analysis)

ELLIE KAZEMI (California State University, Northridge), Grace Mihyun Cho (Namseoul University), Xochitl C. Swanson (California State University, Northridge), Dae-Eun Son (Namseoul University), Lovely Tapuro and Stacy Blanco (California State University, Northridge), and Youngmi Park (Namseoul University)

13. An Assessment of the Effectiveness of and Child Preference for Forward and Backward Chaining (EDC; Applied Behavior Analysis)
SARAH K. SLOCUM and Jeffrey H. Tiger (Louisiana State University)

14. Standards for Monitoring Quality of Behavioral Intervention Programs in Mainstream Schools (EDC; Applied Behavior Analysis)

ASTRI VALMO, Sigmund Eldevik, Hege Tryggestad, Tone Kristensen, Grethe Brandsar, Birgitte Kaldhussater, and Elisabeth Ulvestad (Centre of Early Intervention)

15. An Evaluation of the Effects of a Class-Wide Preschool Life Skills Curriculum (DDA; Applied Behavior Analysis)

MEGAN MALONEY, Danielle Ostrowsky, Katelyn Elizabeth Waterhouse, Rebecca Seban, and Ashley Williams (The New England Center for Children); Gregory P. Hanley (Western New England College); and Rebecca P. F. MacDonald (The New England Center for Children)

16. Promoting Generalized Imitation of Children With Autism (EDC; Applied Behavior Analysis) YOSHIKO HARA, Hitomi Kuma, and Jun'ichi Yamamoto (Keio University, Japan)

17. Evaluating Strategies for Teaching Observational Learning to Children With Autism

(Applied Behavior Analysis)

Bridget A. Taylor and Jaime A. DeQuinzio (Alpine Learning Group) and GIZEM TANOL (University of Minnesota)

18. Reducing Errors in a Matching-to-Picture Task: The Irene Method Improves Depth Perception in Children With Autism (DDA; Applied Behavior Analysis)

KENDRA MCDONALD, Jelena Djordjevic, and Carlos F. Aparicio (The Aurora School)

19. An Effective Differential Reinforcement of Other Behavior Procedure in Just Two Hours a Day (DDA; Applied Behavior Analysis)

NICOLE L. BANK (The PartnerShip) and Erin Lacey (private provider)

20. Assessment and Treatment of Vocal Stereotypy in an Adult With Mental Retardation (DDA: Applied Behavior Analysis)

PAMELA ANN SINCLAIR, Michael McSweeney, and William H. Ahearn (The New England Center for Children)

21. Decreasing Vocal Stereotypic Behavior of a Male Student in Public School Setting (DDA: Applied Behavior Analysis)

BETH SLAWINSKI (Fannie E. Proctor Elementary School, Northborough), Jennifer Ostroff (Frannie E. Proctor Elementary School), and Paula Ribeiro Braga-Kenyon (The New England Center for Children)

22. Stereotypic Behaviors and Exercise: Is There Any Functional Relationship?

(EDC; Applied Behavior Analysis)

LUCY VANESSA MARTINEZ, Jennifer Bush, Lauren Fouts, E. J. Lee, Ashley Stultz, Heather Chandler, and Carlos F. Aparicio (The Aurora School)

23. Teaching Children With Autism Spectrum Disorders to Attend Church

(DDA: Applied Behavior Analysis)

JESSICA ROTHSCHILD and Sharon A. Reeve (Caldwell College), Linda S. Meyer (Autism New Jersey), and Patrick R. Progar (Caldwell College)

24. Demand Fading With Reinforcement to Increase Consumption of Nonpreferred Foods (Applied Behavior Analysis)

BROOKE M. HOLLAND and Michele D. Wallace (California State University, Los Angeles), and Robert Haupt (Autism Spectrum Therapies)

25. Evaluation of Stimulus Control in the Treatment of Automatically Maintained Stereotypic Behavior (Applied Behavior Analysis)

LARA SPEROFF (The Chicago School of Professional Psychology)

26. Descriptive Analysis of the Properties of Vocal Stereotypy Under Free-Operant Conditions (DDA; Applied Behavior Analysis)

MARC LANOVAZ and Ingrid E. Sladeczek (McGill University)

27. Assessment of Vocal Stereotypy Using a Three-Component Schedule

(Applied Behavior Analysis)

Sara M. Bartlett, John T. Rapp, and Stephanie Sheridan (St. Cloud State University), Lauren Shrader and Diana Maltese (Coyne & Associates), Ethan S. Long and GREGORY J. SWANSON (The Bay School), and Marc Lanovaz (McGill University)

28. An Evaluation of the Differential Effects of Caregiver and Therapist on the Function of Aggressive Behavior in a Child Diagnosed With Autistic Disorder (Applied Behavior Analysis)

JAMIE L JOHNSTON, Andrea Ridgway, Diana Morris, and Hayley Watarz (Autism Spectrum Therapies)

29. Using Video Modeling to Teach Affection Skills to Preschoolers With Autism

(DDA; Applied Behavior Analysis)

KARIN ANN CAMERON and Yasemin Turan (San Diego State University)

30. Group Instruction of Turn-Choice Skills to Children With Autism and Developmental Disabilities (DDA; Applied Behavior Analysis)

SHIGEKI SHIMADA (Tokiwa University)

31. Using Peer Advising as a Potential Reinforcer and Social Skill Training to Decrease Inappropriate Behavior in a High School Special Education Classroom

(EDC; Applied Behavior Analysis)

TARA A. GLAVIN (Hope Institute Learning Academy)

- 32. Matching Social Skill Instruction to Individual Preferences (EDC; Applied Behavior Analysis)
 JENNIFER E. COPELAND, Kate Langston, and Alicia Brough (Melmark)
- 33. Comparing the Effects Between First-Person Perspective and Second-Person Perspective Video Modeling in Teaching Children With Autism Social Interaction Skills (Applied Behavior Analysis) HUI HUNG CHEN (SEEK Education Inc.—Taiwan)
- **34. Teaching Children With Autism to Take Part in Conversation** (VRB; Applied Behavior Analysis) ELISABETH ULVESTAD, Birgitte Kaldhussater, Sigmund Eldevik, Hege Tryggestad, Astri Valmo, Tone Kristensen, and Grethe Brandsar (Centre for Early Intervention)
- 35. Using Activity Schedules and Video Modeling to Teach Children With Autism to Play a Video Game (DDA; Applied Behavior Analysis)

ALYSSA R. BLUM (Wyckoff Board of Education), Sharon A. Reeve, Kenneth F. Reeve, and Hannah E. Hoch (Rethink Autism)

36. Teaching Learners With Autism to Establish Eye Contact When Making Play Comments (Applied Behavior Analysis)

JAIME M. SCHILLING, Bridget A. Taylor, and Jaime A. DeQuinzio (Alpine Learning Group)

- 37. The Effects of Precision Teaching Frequency Building of Language Component Skills on the Performance of Language Composite Skills in Adults With Autism (DDA; Applied Behavior Analysis) MARY SENS, Marlene Cohen, Donna L. Sloan, Meredith Bamond, Joseph Novak, and Robert LaRue (Douglass Developmental Disabilities Center. Rutgers. The State University of New Jersey)
- 38. The Application of PowerPoint to Improve Functional Communication of Adolescents With Autism and Reduce Stigma Associated With Traditional Adaptation Strategies (EDC; Applied Behavior Analysis)

KAORI NEPO, Avram Glickman, and Gloria M. Satriale (PAAL)

- **39. Teaching an Adolescent With Autism to Ask Clarifying Questions** (Service Delivery) ERICA FOSS and Jamie Rose Feddock (FEAT of Washington)
- 40. Using Fluency-Based Instruction to Increase the Length of Echoic Responses of a Child With Autism (VRB; Service Delivery)

PATRICIA K. SOLANO-FAH (FEAT of Washington), Kelly J. Ferris (Organization for Research and Learning), and Michael Fabrizio (FEAT of Washington)

41. Using Embedded Scripts and Script Fading to Increase Question Asking for a Student With Autism (VRB; Applied Behavior Analysis)

MARK R. GRISSOM, Jessica Seeman, and Julie Fisher (New York Center for Autism Charter School)

42. International Outreach: Providing Picture Exchange Communication System and Pivotal Response Treatments Training to Increase Communication of Students With Autism in Ghana (TBA; Applied Behavior Analysis)

Lori Beth Vincent and Brad Herron (Southwest Autism Research & Resource Center), and Casey McFeely and MOLLY OLA PINNEY (Global Autism Project)

- 43. Evaluating Choice-Making Opportunities in Activity Schedules on Problem and On-Task Behaviors (EDC; Applied Behavior Analysis) LAURA J. HALL (San Diego State University)
- 44. An Evaluation of Skill Generalization Across Programs for Learners With Autism Spectrum Disorders (CSE; Applied Behavior Analysis)
 LAURA J. HALL (San Diego State University)
- 45. Using a Prepared Teaching Sequence to Teach an Adolescent With Autism to Navigate Within the Community (Service Delivery)

ALISON J. MCMANUS and Jamie Rose Feddock (FEAT of Washington)

46. Effects of a Shaping Procedure on Food Acceptance With Autism Spectrum Disorder Clients

(Applied Behavior Analysis)

MEGAN E. BRINKMAN, Kim Francia, Sami Baker, Keith Hersh, and Dave Morgan (Spalding University)

200 Poster Session

5/30/2010 12:00 p.m.-1:30 p.m. Exhibit Hall A (CC)

CBM

47. On Cognitive-Behavioral Therapy and Token Economies: An Analysis of Two Psychosocial Treatments for Schizophrenia (AAB; Applied Behavior Analysis)

ABBE C. MACHI and Rodney D. Clark (Allegheny College)

48. Effects of Feedback on Social Skills in Patients With Schizophrenia

(EAB; Applied Behavior Analysis)

CHUNG-WON LEE and Shezeen Oah (Chung-Ang University)

49. Evaluation of the Implementation of a Developmental Screener by a Rural Pediatric Office (CSE: Service Delivery)

RACHEL J. VALLELEY, Jody L. Lieske, Keith D. Allen, Jennifer Kazmerski (Munroe-Meyer Institute, University of Nebraska Medical Center), and Joseph H. Evans (University of Nebraska Medical Center)

50. Using Telemedicine to Provide Supervision and Feedback for Novel Protocols

(Applied Behavior Analysis)

ROBERT N. DAVIDSON, Emily Barba, and Katharine Gutshall (Center for Autism and Related Disorders)

51. Interventions to Improve Pill Swallowing and Adherence in an Adolescent With Depression and Renal Disease (Applied Behavior Analysis)

Jessica C. Hankinson, ADRIANNA M. AMARI, Melissa Ann DeMore, Leanna J. Herman, and Keith J. Slifer (The Kennedy Krieger Institute)

52. Antecedent Management of Behavioral Distress During Pro Re Nata Medication Wean in a Child With Chronic Pain (Service Delivery)

KIMBERLY E. BANCROFT (Helen DeVos Children's Hospital), Adrianna M. Amari, Melissa Ann DeMore, and Keith J. Slifer (The Kennedy Krieger Institute)

53. Developmental Coordination Disorder: a Review of Research on Co-Morbidities (DDA; Theory) HO-JUN SONG, Su-jung Jang, Yu Mi Kim, Mihyang Choi, Gyeong Hee Seo, and Hyo-Shin Lee (Daegu University)

54. Analyzing the Function of School Attendance and School Refusal Behavior in Japanese Students (DEV; Applied Behavior Analysis) KANAKO OTSUI (Kinki University)

55. The Analysis for Building Evidence-Based Practice Through Quality Indicators and the Road Map: Focus on the Study About Positive Behavior Support Intervention in South Korea (EAB; Applied Behavior Analysis)

YUNHEE SHIN, Ju yeon Yun, Kyung seo Kim, Ku Hyun Jin, Won OK Gu, and Sang Bok Lee (Daegu University)

56. An Evaluation of Motivating Operations Within Brief Functional Analyses

(TPC; Applied Behavior Analysis)

PATRICK ROMANI, Kelly M. Schieltz, David P. Wacker, and Thomasin Hall (University of Iowa)

57. Decreasing Nail Biting in Adults Using "Clicker" Awareness Training and a Competing Response (Applied Behavior Analysis)

TREVOR J. SALIMI and Diana Walker (The Chicago School of Professional Psychology)

58. Evaluating the Effects of Matched and Unmatched Stimuli on Nail Biting in Typically Developing Children (Applied Behavior Analysis)

ANDREA ZAWOYSKI, Amanda Bosch, Timothy R. Vollmer, and Danielle Broome (University of Florida)

59. Parent Training, Acceptance, and Mindfulness as a Pediatric Obsessive Compulsive Disorder Treatment (EAB: Applied Behavior Analysis)

JENNIFER YARDLEY and Clint Field (Utah State University)

60. On the Impact of Environmental Variables on Obsessive Compulsive Disorder-Related Behavior (TPC; Applied Behavior Analysis)

CAITLIN J. SMITH (Munroe-Meyer Institute), Henry S. Roane (State University of New York, Upstate Medical University), Terry S. Falcomata (University of Texas at Austin), and Kasey Stephenson (Munroe-Meyer Institute, University of Nebraska Medical Center)

61. Evaluating Effective Treatments for Pediatric Feeding Disorders: A Review of Published Research and Data From an Intensive Home-Based Feeding Program

(AUT; Applied Behavior Analysis)

JENNIFER LEIGH KING, Meeta R. Patel, Nissa Wendy Goldberg, Michelle L. Waddell, and Aida Miles (Clinic 4 Kidz)

62. The Treatment of Food Selectivity in Children With Autism: Going Beyond Escape Extinction (AUT: Applied Behavior Analysis)

MICHELLE L. WADDELL, Meeta R. Patel, Jennifer Leigh King, Nissa Wendy Goldberg, and Aida Miles (Clinic 4 Kidz)

63. Negative Reinforcement Using Previously Refused Foods as Treatment for Food Selectivity (Applied Behavior Analysis)

PETULA VAZ, Valerie M. Volkert, Victoria Stewart, Rebecca A. Groff, Heather J. Kadey, Jason R. Zeleny, and Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)

64. An Ecological Behavioural Feeding Approach (Applied Behavior Analysis)

LAUREN BINNENDYK and Joseph Michael Lucyshyn (University of British Columbia)

65. Behavioral Treatment of Food Selectivity and Refusal in a Typically Developing 8-Year-Old Girl (Service Delivery)

VALERIE PAASCH, Katherine Simpson Spencer, Hannah Pennington, Leanna J. Herman, Adrianna M. Amari, and Keith J. Slifer (The Kennedy Krieger Institute)

201 Poster Session

5/30/2010 12:00 p.m.–1:30 p.m. Exhibit Hall A (CC) DDA

66. Analysis of Response Class Hierarchies for Aberrant Behavior Maintained by Access to Tangibles (AUT; Applied Behavior Analysis)

KAITLIN CORYAT, Heather K. Jennett, Barbara Tomlian, Paul A. Niesen, and Melissa L. Gonzalez (Kennedy Krieger Institute)

67. Further Evaluation of Functional and Alternative Reinforcers Under Progressive Schedule Requirements (AUT; Applied Behavior Analysis)

KASEY STEPHENSON (Munroe-Meyer Institute, University of Nebraska Medical Center), Henry S. Roane (State University of New York, Upstate Medical University), and Alison M. Betz (Munroe-Meyer Institute, University of Nebraska Medical Center)

68. Concurrent Schedules of Reinforcement and Adjusting Demand Requirements: Year Four Summary Results (CBM; Applied Behavior Analysis)

SHAWN PATRICK QUIGLEY and Stephanie M. Peterson (Western Michigan University), Carrie M. Brower Breitwieser (Idaho State University), Jessica E. Frieder (Armstrong Atlantic State University), Elizabeth Dayton (Utah State University), and Stuart M. Mullins (Star Valley School District)

69. The Prerequisites of Choice and Choosing to Choose (EAB; Experimental Analysis) GIOVANA ESCOBAL and A. Celso Goyos (Universidade Federal de Sao Carlos)

70. A Program of Translational Research in Maladaptive Behavior: Significance of Postreinforcement Pause on Aberrant Behavior (EAB; Experimental Analysis)

MAMBU S. SHERMAN, Adam T. Brewer, Shannon L. Tierney, and Claudia L. Dozier, Yusuke Hayashi (University of Kansas), Michael Perone (West Virginia University), and Dean C. Williams (University of Kansas)

71. Assessment and Treatment of Problem Behavior Maintained by Attention and Escape From Social Interaction (AUT; Applied Behavior Analysis)

YANERYS LEON, SungWoo Kahng, Nicole Lynn Hausman, and Denise Dieter (Kennedy Krieger Institute)

72. Functional Assessment of Multiply Maintained Disruptive Behavior (AUT; Applied Behavior Analysis)

KRISTIN ANNE KIEL, Katherine Campbell, Barbara Tomlian, and Melissa L. Gonzalez (Kennedy Krieger Institute)

73. Effects of Using a Multi-Reinforcer Picture Card in the Treatment of Multiply-Maintained Severe Problem Behavior (Applied Behavior Analysis)

MARIANA I. CASTILLO IRAZABAL, Lynn G. Bowman, and Samantha Hardesty (Kennedy Krieger Institute)

74. Mand Denial as an Evocative Stimulus for Problem Behavior Maintained by Access to Edibles (VRB; Applied Behavior Analysis)

JESSICA BECRAFT, Eric Boelter, Denise Dieter, and Kristin Anne Kiel (Kennedy Krieger Institute)

75. Functional Analysis of Problem Behavior Exhibited by Identical Twins

(Applied Behavior Analysis)

CAROLINA F. REYES, SungWoo Kahng, Nicole Lynn Hausman, and Terri Parsons (Kennedy Krieger Institute)

76. Parent Assessments: Informing Assessment and Treatment (Applied Behavior Analysis) KELLIANNE M. MONTGOMERY. Heather K. Jennett, Melissa L. Gonzalez, Barbara Tomlian, and

KELLIANNE M. MONTGOMERY, Heather K. Jennett, Melissa L. Gonzalez, Barbara Tomlian, and Andrea Marie Goffus (Kennedy Krieger Institute)

77. Using Functional and Contingency Space Analyses to Design a Function-Treatment (Applied Behavior Analysis)

AARON D. LESSER and Jennifer Dawn Magnuson (Kennedy Krieger Institute)

78. Further Analysis of the Modified Visual Inspection Criteria for Evaluating Functional Analysis Data (Applied Behavior Analysis)

KELLY J. BOUXSEIN (Munroe-Meyer Institute, University of Nebraska Medical Center), Henry S. Roane (State University of New York, Upstate Medical University), Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), and Joanna Lomas (The Marcus Autism Center)

79. The Use of a Function-Based Level System to Improve Medical Compliance and Food Intake (Applied Behavior Analysis)

ELIZABETH SPEARES (Hillside Children's Center), and Deborah A. Napolitano (University of Rochester)

80. The Influence of Habituation on the Effectiveness of Punishment-Based Interventions for Severe Behavior (Applied Behavior Analysis)

NICOLE M. POWELL, Nathan A. Call, and Natalie A. Parks (Marcus Autism Center)

81. Assessment of Problem Behavior Given False-Positive Functional Analysis Results (Applied Behavior Analysis)

ALLISON T. SCHULTZ, Eric Boelter, Yanerys Leon, and Denise Dieter (Kennedy Krieger Institute)

82. An Alternate Method of Extended Alone Graphing (Applied Behavior Analysis)

JENNIFER M. HODNETT and Nathan A. Call (Marcus Autism Center)

83. Systematic Replication of a Response Repetition Error Correction Procedure for Acquisition of Math Skills (AUT; Applied Behavior Analysis)

LISA PAANANEN, John T. Rapp, Kendra L. Wickland, and Aaron R. Nystedt (St. Cloud State University), and Gregory J. Swanson (The Bay School)

202 Poster Session

5/30/2010 12:00 p.m.–1:30 p.m. Exhibit Hall A (CC)

84. Noncontingent Reinforcement and Treatment of Problem Behavior of Elderly in Long-Term Residential Care in Norway (CSE: Applied Behavior Analysis)

JORN ARVE VOLD (Reade commune), Jon A. Lokke (Ostfold University College Norway), Erik Arntzen (Akershus University College)

85. Responsiveness, Effectiveness and Social Reciprocity of Preschool Age Children:

A Longitudinal Study (EDC: Applied Behavior Analysis)

CARLOS SANTOYO and María Celia Espinosa Aramburu (Universidad Nacional Autónoma de México)

86. Using Stimulus Equivalence Procedures to Teach Name-Face Relations to Older Adults With Alzheimer's Disease (Applied Behavior Analysis)

MARANDA TRAHAN (Southern Illinois University, Carbondale), and Yors A. Garcia (Southern Illinois University)

87. Induction of Vocal Imitation in Children With Language Delays (VRB; Applied Behavior Analysis) Martha Pelages (Florida International University), JOSE JULIO CAREER, Guadalupe Ozona, and Ana Pastor (Centro Al-Mundaris)

88. Crying in 6-Month Old Infants: A Sign of Jealousy or Are They Manding Interaction? (VRB: Applied Behavior Analysis)

MARIA G. VALDOVINOS and Adam Wallenberg (Drake University), Samantha Nelson (University of North Texas), and Dustin F. Baker (Drake University)

203 Poster Session

5/30/2010 12:00 p.m.-1:30 p.m. Exhibit Hall A (CC) EAB

89. Is "Refraining" From Eating a Case of Self-Controlled Behavior in Pigeons? (AAB; Experimental Analysis)

RAUL AVILA, Juan Carlos Gonzalez, Patricia Miranda, and Maria de Lourdes Guzman (Universidad Nacional Autónoma de México)

90. The Effect of Shaping Parameters and Task Difficulty on Behavioral Variability (AAB; Experimental Analysis)

BRETT GRANT KELLERSTEDT, Darlene E. Crone-Todd, and Jena C. Sheppard (Salem State College)

91. How You Say It Does Matter: Framing and Discount Rates (CBM; Experimental Analysis) LORI PARKER and Shawn R. Charlton (University of Central Arkansas)

92. Development of a Program to the Application of Computerized Matching-to-Sample Procedures for Reading (EDC; Applied Behavior Analysis)

MARBLEIZE ATTUNES DE OLIVIER, Camilla P. Penuries, and A. Celso Goyos (Universidade Federal de São Carlos, Brazil)

93. Effect of Positive and Negative Feedback on the Choice of Novel Stimuli in Humans (Experimental Analysis)

ARIEL MORAN DO, José E. Burgos, Maria Antonia Padilla Vargas, Mayra Hernández, and Salma Guadalupe García Hernández (Universidad de Guadalaiara [CEICI)

94. The Effects of Baseline Reinforcer Rate on Resistance to Extinction and Resurgence (Experimental Analysis)

MEREDITH S. BERRY, Robert N. Johnson, and Amy Odum (Utah State University)

- 95. Delayed Disruption of Fixed-Interval Responding (Experimental Analysis)
- MIRARI ELCORO (Armstrong Atlantic State University), and Kennon A. Lattal (West Virginia University)
- **96. The Rate of Response-Independent Events as Discriminative Stimulus** (Experimental Analysis) ANDRES H. GARCIA-PENAGOS and Kennon A. Lattal (West Virginia University)
- 97. The Effects of Response-Independent Food Frequency and Delay of Water Reinforcement on Schedule-Induced Drinking (Experimental Analysis)

VARSOVIA HERNANDEZ ESLÁVA, Jorge A. Ruiz, and Carlos A. Bruner (Universidad Nacional Autónoma de México)

- **98. Compliance With and Effectiveness of Self-Selected, Low-Cost Behavioral Intervention** (Applied Behavior Analysis)
- JENNA L. WAZ (The Chicago School of Professional Psychology), Tracy L. Kettering (The Ohio State University), and Diana J. Walker (The Chicago School of Professional Psychology)
- **99. Avoidance Response Affects Judgment of Cue-Outcome Contingency** (Experimental Analysis) KEITARO NUMATA and Tsuneo Shimazaki (Kwansei Gakuin University)
- **100. Switching Incrementing Chain Type in an Incremental Repeated Acquisition Procedure** (Experimental Analysis)

KRISTEN AMANDA SPENCER and M. Christopher Newland (Auburn University)

- 101. Gambling on a Concurrent Gamble and Token Production Task (Experimental Analysis)
- ANDREW E. BRANDT (Albion College) and Cynthia J. Pietras (Western Michigan University)
- 102. Validation of the Virtual Water Maze as a Behavioral Measure of Cognitive Flexibility (Experimental Analysis)

LINDSAY MARTIN, Amy Neal, Rekha Tiwari, Adam Schuman, Charlotte Eyring, Kerry C. Whiteman, Alix Timko, and Bryan Devan (Towson University)

103. Free Food Prevents Response Acquisition With Delayed Reinforcement Regardless of Delay Stimuli (Experimental Analysis)

ANDREW T. FOX and Mark P. Reilly (Central Michigan University)

104. Studies on the Effects of, and Relations Between, Behavioral Contingencies and Metacontingencies (TPC; Experimental Analysis)

BROOK B. WHEETLEY and Leslie S. Burkett (University of North Texas)

105. Reinforcement Context, Differential Delayed Emergence, and Pausing in College Students (VRB; Experimental Analysis)

KAITLYN P. BRIERLEY, Vanessa Minervini, and Adam H. Doughty (College of Charleston)

106. Stimulus Modality and Rule-Governed Behavior (VRB; Experimental Analysis)

MARIO SERRANO, Augustin Daniel Gomez Fuentes, Enrique Zepeta Garcia, and Cecilia Magdalena Molina Lopez (Universidad Veracruzana)

107. Assessment of the Relatedness of Equivalent Stimuli Through the Implicit Relational Assessment Procedure (VRB; Experimental Analysis)

RENATO BORTOLOTI and Julio C. De Rose (Universidade Federal de São Carlos)

204 Poster Session

5/30/2010 12:00 p.m.-1:30 p.m. Exhibit Hall A (CC) EDC

108. Defining Criteria for Inclusion: What Repertoires Are Necessary for Success?

(AUT; Applied Behavior Analysis)

SANDY PIH, Noelle A. Inzano, Shana J. Sabatini, and Patricia Paloma (Manhattan Childrens Center)

109. A Descriptive Analysis of Outcomes After Early Intensive Behavioral Intervention

(AUT; Applied Behavior Analysis)

Janice Doney, Ginger R. Wilson, and REBECCA S. RAAS (The ABRITE Organization)

110. Quality and Quantity of Redirection in Relation to Off Task Behavior

(AUT: Applied Behavior Analysis)

NELL MALTMAN and Tara A. Glavin (Hope Institute Learning Academy)

111. The Effects of the Speaker Immersion Procedure on the Number of Vocal Verbal Operants Emitted in Non Instructional Settings (AUT; Applied Behavior Analysis)

Nirvana Pistoljevic (The Fred S. Keller School and Teachers College, Columbia University), Claire S. Cahill (Teachers College, Columbia University), and FABIOLA CASARINI (University of Parma)

112. The Effects of Using the Countoons Behavior Management Strategy With Young Children in an Early Childhood Special Education Setting (DDA; Applied Behavior Analysis)

MELISSA K. PUHRMANN (Northwest Area Education Association) and William J. Sweeney (University of South Dakota)

113. The Effects of Self-Monitoring on a Paraprofessional's Praise Statements

(EAB; Applied Behavior Analysis)

JENNIFER SWEENEY, Melody Tankersley, and Karen Kinney (Kent State University), and Carrie E. Yasenosky Miller (Mayfield School District)

114. Quality Assurance: Evaluating a Program to Increase Educator Capacity to Apply Applied Behavior Analysis Based Classroom Strategies (Service Delivery)

BRIEN MANAGHAN and Carolynn Irene Sheehan (Child Care Resources)

115. Effects of Multimedia Goal-Setting Instruction on Students' Knowledge of the Self-Determined Learning Model of Instruction and Disruptive Behavior (Applied Behavior Analysis)

VALERIE L. MAZZOTTI and David W. Test (University of North Carolina at Charlotte)

116. Fluency Matters: The Relationship Between Response Fluency and Academic Achievement (Applied Behavior Analysis)

BRITTANY A. CARSTENS, Charles Peterson, Kate Kellum, Jonathan Weinstein and Kelly G. Wilson (University of Mississippi)

117. Effects of Copy-Cover-Compare on Acquisition, Maintenance, and Generalization of Spelling Skills for Children With Disabilities (Applied Behavior Analysis)

LAUREN A. MOSER (Olentangy Local School District) and Katelyn M. and Moira Konrad (The Ohio State University)

118. Improving the Reading Vocabulary of Students With Learning Difficulties Using Classwide Peer-Mediated Strategy (TBA; Service Delivery)

LEFKI KOUREA (European University Cyprus)

119. It's All Greek to Me! Effects of Repeated Readings on the Reading Development of At-Risk Students (TBA; Service Delivery)

LIA PAPANICOLAOU and Lefki Kourea (European University Cyprus)

120. The Differential Effects of SAFMEDS and Practice Sheets on Math Facts Acquisition and Physiological Measures Equated to Test Anxiety (Applied Behavior Analysis)

LAUREN HOPKINS, John W. Eshleman, and Diana J. Walker (The Chicago School of Professional Psychology)

121. Increasing Appropriate Classroom Behavior by Moderating Barriers to Learning (Applied Behavior Analysis)

JESSICA GAMBA (The Chicago School of Professional Psychology) and Tara A. Glavin (Hope Institute Learning Academy)

122. The Effect of TAPS ICG on Math Performance and On-Task Behavior

(EAB: Applied Behavior Analysis)

CLAUDIA L. RIDDELL and Diana J. Walker (The Chicago School of Professional Psychology)

123. Effects of Methylphenidate on Motivation in Children With Attention Deficit Hyperactivity Disorder (EAB; Experimental Analysis)

JOHN J. CHELONIS (National Center for Toxicological Research), Teresa A. Johnson (University of Arkansas at Little Rock), Sherry A. Ferguson (National Center for Toxicological Research), Brian M. Kubacak (University of Arkansas for Medical Sciences), Mark C. Edwards (University of Arkansas for Medical Sciences), and Merle G. Paule (National Center for Toxicological Research)

205 Poster Session

5/30/2010 12:00 p.m.-1:30 p.m. Exhibit Hall A (CC) VRB

124. The Effect of Audience Control on the Frequency of Stereotypy Emitted by Students Diagnosed With Autism and Emotional Disorders (EDC; Applied Behavior Analysis)

VENETA B. DIMITROVA and Victoria Sterkin (Teachers College, Columbia University)

125. The Effects of Handwritten and Typed SAFMEDS on Performance and Retention of Sequelic Intraverbal Behavior (Applied Behavior Analysis)

SHANNON DUNCAN, John W. Eshleman, and Charles T. Merbitz (Chicago School of Professional Psychology)

126. Infant Sign Training and Functional Analysis (Applied Behavior Analysis)

MYCHAL MACHADO, Kristin M. Hustyi, and Matthew P. Normand (University of the Pacific)

127. Does Performance on the Assessment of Basic Learning Abilities Test Predict Receptive Name Recognition in Children With Autism? (Applied Behavior Analysis)

GENEVIEVE N. ROY-WSIAKI (St. Amant Research Centre, University of Manitoba), Garry L. Martin (University of Manitoba), C. T. Yu (St. Amant Research Centre, University of Manitoba), and Steven Duvenaud (University of Manitoba)

128. The Effects of Social Listener Reinforcement Games on the Social Vocal Operants Emitted Between Peers (Applied Behavior Analysis)

Joanne M. Hill and DEREK JACOB SHANMAN (Teachers College, Columbia University)

129. The Induction of Naming Using Multiple Exemplar Instruction Across Listener and Speaker Responses (TBA; Applied Behavior Analysis)

Darcy M. Walsh, Joan A. Broto, and YIN PING CHAN (Teachers College, Columbia University)

130. Assessment and Treatment of Inappropriate Social Vocalization

(CBM; Applied Behavior Analysis)

LINH B. LY. SungWoo Kahng, Nicole Lynn Hausman, and Denise Dieter (Kennedy Krieger Institute)

131. Peer Tutoring (DDA; Applied Behavior Analysis)

JIWON KANG (Teachers College, Columbia University)

132. Prerequisite Skills of the Simple Visual Perspective Taking (DEV; Experimental Analysis) LORENA GARCIA ASENJO and Luis A. Perez-Gonzalez (Universidad de Oviedo)

133. Verbal Behavior, Rule Construction and Rule Following Repertories in Children With Intellectual Disabilities (EAB: Applied Behavior Analysis)

JONAS FERNANDES GAMBA and A. Celso Goyos (Universidade Federal de São Carlos)

134. Identifying the Missing Prerequisites for Students With Low Reading Comprehension Skills: The Effects of Acquisition of Tacts on the Correct Responses for Reading Comprehension Questions (Applied Behavior Analysis)

KIMIA TEHRANI, Lisa Gold, Victoria Sterkin, and Veneta B. Dimitrova (Columbia University)

135. The Effects of a Yoked Contingency Game Board on the Observational Learning Capability and Acquisition of Tacts (TBA: Applied Behavior Analysis)

JOANNE M. HILL (Teachers College, Columbia University Graduate School) and Derek Jacob Shanman (Teachers College, Columbia University)

136. The Effects of Intensive Tact Instruction on the Emission of Vocal Verbal Behavior by Two Students With Autism (TBA: Applied Behavior Analysis)

JOANNE M. HILL and Derek Jacob Shanman (Teachers College, Columbia University), and Mark P. Correia (Morris School District)

137. Taxonomy of Verbal Behavior (Theory)

SEBASTIEN BOSCH (California Unified Service Providers of California State University), Robin M. Kuhn and Michael D. Hixson (Central Michigan University)

138. Manipulating Motivating Operations to Facilitate Emergence of Mands

(Applied Behavior Analysis)

BARBARA TOMLIAN, SungWoo Kahng, Jessica Becraft, Molly Gemp, and Nicole Elizabeth Marchetto (Kennedy Krieger Institute)

139. Some Effects of a Time Delay Procedure to Increase Spontaneous Mands in Children With Autism (AUT; Applied Behavior Analysis)

JENNIFER GOUBEAUD, Tracy L. Kettering, and Kari L. Colwell (The Chicago School of Professional Psychology)

206 B. F. Skinner Lecture Series

5/30/2010

1:30 p.m.-2:20 p.m.

Ballroom A (CC)

AAB; Applied Behavior Analysis

Behavioral Techniques for Studying Welfare: the Horse as a Model

Chair: Jennifer L. Sobie (University of Illinois)



Katherine Houpt, James Law Professor of Animal Behavior, obtained her DVM at The University of Pennsylvania. She received her Ph.D. in biology also at the University of Pennsylvania and since then has been at Cornell University where she established the Animal Behavior Clinic at The College of Veterinary Medicine. She is board certified by the American College of Veterinary Behaviorists, where she was one of the charter diplomats.

Dr. Houpt teaches behavior problems of small animals and of horses, as well as farm animal behavior. She has published numerous scientific articles on basic and clinical animal behavior and her textbook, *Domestic Animal Behavior*, is now in its fourth edition. Her current research interests are

cribbing and foal rejection.

Abstract: Horses have been domesticated for thousands of years, but their ability to adapt to common husbandry practices such as restraint in which they can not turn around, lack of exercise, and social isolation is an ethical concern. This presentation discusses these issues and presents data comparing the behavior of stabled horses with free-ranging Przewalski's horses (the true wild horse) using focal and scan sampling. We have used operant conditioning to measure the strength of horses' preferences for food, freedom, and reunion with another horse. We have also used two choice preferences tests to measure motivation for forced and free exercise. Cribbing, the behavior in which a horse grasps a horizontal surface with his teeth, arches his neck, and swallows air is a common domestic horse stereotypy; we used scan sampling to determine the influence of diet on the frequency of cribbing as well as focal animal sampling and log survivorship to determine bout length. This talk discusses these data and the use of operant conditioning in conjunction with consumer demand theory to measure the motivation of horses to crib and to show that horses are as motivated to crib as to obtain food (an inelastic commodity).

207 Invited Presenter

5/30/2010 1:30 p.m.-2:20 p.m. 103AB (CC)

AUT; Applied Behavior Analysis

Designing and Evaluating Technology-Based Behavioral Interventions for Individuals With Autism Spectrum Disorders

Chair: Jeffrey H. Tiger (Louisiana State University)

LINDA A. LEBLANC (Auburn University)



Linda A. LeBlanc, Ph.D., BCBA-D, MI Licensed Psychologist is an associate professor of psychology at Auburn University and Co-Director of its applied behavior analysis graduate program. Dr. LeBlanc received her Ph.D. in 1996 from Louisiana State University and previously served on the psychology faculties at Claremont McKenna College (1997-1999) and Western Michigan University (1999-2008). Her current research and clinical interests include the behavioral treatment of autism and developmental disabilities across the lifespan, behavioral gerontology, verbal behavior, and technology-based interventions. Dr. LeBlanc has published 60 articles and book chapters and is currently an associate editor of the *Journal of Applied Behavior Analysis* and

Education and Treatment of Children. She serves as an editorial board member for Behavior Analysis in Practice, European Journal of Behavior Analysis, Research in Autism Spectrum Disorders, and Research in Developmental Disabilities. Over the last 10 years, she has participated in Michigan state task forces to revise the educational eligibility criteria for autism spectrum disorders, to specify best educational practice in autism, and to make recommendations for addressing later life issues of individuals with developmental disabilities.

Abstract: Technological advances have been successfully incorporated into behavioral interventions for individuals with autism spectrum disorders for over two decades in the form of video modeling, automated or remote-activated prompting systems, and PDAs. New technologies such as the Bluetooth wireless protocol and cost-efficient virtual reality platforms offer great options for teaching community skills that can be cumbersome or unsafe with traditional lower-tech methods. These interventions can be most powerful when basic behavioral principles are incorporated into their design and implementation rather than simply substituting technology for human efforts. This presentation will describe several important unanswered research questions about the efficacy, cost-effectiveness, and optimal parameters for implementing technology-based interventions and the evaluation strategies best suited for answering them.

208 Panel Discussion

5/30/2010

1:30 p.m.-2:20 p.m.

217C (CC)

DDA; Applied Behavior Analysis

Spotlight on Behavioral Technology: The Assessment of Basic Learning Abilities

Chair: Holly Seniuk (University of Nevada, Reno)

W. LARRY WILLIAMS (University of Nevada, Reno)

TRICIA CORINNE VAUSE (Brock University)

TOBY L. MARTIN (St. Amant Research Centre, University of Manitoba)

209 Paper Session

5/30/2010 1:30 p.m.-2:20 p.m.

Lone Star Ballroom Salon C (Grand Hyatt)

EAB

Observation and Foraging

Chair: Michael B. Ehlert (University of Guam)

Do Dwarf Hamsters (*Phodopus Campbelli*) Learn by Observation? (Experimental Analysis)

Uzma Manzoor, GWEN LUPFER-JOHNSON, and Eric S. Murphy (University of Alaska Anchorage)

The Brown Treesnake, Boiga Irregularis, as a Laboratory Model of Snake Foraging

(Experimental Analysis)

MICHAEL B. EHLERT, James Duenas, and Jesse Guerrero (University of Guam)

210 Paper Session

5/30/2010

1:30 p.m.-2:20 p.m.

Lone Star Ballroom Salon D (Grand Hyatt)

FAR

Experimental Analysis of Behavior Applications

Chair: Jennifer Sweeney (Kent State University)

A Translational Study Examining Behavioral Momentum and Context in Children With Autism

(Applied Behavior Analysis)

MARK P. GROSKREUTZ, Timothy A. Slocum, and Nicole C. Groskreutz (Utah State University)

A Systematic Replication of the Effectiveness of Group Discrete Trials for Children With Developmental Disabilities (Experimental Analysis)

JENNIFER SWEENEY (Kent State University)

211 Paper Session

5/30/2010

1:30 p.m.-2:20 p.m.

Lone Star Ballroom Salon E (Grand Hyatt)

EAB

Developing Self-Control

Chair: Gizem Tanol (University of Minnesota)

Say-Do Correspondence in Self-Control Situations With Different Reinforcer Delays and Probabilities: The Effects of "Temptations" (Experimental Analysis)

JOSELE ABREU-RODRIGUES (Universidade de Brasilia) and Edhen Laura Lima (Instituto de Educação Superior de Brasilia)

Responding to Rule Violations or Rule Following: A Comparison of Two Versions of the Good Behavior Game (Applied Behavior Analysis)

GIZEM TANOL, LeAnne Denise Johnson, Jennifer J. McComas, and Erin M. Cote Holton (University of Minnesota)

212 Paper Session

5/30/2010

1:30 p.m.-2:20 p.m.

Lone Star Ballroom Salon F (Grand Hyatt)

EAB

Stimulus Control

Chair: Timothy C. Fuller (University of Nevada, Reno)

Effect of Teaching Monosyllabic Words via Arbitrary Conditional Relations on the Minimal Control Units in Recombinative Reading (Experimental Analysis)

Ariene Coelho Souza and MARTHA HUBNER (Universidade de São Paulo)

Contextual Control of Perceptual Behavior (Experimental Analysis)

TIMOTHY C. FULLER, Linda J. Parrott Hayes, and Angela R. Rudolph (University of Nevada, Reno)

213 Paper Session

5/30/2010

1:30 p.m.-2:20 p.m.

Bonham C (Grand Hyatt)

TPC

Observability, Perceptual, Function, and the Operant: Diverse Conceptual Issues

Chair: José E. Burgos (Universidad de Guadalajara [CEIC])

Is Behavior Factually Observable? (Theory)

JOSÉ E. BURGOS (Universidad de Guadalajara [CEIC])

Bi-Directional Substitution of Perceptual Functions (Theory)

MARIA ISABEL MUNOZ BLANCO and Linda J. Parrott Hayes (University of Nevada, Reno)

214 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

206AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Hannah Hoch, Ph.D., BCBA

Recent Research in the Assessment and Treatment of Stereotypic Behavior

Chair: Hannah E. Hoch (Rethink Autism)

Discussant: John T. Rapp (St. Cloud State University)

An Evaluation of Repetitive Behavior in Typically Functioning Adults and Implications for Functional Analyses

AMANDA BOSCH and Timothy R. Vollmer (University of Florida); Ashley Breeden (University of South Florida); and Alison Nyman, Andrea Zawoyski, and Danielle Broome (University of Florida)

A Stimulus Control Procedure to Decrease Motor Stereotypy

ALISON S. O'CONNOR, Jessica Prieto, Barbara Hoffmann, and Bridget A. Taylor (Alpine Learning Group)

Examining the Effectiveness of a Two Phase Differential Reinforcement of Other Behavior Intervention in Decreasing Vocal Stereotypy

SHARON A. REEVE (Caldwell College), David Mittermaier (Alternative Paths Training School), Tina Sidener (Caldwell College) and Hannah E. Hoch (Rethink Autism)

215 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

205 (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Ania Young, M.S., BCBA

Teachers as Scientists: The Effects of Designing Curricular Sequences to Address Multiple Areas of Instruction

Chair: Ania M. Young (The Faison School for Autism)

Implementing a Self-Monitoring Procedure to Improve Data Driven Decision Analyses Among Teachers

ELI NEWCOMB (The Faison School for Autism)

Creating a Levels System to Increase the Independence of Students Emitting Interfering Problem Behaviors

NATHAN HABEL and Beth Braddock (The Faison School for Autism)

Scheduling Reinforcement to Promote Spontaneous and Appropriate Mands and Tacts for a Student Emitting Few Conversational Units

AMANDA WELLS and Katherine M. Matthews (The Faison School for Autism)

Utilizing a Conditioning Protocol to Increase Sitting and Access to Instruction for a Student With Residential Placement Needs

JENNIFER CAMBLIN (The Faison School for Autism)

216 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

202AB (CC)

AUT; Applied Behavior Analysis

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

Interventions to Support Children With Autism in General Education Classrooms: Priming and Choral Responding

Chair: Joel P. Hundert (Behaviour Institute)

The Effect of Setting Similarity on Priming of Academic Performance of Children With Autism JOEL P. HUNDERT and Miranda Sim (Behaviour Institute), and Alicia Ebert (McMaster University)

Same or Multiple Play Partners in Priming of Peer Interaction of Children With Autism DONNA C. CHANEY and Joel P. Hundert (Behaviour Institute), and Niki Van Riel (McMaster University)

The Use of Priming for Teaching Readiness Skills for Group Instruction for Children With Autism MIRANDA SIM, Joel P. Hundert, Monika Wydra, and Amy Finkelstein (Behaviour Institute)

The Effect of Choral Responding on Task Engagement of Children With Autism During Class

NICOLE WALTON-ALLEN and Joel P. Hundert (Behaviour Institute) and Sarah Greflund (McMaster University)

217 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

207AB (CC)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Philip Hineline, Ph.D., BCBA

Alternative Behavioral Interventions Revisited: Which Approach, for Which Children, With What Resources?"

Chair: Philip N. Hineline (Temple University)

Discussant: Gina Green (Association of Professional Behavior Analysts)

For Which Children, Which Approach?

EMILY B. BISEN-HERSH and Betsy Wurstner Swope (Temple University)

Which Approach: How Different Are They?

ELIZABETH R. LORAH (Temple University) and John C. Barnard (ABC Consultants, LLC)

Program Resources: Components That Contribute to Staff Performance in Alternative Behavioral Interventions

ABBI CAMPBELL, Kelly McElrath, and Jennifer A. Wade (Temple University)

218 Panel Discussion

5/30/2010

1:30 p.m.-2:50 p.m.

204AB (CC)

AUT: Service Delivery

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

Assessing and Addressing Challenging Behavior for Students With Autism Spectrum Disorders in the Inclusive Educational Setting

Chair: Mary Ellen McDonald (Hofstra University)

JOANNE SGAMBATI (Eden II Programs)
RUTH M. DONLIN (private practice)
NICOLE WEIDENBAUM (Nassau-Suffolk Services for Autism)
HESTER BEKISZ (The Genesis School)

219 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

203AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gilah Haber, M.Ed., BCBA

The Use of Token Systems to Facilitate Skill Acquisition in Children With Autism

Chair: Susan A. Rapoza-Houle (BEACON Services)
Discussant: Gilah Haber (BEACON Services)

Token Countdown Systems: Effects on Acquisition and Generalization of Play, Vocal Imitation, and Social Questions

ROBERT KELLER MACMATH, Gilah Haber, and Robert K. Ross (BEACON Services)

Token Count-Up Systems: Effects on Acquisition and Generalization of Play, Vocal Imitation, and Social Questions

ARIELLA HABER (BEACON Services)

Using a Token System to Increase the Food Repertoire of Two Young Children With Autism KAREN NAULT (BEACON Services)

220 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

Travis C/D (Grand Hyatt)

BPH; Experimental Analysis

Advanced Issues in Nonhuman Behavioral Pharmacology

Chair: Meredith S. Berry (Utah State University)

Effects of d-Amphetamine on Behavior Punished by Timeout From Positive Reinforcement

CHRISTINE E. HUGHES and Emily Jones (University of North Carolina, Wilmington)

Effects of Nicotine on Delayed-Matching-to-Sample Performance

BRIAN D. KANGAS and Marc N. Branch (University of Florida)

Reinforcement Magnitude Modulation of Behavioral Drug Effects

BRETT C. GINSBURG (University of Texas Health Services Center-Houston), Jonathan W. Pinkston (UT Health Science Center at San Antonio), and R. J. Lamb (University of Texas Health Services Center-Houston)

A Within-Subject Comparison of Effects of Acute and Chronic Cocaine on Key Pecking and Eating in Pigeons

DAVID R. MAGUIRE and Marc N. Branch (University of Florida)

221 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

Texas Ballroom Salon C (Grand Hyatt)

CBM; Applied Behavior Analysis

BACB CE Offered, CE Instructor: Becky Penrod, Ph.D., BCBA

Behavioral Management of Medication Administration

Chair: Katharine Gutshall (Center for Autism and Related Disorders, Inc.)

Discussant: Becky Penrod (California State University, Sacramento)

Using Stimulus Fading to Teach Pill Swallowing to Children

TAIRA LANAGAN, Melissa L. Olive, and Katelyn Anne Marks (Center for Autism and Related Disorders, Inc.) and Megan D. Aclan (The Chicago School, Los Angeles)

Using Telemedicine to Train Parents to Teach Children to Accept Oral Medication

MELISSA L. OLIVE and Dennis Dixon (Center for Autism and Related Disorders, Inc.)

Establishing Compliance With Liquid Medication via Stimulus Fading and Positive Reinforcement

SIENNA GREENER-WOOTEN, Averil Schiff, Taira Lanagan, and Peter Farag (Center for Autism and Related Disorders, Inc.)

222 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

Crockett A/B (Grand Hyatt)

CBM; Applied Behavior Analysis

Behavior Analysis in the Juvenile and Adult Justice Systems: Past Efforts, Status of Those Efforts, and Future Directions

Chair: Teresa Balawejder (Texas Department of Aging and Disability Services)

Discussant: Jack A. Apsche (The Apsche Center at North Spring Behavioral Healthcare)

Behavioral Coaching for Offenders With Attention Deficit Hyperactivity Disorder

TRUDI GAINES and Leasha Barry (University of West Florida) and Joseph D. Cautilli and Halina Dziewolska (Behavior Analysis and Therapy Partners)

Teaching Family Homes: A Review of the Current State of the Literature

TERESA BALAWEJDER (Texas Department of Aging and Disability Services), Beckie Robbins (Lubbock State Supported Living Center) and Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

Mediation Analysis of Mode Deactivation Therapy for Families of Adolescent Males With Problems With Physical and Sexual Aggression, Personality and Conduct

JACK A. APSCHE (The Apsche Center at North Spring Behavioral Healthcare)

223 Panel Discussion

5/30/2010

1:30 p.m.-2:50 p.m.

Crockett C/D (Grand Hyatt)

CBM; Service Delivery

Clinical Round Table Discussion: ACT Flexibly

Chair: Karen Michelle O'Brien (University of North Texas)

STEVEN C. HAYES (University of Nevada, Reno)

KELLY G. WILSON (University of Mississippi)

JONATHAN W. KANTER (University of Wisconsin-Milwaukee)

BARBARA S. KOHLENBERG (University of Nevada School of Medicine)

224 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

Seguin (Grand Hyatt)

CSE; Service Delivery

BACB CE Offered. CE Instructor: Joseph Cautilli, Ph.D., BCBA

Behavioral Supervision: The Essential Link in the Process of Serving Children and Adults

Chair: Richard Weissman (Behavior Analysis and Therapy Partners)

Supervising Behavioral Consultants Working With Children With Conduct and Oppositional Defiant Disorder: Working With Resistant Consultees

RICHARD WEISSMAN and Halina Dziewolska (Behavior Analysis and Therapy Partners), and Vincent J. Thoder (Saint Joseph's University)

Distance Supervision for Difficult Cases in Behavior Analysis

HALINA DZIEWOLSKA, Richard Weissman, and Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

Supervising Behavior Therapists in a Correctional Setting

JOSEPH D. CAUTILLI (Behavior Analysis and Therapy Partners)

Administrative Supervision of Staff

VINCENT J. THODER (Saint Joseph's University), Richard Weissman and Halina Dziewolska (Behavior Analysis and Therapy Partners)

225 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

217D (CC)

DDA; Applied Behavior Analysis

Advances in the Classroom: Assessment and Treatment of Skills Deficits

Chair: Todd G. Kopelman (University of Iowa Hospitals & Clinics)
Discussant: Stephanie M. Peterson (Western Michigan University)

Use of a Self-Monitoring Treatment Package to Support Teachers in Developing and Implementing Self-Monitoring Interventions

BERENICE DE LA CRUZ (PACED Behavior, LLC), Jeffrey S. Sigafoos (Victoria University of Wellington), and David P. Wacker (University of Iowa)

The Effect of Skill Training on Preference With Children With Severe to Profound Multiple Disabilities

ANURADHA SALIL KUMAR DUTT, Wendy K. Berg, David P. Wacker, and Joel Eric Ringdahl (University of Iowa)

An Analysis of Social-Communicative Interactions by Students With Autism Spectrum Disorder CHRISTINA F. ROANTREE and Craig H. Kennedy (Vanderbilt University)

226 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

217A (CC)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Henry Roane, Ph.D., BCBA

Translational Research: Evaluating the Generality of Behavioral Principles in Laboratory and Clinical Contexts

Chair: Henry S. Roane (State University of New York, Upstate Medical University)

Discussant: James E. Carr (Auburn University)

Development and Modification of a Response Class via Positive and Negative Reinforcement: A Translational Approach

AMBER E. MENDRES and John C. Borrero (University of Maryland, Baltimore County)

Examining the Relative Strength of Social and Nonsocial Reinforcers for Children With and Without Autism Spectrum Disorders

MICHELLE A. FRANK, Melissa Goldberg, Iser Guillermo DeLeon, Louis P. Hagopian, Mandy M. Triggs, Abbey Carreau, and Melissa J. Allman (Kennedy Krieger Institute)

Further Evaluations of Reinforcement Thinning Using Compound Schedules of Reinforcement

TERRY S. FALCOMATA (University of Texas at Austin), Henry S. Roane (State University of New York, Upstate Medical University), and Alison M. Betz and Kasey Stephenson (Munroe-Meyer Institute, University of Nebraska Medical Center)

227 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

217B (CC)

DDA; Applied Behavior Analysis

Positive Applied Behavior Analysis Interventions: Conceptual Issues and Empirical Findings

Chair: Catriona O'Toole (National University of Ireland, Maynooth)

Discussant: Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Exploring Social Validity in the Context of Multi-Element Behavior Support Interventions

CATRIONA O'TOOLE (National University of Ireland, Maynooth) and Caroline Dench (Callan Institute for Positive Behaviour Support)

Positive Behaviour Support: A Conceptual View

GER SCANLON, Yvonne Barnes-Holmes, and Ann Lodge (National University of Ireland, Maynooth)

School-Wide Positive Behaviour Support: Applying the Principles to Facilitate Change in One Class Group

GER SCANLON, Yvonne Barnes-Holmes, and Catriona O'Toole (National University of Ireland, Maynooth)

228 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

Travis A/B (Grand Hvatt)

DEV; Experimental Analysis

The Identification and Induction of Verbal and Observational Developmental Cusps in Preschool Children

Chair: R. Douglas Greer (Teachers College, Columbia University)

Effects of the Acquisition of Conditioned Reinforcement and Intensive Tact Instruction Social Verbal Exchanges in Preschool Children

JEANINE SCHMELZKOPF and R. Douglas Greer (Teachers College, Columbia University)

The Observational Conditioned Reinforcement Effect in Young Children: Elimination of the Role of the Experimenter

MICHELLE L. ZRINZO and R. Douglas Greer (Teachers College, Columbia University)

The Effects of Experimenter Habituation and Trial and Error Experiences on Emulation in Toddlers

MINDY BUNYA ROTHSTEIN and R. Douglas Greer (Teachers College, Columbia University)

Effects of Delivery of a Neutral Item to a Peer on Acquisition of Conditioned Reinforcement

MARA KATRA OBLAK and R. Douglas Greer (Teachers College, Columbia University)

229 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

Texas Ballroom Salon D (Grand Hyatt)

EDC: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Claire St. Peter Pipkin, Ph.D., BCBA

Advances in School-Based Assessment of Child Behavior

Chair: Claire St. Peter Pipkin (West Virginia University)

A Comparison of Brief Functional Analyses With and Without Consequences

JASON T. CAVIN, Nathan A. Call, Caitlin V. Herzinger, and Amanda Zangrillo (University of Southern Maine)

Using a Routines Analysis to Guide Functional Assessment

AARON BARNES, Cynthia M. Anderson, and Justin Boyd (University of Oregon)

An Initial Evaluation of a Secondary Intervention for Students With Escape-Maintained Problem Behavior

JUSTIN BOYD, Cynthia M. Anderson, and Jessica Turtura (University of Oregon)

Allocation of Teacher Attention and Effects on Student Behavior

SACHA PENCE and Claire St. Peter Pipkin (West Virginia University)

230 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

Texas Ballroom Salon A (Grand Hyatt)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Grant Gautreaux, Ph.D., BCBA

A Quantum Leap for Student Outcomes: Universities and School Districts in Partnership Using a Teaching as Applied Behavior Analysis Model

Chair: Grant Gautreaux (Nicholls State University)

Discussant: Katherine M. Matthews (The Faison School for Autism)

Teaching as Applied Behavior Analysis: Graduate Level University Degree Programs in Partnership With Local School Districts—Working Toward a Common Goal

GRANT GAUTREAUX and Dolleen-Day Keohane (Nicholls State University)

Using a Research-Based Hierarchy of Verbal Developmental Protocols to Provide a Foundation for Higher Order Verbal Operants

DOLLEEN-DAY KEOHANE, Grant Gautreaux, Mary Johnson, and Paula G. White (Nicholls State University)

Inducing and Expanding New Verbal Capabilities in Children and Young People With Autism Spectrum Disorders

DOLLEEN-DAY KEOHANE, Grant Gautreaux, Emma L. Martin, Sarah Alkhalaf, Kerry Faulkner, and Katie Foxall (Nicholls State University)

231 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

Republic B (Grand Hyatt)

OBM; Applied Behavior Analysis

Improving Staff Performance: A Comprehensive Application of Organizational Behavior Management Procedures in Human Service Settings

Chair: Lynn G. Bowman (Kennedy Krieger Institute)

Training Staff to Use Embedded Teaching to Increase Independence Among Children With Autism

STEPHANIE TOELKEN and Raymond G. Miltenberger (University of South Florida)

Using Staff Management Procedures to Improve Staff Adherence With a Toileting Program at an Intermediate Care Facility for Individuals With Developmental Disabilities

PAULA ALEXANDRA MATOS and Raymond G. Miltenberger (University of South Florida)

A Further Evaluation of Response Cards: Teaching Direct Care Staff Basic Behavioral Principles MELISSA M. SHULLEETA, Lynn G. Bowman, Samantha Hardesty, and Leaora L. Wagner (Kennedy Krieger Institute)

Critical Antecedent Analysis and Measurement of Hand Washing in a Hospital Setting

SAMANTHA HARDESTY, Lynn G. Bowman, Melissa M. Shulleeta, Leaora L. Wagner, and Louis P. Hagopian (Kennedy Krieger Institute); Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County); and Jewel Edmonds (Kennedy Krieger Institute)

232 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

Republic A (Grand Hvatt)

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Timothy Ludwig, Ph.D.

Behavioral Approaches to Pandemic Planning and Prevention in Hospital Settings

Chair: Timothy D. Ludwig (Appalachian State University)

Behavioral Systems Planning for a Pandemic in a Major Regional Medical Center to Assure Staff Availability

ARIEL GROSSHUESCH, Timothy D. Ludwig, and Chris Frazier (Appalachian State University)

Social Distancing and Hygiene as an Influenza Pandemic Mitigation Strategy: Employee Compliance and Performance

MICHAEL A. MAGOON (Booz|Allen|Hamilton), Douglas Himberger (NORC at the University of Chicago), and Joan Bishop and Karen Davis (Booz|Allen|Hamilton)

More Antecedents Please! The "Safety Blitz" Approach to Managing Bloodborne Pathogen Exposure

THOMAS R. CUNNINGHAM, Amanda Harney, and Ray Sinclair (National Institute for Occupational Safety and Health)

Behavioral Systems Analyses for a Sustainable Hand Hygiene Program Across the Healthcare, School, and Business Community

MOLLI LUKE and Mark P. Alavosius (University of Nevada, Reno)

233 Panel Discussion

5/30/2010

1:30 p.m.-2:50 p.m.

201 (CC)

OTH; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Maranda Trahan, M.S., BCBA

Professional Development Series: Prominent Women in Behavior Analysis

Chair: Maranda Trahan (Southern Illinois University Carbondale)

JULIE S. VARGAS (B. F. Skinner Foundation)

JENNIFER J. MCCOMAS (University of Minnesota)

JENNIFER R. ZARCONE (University of Rochester Medical Center)

BRIDGET A. TAYLOR (Alpine Learning Group)

234 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

Texas Ballroom Salon F (Grand Hyatt)

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Thomas Zane, Ph.D., BCBA

Online Instruction in Applied Behavior Analysis: Strategies and Tactics for Education and Training

Chair: Thomas L. Zane (The Center for Applied Behavior Analysis at The Sage Colleges)

An Experimental Evaluation of Fluency Versus Nonfluency-Based Training on Retention

STEPHEN E. EVERSOLE (Behavior Development Solutions)

Teaching Sign Recognition the Fast Way: On-Line Acquisition and Fluency Training

PAUL D. LUYBEN (State University of New York at Cortland)

Training on Demand: Considerations Affecting Streamed Video to Support Staff Training and Access to Treatment

ROBERT F. LITTLETON JR. (Evergreen Center) and Christian A. Benavides (BEACON Services)

Effects of Live Versus Asynchronous Interaction in On-Line Classrooms

DANA R. REINECKE (The Sage Colleges) and Thomas L. Zane (The Center for Applied Behavior Analysis at The Sage Colleges)

235 Paper Session

5/30/2010 1:30 p.m.-2:50 p.m.

Bonham B (Grand Hyatt)

TPC

Conceptual Investigations in Behavioral Theory and Philosophy

Chair: Sam Leigland (Gonzaga University)

On the Relationship Between Contextual Behavioral Science and Behavior Analysis (Theory) SAM LEIGLAND (Gonzaga University)

Clarifying Conceptual Confusions About Behavior Analysis: The Natural Science-Natural History Distinction (Theory)

EDWARD K. MORRIS (University of Kansas)

The Concept of Contingency in Three Kinds of Selection (Theory)

SIGRID S. GLENN (University of North Texas)

A Behavior Analysis of Instinctive Behavior (Theory)

MASAYA SATO (Seisa University)

236 Panel Discussion

5/30/2010

1:30 p.m.-2:50 p.m.

214A (CC)

VRB; Applied Behavior Analysis

Professional Development Series: Stimulus Equivalence: Current Applications and Future Developments

Chair: Yors A. Garcia (Southern Illinois University)

ERIK ARNTZEN (Akershus University College)

LANNY FIELDS (Queens College, The University of New York)

WILLIAM J. MCILVANE (University of Massachusetts Medical School)

CAROL PILGRIM (University of North Carolina, Wilmington)

237 Symposium

5/30/2010

1:30 p.m.-2:50 p.m.

214C (CC)

VRB; Applied Behavior Analysis

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

Teaching and Improving Verbal Repertoires in Children and Adults With and Without Disabilities

Chair: Ana Carolina Sella (Universidade Federal da Grande Dourados)

Discussant: Caio F. Miguel (California State University, Sacramento)

The Effects of Relationship Development on Communication and Compliance in Individuals With Intellectual Disabilities

ANDREA B. COURTEMANCHE, James A. Sherman, and Jan B. Sheldon (University of Kansas)

Teaching Isolated Words: Reading and Its Effects on Handwriting Skills

ANA CAROLINA SELLA (Universidade Federal da Grande Dourados) and Carmen Silvia Motta Bandini, Lias Rocha de Barros Oliveira, and Heloísa Helena Motta Bandini (Universidade Estadual de Ciências da Saúde de Alagoas)

Assessment of Reading Generalization Through Play Activities

CARMEN SILVIA MOTTA BANDINI (Universidade Estadual de Ciências da Saúde de Alagoas); Ana Carolina Sella (Universidade Federal da Grande Dourados); and Jacqueline Pimentel Tenorio and Heloísa Helena Motta Bandini (Universidade Estadual de Ciências da Saúde de Alagoas)

238 Paper Session

5/30/2010 1:30 p.m.–2:50 p.m. 214D (CC) VRB

Verbal Behavior Based Interventions II

Chair: Timothy M. Weil (University of South Florida)

An Assessment of a Naturalistic In-Home Training Protocol to Establish Joint Attention Responding With Children Diagnosed With Autism Spectrum Disorders

(Applied Behavior Analysis)

HEATHER BURRIS, Timothy M. Weil, and Victoria Fogel (University of South Florida)

Studying the Effects of Motivation on the Emergence of Untrained Verbal Operants (Applied Behavior Analysis)

ALYSIA S GILLIAM, Timothy M. Weil, and Raymond G. Miltenberger (University of South Florida)

Rapid Skill Acquisition Demonstrated Through the Use of the Verbal Behavior Milestones Assessment and Placement Program and Natural Environmental Teaching Strategies (Applied Behavior Analysis)

KAREN WOODS (ABC Consultants, LLC), Michelle Ennis Soreth (Rowan University), and John C. Barnard (ABC Consultants LLC)

239 Paper Session

5/30/2010 2:00 p.m.–2:50 p.m. Texas Ballroom Salon E (Grand Hyatt) EDC

Behavior Analysis in the General Education Classroom: Benefits for Student With and Without Special Needs

Chair: Daniel E. Hursh (West Virginia University)

Behavior Analysis for General Education Teachers (Applied Behavior Analysis)

DANIEL E. HURSH and Brandi Slider (West Virginia University), and Vicci Tucci (Tucci Learning Solutions, Inc.)

One for All and All for One! Using Verbal Behavior Analysis to Include Students With Autism in General Education (Applied Behavior Analysis)

JEREMY H. GREENBERG, Ming Tang, and Samantha Tsoi (The Children's Institute of Hong Kong)

240 Invited Presenter

5/30/2010 2:30 p.m.–3:20 p.m. Ballroom A (CC)

EAB; Experimental Analysis

Rethinking Reinforcement: Allocation, Induction, and Correlation

Chair: William M. Baum (University of California, Davis)
WILLIAM M. BAUM (University of California, Davis)



William M. Baum received his BA 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: The concept of reinforcement is at least incomplete and almost certainly incorrect. An alternative way of organizing our understanding of behavior utilizes three concepts: allocation, induction, and correlation. Allocation means choice: All behavior entails choice and consists of choice. Allocation changes as a result of induction and correlation. The term induction covers phenomena such as adjunctive, interim, and terminal behavior—behavior induced in a situation by occurrence of food or another phylogenetically important event (PIE) in that situation. Induction resembles stimulus control in that no one-to-one relation exists between induced behavior and the inducing event. A PIE thus resembles a discriminative stimulus, except that a PIE depends on phylogeny. Much empirical evidence supports the idea that a PIE induces all PIE-related activities. Empirical evidence also supports the idea that stimuli correlated with PIEs become PIE-related conditional inducing stimuli. Contingencies create correlations between "operant" activity (e.g., lever pressing) and PIEs (e.g., food). Once an activity has become PIE-related, the PIE induces it along with other PIE-related activities. A contingency also constrains possible performances. Allocations that include a lot of operant activity are selected because they have high value (high rate of PIEs) within the constraints of the situation.

241 Invited Presenter

5/30/2010 2:30 p.m.-3:20 p.m. 103AB (CC)

EDC; Applied Behavior Analysis

Randomized Controlled Trial of Tier 2 Mathematics Intervention on Mathematics Achievement Rtl Chair: Cathy L. Watkins (California State University, Stanislaus)

AMANDA M. VANDERHEYDEN (Education Research and Consulting, Inc.)



Amanda M. VanDerHeyden, Ph.D., is a private consultant and researcher living in Fairhope, Alabama. Dr. VanDerHeyden has worked as a researcher and consultant in a number of states and school districts. In Vail Unified School District, Dr. VanDerHeyden led a district effort to implement the STEEP RTI model from 2002 to 2005. In this district, identification of children as having specific learning disabilities was reduced by half within two years, test scores increased, and the district was nationally recognized as a success story related to No Child Left Behind by the U.S. Department of Education. Dr. VanDerHeyden

has authored over 40 related articles and book chapters and has worked as a national trainer and consultant to assist districts to implement RTI models. In 2006, Dr. VanDerHeyden was named to an advisory panel for the National Center for Learning Disabilities to provide guidance related to RTI and the diagnosis of specific learning disability. She is Associate Editor of Journal of Behavioral Education and Assessment for Effective Intervention and serves on the editorial boards for School Psychology Review, School Psychology Quarterly, Journal of School Psychology, Topics in Early Childhood Special Education, Journal of Early Intervention, and Journal of Learning Disabilities. Dr. VanDerHeyden is Co-Editor of Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (published by Springer), and special issues of Assessment for Effective Intervention and School Psychology Review, each focusing on RTI.

Abstract: Dr. VanDerHeyden will describe the development of a tier 2 mathematics intervention to address poor mathematics performance district-wide. Multiple baseline data will be shared demonstrating on average a 21% increase in the percentage of students meeting the proficiency criterion on the year-end accountability measure. In a systematic replication in another district, a randomized controlled trial design was used to evaluate intervention effects at fourth and fifth grade and results favored the intervention. Protocols, graphs, and short videoclips will be used throughout the presentation to give participants a concrete sense of measurement, intervention, and decision-making procedures.

Dr. VanDerHeyden will comment on the use of randomized controlled trial designs and "lessons learned" related to their use in classrooms in the study of response to intervention procedures.

242 Symposium

5/30/2010

2:30 p.m.-3:50 p.m.

Lone Star Ballroom Salon A (Grand Hvatt)

AAB; Applied Behavior Analysis

Capers Born of Captivity: Understanding and Treating Diverse Behavior Problems in Captive Animals

Chair: Jennifer L. Sobie (University of Illinois)

Discussant: Susan G. Friedman (Utah State University)

Functional and Morphological Heterogeneity of Stereotypies: Towards a Unifying Theory

MATTHEW PARKER (The Royal Veterinary College)

Treatment of Stereotypic Behavior in Companion Animal

JENNIFER L. SOBIE (University of Illinois)

From Textbook to Practice: Changing Environments to Change Pet Parrot Behavior

SUSAN G. FRIEDMAN (Utah State University)

243 Symposium

5/30/2010

3:00 p.m.-4:20 p.m.

205 (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Erik Mayville, Ph.D., BCBA

Some Foundational Topics in ABA-Based Treatment for Autism

Chair: Erik A. Mayville (Connecticut Center for Child Development)

Discussant: James A. Mulick (The Ohio State University)

Behavior Analytic Language in Autism Treatment

PHILIP N. HINELINE (Temple University) and Stacie M. Groeling (Xanadu Behavior Therapy)

Some Current Dimensions of Translational Behavior Analysis: From Laboratory Research to Intervention for Persons With Autism Spectrum Disorders

WILLIAM J. MCILVANE (University of Massachusetts Medical School), William V. Dube (University of Maryland Medical Center), Karen M. Lionello-DeNolf (University of Massachusetts Medical School), Richard W. Serna (University of Massachusetts Medical Center), and Romariz Barros and Olavo F. Galvão (Universidade Federal do Pará)

Continuum-Based Model of Behavioral Treatment for Children With Autism: A Multi-Factor and Multi-Dimensional Perspective

RAYMOND G. ROMANCZYK (Institute for Child Development, Binghamton University), and Jennifer M. Gillis Mattson (Auburn University)

244 Panel Discussion

5/30/2010

3:00 p.m.-4:20 p.m.

207AB (CC)

AUT: Applied Behavior Analysis

BACB CE Offered. CE Instructor: David Adams, M.Div., BCBA

Toilet Training Individuals With and Without Disabilities: Research, Methodologies, and Problem Solving

Chair: David Adams (Autism Spectrum Therapies)

PATRICK C. FRIMAN (Father Flanagan's Girls and Boys Town)

ENNIO C. CIPANI (National University)

ERICA R. ROEST (Autism Spectrum Therapies)
DAVID ADAMS (Autism Spectrum Therapies)

245 Symposium

5/30/2010

3:00 p.m.-4:20 p.m.

206AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Cassondra Gayman, M.S., BCBA

Case Studies Using Evidence-Based Treatments From the Mariposa School for Children With Autism

Chair: Cassondra Mae Gayman (The Mariposa School for Children with Autism)

Discussant: Ruth M. Hurst (University of North Carolina, Wilmington)

Transitions, and Tokens, and Schedules Oh My! Transitioning Twins From One-On-One to Group Instruction

CASSONDRA MAE GAYMAN, Danielle DelVecchio, and Jeni Stofer (The Mariposa School for Children with Autism), and Ruth M. Hurst (University of North Carolina, Wilmington)

I Want a Cookie: Using Functional Communication Training to Reduce Occurrence of Problem Behavior

MIGUEL AMPUERO, Cassondra Mae Gayman, and Marianna Freddo (The Mariposa School for Children with Autism), and Ruth M. Hurst (University of North Carolina, Wilmington)

I'm Sleepy and My Tummy Hurts: Making Effective Program Schedule Modifications Based on Motivating Operations

MIGUEL AMPUERO, Katie Burrell, and Mary Beth Hooks (The Mariposa School for Children with Autism), and Ruth M. Hurst (University of North Carolina, Wilmington)

246 Symposium

5/30/2010

3:00 p.m.-4:20 p.m.

204AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered, CE Instructor: Ruth DeBar, Ph.D., BCBA

The Effectiveness of Choice in Assessment and Intervention of Children With Autism and Related Disorders

Chair: Ruth M. DeBar (Caldwell College)

Discussant: Helen I. Cannella-Malone (The Ohio State University)

An Examination of the Use of Eye Gaze to Assess the Preferences of Individuals With Severe Physical and Intellectual Disabilities

GEOFFREY WHEELER, Courtney Fleming, Helen I. Cannella-Malone, Abby Basbagill, Yi-Chieh Chung, and Kristall J. Graham (The Ohio State University)

The Effects of Choice of Instructional Materials on Competing Behaviors of Children Diagnosed With Autism

ASHLEY C. FOGLE (Including Kids, Inc.) and Ruth M. DeBar (Caldwell College)

Teaching Children With Autism to Independently Choose Activities and Create a Textual Schedule

DIANA ZITELLI, Sharon A. Reeve, Tina Sidener, and Patrick R. Progar (Caldwell College)

247 Symposium

5/30/2010

3:00 p.m.-4:20 p.m.

202AB (CC)

AUT: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Tiffany Kodak, Ph.D., BCBA

Identifying Effective Instructional Procedures for Teaching Discrimination Skills to Individuals With Autism Spectrum Disorders

Chair: Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center)

A Comparison of Methods for Teaching Auditory-Visual Conditional Discrimination to Children With Autism Spectrum Disorders

LAURA L. GROW (Munroe-Meyer Institute), James E. Carr (Auburn University), Tiffany Kodak and Candice M. Jostad (Munroe-Meyer Institute, University of Nebraska Medical Center), and April Kisamore (Western New England College)

Comparison of Progressive Time Delay With and Without Instructive Feedback for Children With Autism Spectrum Disorders

BRIAN REICHOW (Yale University)

Incorporating Instructive Feedback Into a Stimulus Equivalence Paradigm to Obtain Untrained Relations With Children Diagnosed With Autism

TIFFANY KODAK and Laura L. Grow (Munroe-Meyer Institute, University of Nebraska Medical Center), Amy Drayton (Eastern Michigan University), Nitasha Dickes (Munroe-Meyer Institute, University of Nebraska Medical Center)

Evaluation of a Pre-Teaching Prompting Assessment

JESSICA L. SEAVER and Jason C. Bourret (The New England Center for Children)

248 Symposium

5/30/2010

3:00 p.m.-4:20 p.m.

203AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Linda Heitzman-Powell, Ph.D., BCBA

On-Line and Applied System for Intervention Skills Training for Providers and Parents of Young Children With Autism

Chair and Discussant: Linda S. Heitzman-Powell (University of Kansas Medical Center)

Distance Applied Behavior Analysis Training for Parents of Children With Autism in Geographically Remote Areas

JAY FURMAN BUZHARDT (Juniper Gardens Children's Project), Linda S. Heitzman-Powell (University of Kansas Medical Center), and Rachel L. White and Elizabeth C. Rusinko (University of Kansas)

Distance Applied Behavior Analysis Parent Training With a Spanish Speaking Family Living in a Geographically Remote Area

ELIZABETH C. RUSINKO (University of Kansas), Linda S. Heitzman-Powell (University of Kansas Medical Center), Jay Furman Buzhardt (Juniper Gardens Children's Project), and Rachel L. White and Sylvia Maack (University of Kansas)

On-Line and Applied System for Intervention Skills: State-Wide Training for Autism Waiver Service Providers

JILL M. WHITE KOERTNER and Linda S. Heitzman-Powell (University of Kansas Medical Center), Debra M. Kamps (Juniper Gardens Children's Project), and Elizabeth C. Rusinko (University of Kansas)

249 Symposium

5/30/2010 3:00 p.m.–4:20 p.m. Texas Ballroom Salon C (Grand Hyatt) CBM: Service Delivery

Behavioral Assessment of Attention Deficit Hyperactivity Disorder Behavior

Chair: Jeffrey Danforth (Eastern Connecticut State University)
Discussant: Marguerite L. Hoerger (University of Wales Bangor)

Behavior Analysis of Cigarette Smoking Among Individuals With Attention Deficit Hyperactivity Disorders

JEFFREY DANFORTH (Eastern Connecticut State University), Vania Modesto-Lowe (Connecticut Valley Hospital), and Carla Neering (Quinnipiac University)

Effects of Stimulant Medication Under Varied Motivational Operations

DUNCAN PRITCHARD (Aran Hall School), F. Charles Mace (University of Southern Maine), Karen Thomas, Jane Kochy, and Tim J. Dyer (Aran Hall School)

Functional Assessment and the Question of Incremental Validity in an Outpatient Attention Deficit Hyperactivity Disorder Clinic

DAVID REITMAN and Elliot Joseph (Nova Southeastern University)

250 Symposium

5/30/2010 3:00 p.m.-4:20 p.m. Crockett C/D (Grand Hyatt) CBM; Service Delivery

Research and Application in the Context of Valued Living

Chair: Stephanie L. Nassar (University of Mississippi)

Discussant: Chad E. Drake (University of South Carolina Aiken)

Exploring the Use of the Hexaflex Functional Dimensional Experiential Interview

MAUREEN KATHLEEN FLYNN, Kelly G. Wilson, Kate Kellum, Stephanie L. Nassar, Regan M. Slater, Nadia Lucas, Michael Bordieri, and Scott Bethay (University of Mississippi)

Update on Values-Centered Adaptation of the Expressive Writing Paradigm

STEPHANIE L. NASSAR, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

Exploring Values and Present Moment: An Examination of the Sweet Spot Exercise

REGAN M. SLATER, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

251 Symposium

5/30/2010

3:00 p.m.-4:20 p.m.

Seguin (Grand Hyatt)

CSE; Service Delivery

BACB CE Offered. CE Instructor: David Lennox, Ph.D.

Organizational Approaches to Restraint Prevention

Chair: David B. Lennox (Quality Behavioral Solutions, Inc.)

Discussant: Michael F. Dorsey (Endicott College)

Aggregation and Analysis of Critical Incident Data From Multiple Sites

DAVID ROURKE and Elisabeth Kinney (Quality Behavioral Solutions, Inc.)

Functional Analysis of Physical Restraint Behaviors

ZACHARY HOUSTON (Quality Behavioral Solutions, Inc.)

Critical Elements of a System-Wide Restraint Prevention Program

DAVID B. LENNOX (Quality Behavioral Solutions, Inc.)

252 Symposium

5/30/2010

3:00 p.m.-4:20 p.m.

217A (CC)

DDA; Applied Behavior Analysis

BACB CE Offered, CE Instructor: Rachel Thompson, Ph.D., BCBA

Treatment of Automatically Maintained Problem Behavior: Indirect Effects, Procedural Integrity Challenges, and Maintenance

Chair: Rachel H. Thompson (Western New England College)

Indirect Effects of Positive Practice Overcorrection

LINDSAY C. PETERS and Rachel H. Thompson (Western New England College)

A Longitudinal Study of Stereotypy as Reinforcement to Increase Functional Play Skills in Children Diagnosed With Autism

JACQUELINE N. POTTER (The New England Center for Children), Gregory P. Hanley (Western New England College), and Meredith C. Phelps (The New England Center for Children)

Reducing Problem Behavior Maintained by Automatic Reinforcement Through a Variable Momentary Differential Reinforcement of Other Behavior Procedure

KAREN A. TOUSSAINT and Jeffrey H. Tiger (Louisiana State University)

The Effects of Delays to Response Blocking When Used as Treatment for Problem Behavior Maintained by Automatic Reinforcement

MEGAN L. KLIEBERT, Jeffrey H. Tiger, and Karen A. Toussaint (Louisiana State University)

253 Panel Discussion

5/30/2010

3:00 p.m.-4:20 p.m.

217C (CC)

DDA: Service Delivery

BACB CE Offered. CE Instructor: Allen Karsina, M.S., BCBA

Reducing Restraint in Our Public and Private Schools:

Views, Considerations, and Strategies

Chair: William H. Ahearn (The New England Center for Children)

RICHARD M. FOXX (The Pennsylvania State University)

TIMOTHY R. VOLLMER (University of Florida)

ALAN E. HARCHIK (May Institute)

ALLEN J. KARSINA (The New England Center for Children)

254 Symposium

5/30/2010

3:00 p.m.-4:20 p.m.

217D (CC)

DDA; Applied Behavior Analysis

Applied Evaluations of Basic Behavioral Phenomena: Resistance to Change and Resurgence

Chair: Joel Eric Ringdahl (University of Iowa)

Discussant: John A. Nevin (University of New Hampshire)

Resistance to Change Following Functional Analyses of Problem Behavior: Effects of Rate and Probability of Reinforcement

JOEL ERIC RINGDAHL and Kelly M. Vinquist (University of Iowa)

Resurgence of Problem Behavior Following Its Elimination With DRA

F. CHARLES MACE (University of Southern Maine), Duncan Pritchard (Aran Hall School), Maggie Hoerger (University of Wales), Annette J. Ikin (Aran Hall School), Lisa Kovacs (ProCare Wales), and Karen Thomas (College Internship Program)

Evaluating Resurgence of Problem Behavior During Long-Term Functional Communication Training

DAVID P. WACKER, Jay W. Harding, Wendy K. Berg, John F. Lee, Kelly M. Schieltz, and Yaniz C. Padilla Dalmau (University of Iowa)

255 Paper Session

5/30/2010

3:00 p.m.-4:20 p.m.

217B (CC)

DDA

Evaluations of Various Treatments to Reduce Challenging Behavior

Chair: Annie McLaughlin (University of Washington)

Effects of Intertrial Time on Compliance During High-Probability Requests

(Applied Behavior Analysis)

ANNIE MCLAUGHLIN and Carol Ann Davis (University of Washington)

Comparing the Effectiveness of Behavioral Contracts That Use Function-Based Reinforcers Versus Highly Preferred Items (Applied Behavior Analysis)

DANICA M. SIMMONS and Kimberly Crosland (University of South Florida), and Valeria Parejo (Human Development Center, Inc.)

Case Study: Using Self Management to Reduce "Tic" Behaviors in an 11-Year-Old With Tourette's (Applied Behavior Analysis)

JOANNA FERNANDEZ and Robert Haupt (Autism Spectrum Therapies)

Don't Dare Touch Me There (Applied Behavior Analysis)

TIMOTHY RAY GULLICK (Behavior Change Solutions) and Andrew J. Houvouras (Applying Behavior Concepts)

256 Symposium

5/30/2010

3:00 p.m.-4:20 p.m.

Texas Ballroom Salon A (Grand Hyatt)

EDC: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Amy Lackey, Ph.D., BCBA

Teacher Training Procedures to Improve Instructional Efficacy

Chair and Discussant: Catherine D. Sales (Rye Schools)

The Use of a Behavioral Skills Training Package to Teach Graph Analysis to Community-Based Teachers

Lindsay M. Maffei-Almodovar and GINA MARIE FELICIANO (All About Kids)

Acquisition of Functional Analysis Methodology via Video Modeling

AMY J. DAVIES LACKEY, Samantha M. Solow, Lauren Katz, Ilana Garcia, and Sandy Pih (Manhattan Childrens Center)

Video-Based Self-Monitoring Versus In-Vivo Supervision to Teach Behavior Analytic Repertoires SUDHA RAMASWAMY (Mercy College)

257 Symposium

5/30/2010

3:00 p.m.-4:20 p.m.

Texas Ballroom Salon D (Grand Hyatt)

EDC; Applied Behavior Analysis

Check-In, Check-Out, and Behavioral Monitoring Programs for Students With or At-Risk for Emotional and Behavioral Disorders

Chair: Mack Burke (Texas A&M University)

Effects of a Check-in, Check-Out Program on the Reading Outcomes and Problem Behaviors of Elementary School Students With Emotional and Behavioral Disorders

STACY MORGAN (Pflugerville Intermediate School District), and Mack Burke and Kimberly Vannest (Texas A&M University)

Combining Check-In, Check-Out With Teacher Mentoring in High School to Address Academic and Behavioral Outcomes

MAE G. COFFMAN (Pflugerville Intermediate School District), and Mack Burke and Kimberly Vannest (Texas A&M University)

Effects of an Individualized Behavior Monitoring Program for High School Students At-Risk for Emotional and Behavioral Disorders

JILLIAN WHITE, Mack Burke, and Kimberly Vannest (Texas A&M University)

Combining Functional Behavioral Assessment With Check-in, Check-Out, Daily Behavior Report Cards. and Positive Reinforcement

ROXANA BOLTON and Mack Burke (Texas A&M University)

258 Panel Discussion

5/30/2010

3:00 p.m.-4:20 p.m.

Texas Ballroom Salon E (Grand Hyatt)

EDC: Service Delivery

Professional Development Series: Creating and Marketing Behavior Analytic Products

Chair: Timothy C. Fuller (University of Nevada, Reno)

JANET S. TWYMAN (Headsprout)

STEPHEN E. EVERSOLE (Behavior Development Solutions)

MICHAEL J. MALONEY (Teach Your Children Well)

259 Paper Session

5/30/2010

3:00 p.m.-4:20 p.m.

Republic B (Grand Hyatt)

OBM

Training Direct Care Staff in Adult Day Training Centers

Chair: Karen R. Wagner (Behavior Services of Brevard, Inc.)

A Comparative Analysis of Discrete Trial Verbal Behavior Training Methods: Traditional Versus Video Formats With Previously Trained Staff (Applied Behavior Analysis)

MARTA T. FIOL. Karen R. Wagner, and Rachel Dval Behavior Services of Brevard, Inc.)

Utilizing Organizational Behavior Management Techniques for Direct Caregivers of Individuals With Developmental Disabilities (Applied Behavior Analysis)

RYAN MATHEW CURRAN, David Garcia, and Stephen P. Starin (Behavior Analysis, Inc.)

Don't Shoot the Staff! And Other Effective Reinforcer, Feedback, and Training Systems (Service Delivery)

KAREN R. WAGNER and Marta T. Fiol (Behavior Services of Brevard, Inc.)

260 Paper Session

5/30/2010 3:00 p.m.–4:20 p.m. Republic A (Grand Hyatt) OBM

Improving Performance: What to Do and What Not to Do

Chair: Amanda S. Mentzer (Queens College, The City University of New York)

Effects of Self-Monitoring Plus Feedback on the Customer-Service Performance of Registration Employees (Applied Behavior Analysis)

AMANDA S. MENTZER (The Graduate Center, Queens College, City University of New York) and Alicia M. Alvero (Queens College, The City University of New York)

The Effects of Immediate Feedback on Productivity and Persistence of Goal-Directed Behaviour (Experimental Analysis)

TRIONA TAMMEMAGI and Denis P. O'Hora (National University of Ireland, Galway) and Kristen A. Maglieri (Trinity College Dublin)

Three Empirical Examinations of Employee of the Month (Applied Behavior Analysis)

DOUGLAS A. JOHNSON (Operant-Tech Consulting), Markus Arnold (University of Hamburg), and Eva Ponick and Heike Schenk-Mathes (Clausthal University of Technology)

261 Symposium

Practice Board Sponsored Event

5/30/2010 3:00 p.m.-4:20 p.m. 201 (CC) OTH: Service Delivery

ABAI Practice Board Presents a Symposium for Parents: How to Get Medical Insurance Funding for Your Child's Applied Behavior Analysis Program

Chair: Amy Kenzer (Center for Autism and Related Disorders, Inc.)

History of Funding for Applied Behavior Analytic Services: Background Perspective for Parents of Children on the Autism Spectrum

DOREEN GRANPEESHEH (Center for Autism and Related Disorders, Inc.) and Michael F. Dorsey (Endicott College)

What Every Parent of a Child With Autism Needs to Know: Current Status of Medical Insurance Legislation Requiring Coverage for Applied Behavior Analytic Services in 15 States

DOREEN GRANPEESHEH and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Not All Insurance is Created Equal: Distinguishing Between Good and Bad Insurance Plans for Autism

AMY KENZER and Bryce Miler (Center for Autism and Related Disorders, Inc.)

A Practical Tutorial for Parents on How to Get and Maintain Insurance Funding for Your Child's Applied Behavior Analysis Program

BRYCE MILER and Doreen Granpeesheh (Center for Autism and Related Disorders, Inc.)

262 Panel Discussion

5/30/2010

3:00 p.m.-4:20 p.m.

Texas Ballroom Salon F (Grand Hyatt)

TBA; Applied Behavior Analysis

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

Providing Behavior Analyst Certification Board Supervision Within the University Setting

Chair: Erin Reed Young (Sam Houston State University)

BARBARA A. METZGER (Sam Houston State University)

JESSICA E. FRIEDER (Armstrong Atlantic State University)

CAROLE M. VAN CAMP (University of North Carolina, Wilmington)

CHERYL ANN FIELDING (University of Texas-Pan American)

263 Symposium

5/30/2010

3:00 p.m.-4:20 p.m.

Bonham C (Grand Hyatt)

TPC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gary LaVigna, Ph.D., BCBA

Nonlinear Applied Behavior Analysis and Challenging Behavior: Implications and Applications

Chair: Gary W. LaVigna (Institute for Applied Behavior Analysis)

Discussant: T. V. Joe Layng (Headsprout)

Nonlinear Applied Behavior Analysis: Implications for Supporting People With Challenging Behavior

GARY W. LAVIGNA and Thomas J. Willis (Institute for Applied Behavior Analysis)

Alternative Contingency Sets: Overview and Implications for Analysis and Intervention MARTA LEON (Headsprout)

Empirical Support for the Applications of Nonlinear Behavior Analysis in the Area of Challenging Behavior

LORI A. DOTSON and Priya Runyon (Institute for Applied Behavior Analysis)

264 Symposium

5/30/2010

3:00 p.m.-4:20 p.m.

214C (CC)

VRB; Theory

BACB CE Offered. CE Instructor: Matthew Normand, Ph.D., BCBA

A Behavior Analysis of Language: Are Our Conceptual Tools Sufficient?

Chair: Matthew P. Normand (University of the Pacific)

Discussant: Michael J. Dougher (University of New Mexico)

Much Ado About Nothing: Skinner's Analysis of Verbal Behavior

MATTHEW P. NORMAND (University of the Pacific)

Some Thoughts on the Relation Between Derived Relational Responding and Verbal Behavior JAY MOORE (University of Wisconsin-Madison)

New Rule: Abandon the Terminology of Rules and Rule-Governed Behavior

HENRY D. SCHLINGER (California State University, Los Angeles)

265 Paper Session

5/30/2010 3:30 p.m.–3:50 p.m. Lone Star Ballroom Salon C (Grand Hyatt) EAB

Behavior Analysis and Neuroscience

Chair: Ewa Pawul (Long Island University)

Serial Seizures Can Cause Long-Term Elevations in Avoidance Behavior and May Impair Auditory Discriminations (Experimental Analysis)
EWA PAWUL and John C. Neill (Long Island University)

266 Invited Presenter

5/30/2010 3:30 p.m.–4:20 p.m. 103AB (CC) BPH; Experimental Analysis

Addiction: Triumph of EAB in Translational Research

Chair: Jesse Dallery (University of Florida)

R. J. LAMB (University of Texas Health Services Center-Houston)



R. J. Lamb received his undergraduate degree from the University of Chicago in biology. He did his doctoral work with Don McMillan at the University of Arkansas for Medical Science in pharmacology. Dr. Lamb then moved to Baltimore where he did a postdoctoral fellowship with Roland Griffiths at Johns Hopkins University in the Division of Behavioral Biology. He went on to be a staff fellow working with Jack Henningfield in the clinical pharmacology branch of the NIDA intramural research program and with Steve Goldberg in the preclinical pharmacology branch. From there he went to the Philadelphia area: first as an Assistant Professor at the University of Medicine and Dentistry of New Jersey and then as an Associate Professor at

Hahnemann University. While at these institutions, Dr. Lamb worked with Martin Iguchi, Kim Kirby, Toby Järbe, and Andrew Morral doing both treatment studies and preclinical studies related to drug addiction. Dr. Lamb is currently a Professor of Psychiatry and Pharmacology at the University of Texas Health Science Center at San Antonio conducting research on using shaping to improve contingency management and conducting preclinical studies examining the effects of potential medications on animal models of alcoholism.

Abstract: Addiction is continued drug taking despite its adverse consequences. The experimental analysis of behavior views this drug taking as drug-reinforced behavior. This viewpoint along with the application of the inherently translational tools of pharmacology has resulted in much greater success of translational research in addiction than many other areas. This is particularly true when addiction is viewed as the choice of drug-reinforced behavior over other behaviors. These viewpoints and tools contribute in a variety of ways to translational research in addiction. For example, identification of the dopamine transporter as the site of action responsible for cocaine's addictive properties depended upon these conceptual approaches. The search for new medications to treat addiction is highly dependent on these approaches, perhaps even to a greater extent than generally recognized. These viewpoints also provide clear and insightful ways to conceptualize vulnerability to addiction, and ways to study this vulnerability. Finally, such viewpoints led to the development of effective behavioral treatments for addiction and improvements of these treatments. Translational research of behavioral disorders, such as addiction, cannot be divorced from the level of analysis upon which these disorders are manifest. Thus, successful translational research in addiction is a product of the experimental analysis of behavior.

267 Paper Session

5/30/2010

3:30 p.m.-4:20 p.m.

Lone Star Ballroom Salon D (Grand Hyatt)

EAB

Equivalence

Chair: William Ferreira Perez (Universidade de São Paulo)

Go and No-Go Procedure With Compound Stimuli and the Emergence of Symmetry

in the Pigeon (Experimental Analysis)

HELOISA CURSI CAMPOS and Paula Debert (University of São Paulo)

Select and Reject Controls in Equivalence-Class Formation: A Critical Analysis on Methodological Issues (Experimental Analysis)

WILLIAM FERREIRA PEREZ and Gerson Yukio Tomanari (University of São Paulo)

268 Paper Session

5/30/2010

3:30 p.m.-4:20 p.m.

Lone Star Ballroom Salon E (Grand Hyatt)

EAB

Social Influences

Chair: Brian J. Cowley (Park University)

Behavioral Psychosocial Analysis and Theories (Part 1) (Experimental Analysis)

CHRISTOPHER LIN MCDONALD (Poquoson City Public Schools)

Cultural Biases and Relational Responding (Experimental Analysis)

BRIAN J. COWLEY, Dennis D. Kerkman, and Eileen Di Stasio-Clark (Park University)

269 Paper Session

5/30/2010

3:30 p.m.-4:20 p.m.

Lone Star Ballroom Salon F (Grand Hyatt)

EAB

Gambling

Chair: Maree J. Hunt (Victoria University of Wellington)

Gambling During a Recession: Differential Stability Among Public Games

(Experimental Analysis)

CHARLES A. LYONS and Craig Leroy Moschkau (Eastern Oregon University)

Slot Machine Structural Characteristics, the Near Win, and Sensitivity to Reinforcement

(Experimental Analysis)

MAREE J. HUNT and Blair Wallace (Victoria University of Wellington), Heather L. Peters (The Open Polytechnic of New Zealand), and David N. Harper (Victoria University of Wellington)

270 Panel Discussion

Science Board Sponsored Event

5/30/2010

3:30 p.m.-4:20 p.m.

Texas Ballroom Salon B (Grand Hvatt)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Alison Moors, M.A., BCBA

Professional Development Series: An Introduction to Precision Teaching

Chair: Kendra L. Rickard (University of Nevada, Reno)

JENNIFER TESTA (Morningside Academy)

KERRI K. MILYKO (University of Nevada, Reno)

ALISON L. MOORS (Academy for Precision Learning)

271 B. F. Skinner Lecture Series

5/30/2010 3:30 p.m.–4:20 p.m. Ballroom A (CC)

TBA; Applied Behavior Analysis

Behavior Analysis and the Charter School Movement

Chair: Denise E. Ross (Chicago School of Professional Psychology)

JOSH EDELMAN (DC Public Schools)



Josh Edelman is the Deputy Chief of School Innovation (OSI) for the DC Public Schools. OSI oversees efforts to support and empower 58 DC public schools through the infusion of unique programmatic elements targeting student investment and achievement. Previously, Mr. Edelman was the Executive Officer of the Office of New Schools (ONS) at Chicago Public Schools, which worked to recruit, develop, and support new schools and ultimately, hold them accountable to high performance measures. Mr. Edelman has also held various leadership positions at The SEED Foundation, first on the Board of Directors, then as Principal of The SEED School, a public charter boarding school in Washington DC. Mr. Edelman is also a

seasoned educator. After teaching at Milton Academy in Massachusetts, he taught social studies for seven years at Menlo-Atherton High School in Atherton, California where he was also the founder and Executive Director for RISE (Realizing Intellect through Self-Empowerment), a youth development program targeted at African-American youth. Mr. Edelman has a bachelor's degree in American history from Harvard University, a Master's degree in education from Stanford University, and a second Master's in educational administration with administrative credential, also from Stanford University. Mr. Edelman has received fellowships from the Mellon Foundation and Echoing Green. Mr. Edelman has served on the Boards of The SEED Foundation, Center for the Future of Teaching and Learning, and was a MENtor for Real Men Read in Chicago.

Abstract: Charter schools provide an opportunity for behavior analysts to implement innovative and unique approaches to education that may contribute to the success of students in public schools. However, developing charter schools can also be challenging. In this lecture, Josh Edelman, the Deputy Chief of School Innovation for DC Public Schools, will describe the charter school movement in major urban areas and the impact that it can have for individuals who want to start new schools. Mr. Edelman will also share his experiences opening more than 80 new schools in major urban areas. This lecture will address common questions and issues related to developing unique school programs as part of a charter school.

272 Symposium

5/30/2010

4:00 p.m.-5:20 p.m.

Lone Star Ballroom Salon A (Grand Hyatt)

AAB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Christy Alligood, Ph.D., BCBA

Spice Up My Habitat! Systematic Evaluations of Environmental Enrichment at the Zoo

Chair: Christy A. Alligood (Disney's Animal Kingdom, Education and Science)

'Round and 'Round They Go: Assessment of Wheel Running as an Enrichment Strategy for Captive Key Largo Woodrats (*Neotoma Floridana Smalli*)

CHRISTY A. ALLIGOOD and Amanda M. Pavese (Disney's Animal Kingdom, Education and Science), Andre J. Daneault (Disney's Animal Kingdom, Animal Husbandry), and Anne Savage (Disney's Animal Kingdom, Education and Science)

GPS Assessment of Animal Behavior in Zoos

JOSEPH SOLTIS, Katherine A. Leighty, and Anne Savage (Disney's Animal Kingdom, Education and Science)

Manipulating Enrichment to Expand Enclosure Usage of Captive African Elephants (Loxodonta Africana)

KATHRYN LYNN TUCKER and Jesus Rosales-Ruiz (University of North Texas), and Deborah Fripp (Dallas Zoo)

The Captive Animal Activity Tracking System: A Systematic Method for Evaluating Captive Animal Welfare

KATHRYN L. KALAFUT (Brown University) and Jesus Rosales-Ruiz (University of North Texas)

273 Symposium

5/30/2010

4:00 p.m.-5:20 p.m.

Crockett A/B (Grand Hyatt)

CBM; Applied Behavior Analysis

Behavior Analysis and Other Evidence-Based Treatments in the Criminal Justice and Prison Reform Movement

Chair and Discussant: Jack A. Apsche (The Apsche Center at North Spring Behavioral Healthcare)

Recent Meta-Analytic Studies on Prison Based Behavioral Interventions: Behavior Modification Works to Reduce Prison Misconduct and Recidivism

MARC GORUM (Correctional Medical Services), and Joseph D. Cautilli and Halina Dziewolska (Behavior Analysis and Therapy Partners)

Behavioral Intervention Versus Counseling for Delinquents: Recent Meta-Analytic Results TERESA BALAWEJDER (Texas Department of Aging and Disability Services), Beckie Robbins (Lubbock State Supported Living Center), and Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

Meta-Analysis Results and Implications of Mode Deactivation Therapy for Sexually and Physically Aggressive Adolescent Males

JACK A. APSCHE (The Apsche Center at North Spring Behavioral Healthcare)

274 Symposium

5/30/2010

4:30 p.m.-5:20 p.m.

217B (CC)

DDA; Applied Behavior Analysis

Research and Development on the Assessment of Basic Learning Abilities

Chair: Ashley Greenwald (University of Nevada, Reno)

Discussant: Toby L. Martin (St. Amant Research Centre, University of Manitoba)

The Effects of Discrimination Abilities on Functional Analysis Outcomes

ASHLEY GREENWALD, Holly Seniuk, and W. Larry Williams (University of Nevada, Reno)

The Assessment of Basic Learning Abilities: The Role of Conditionality

HOLLY SENIUK, Ashley Greenwald, and W. Larry Williams (University of Nevada, Reno), and Marianne L. Jackson (California State University, Fresno)

Auditory-Auditory Identity Matching and the Assessment of Basic Learning Abilities Test

SANDRA SALEM (St. Amant Research Centre, University of Manitoba), Lee MacPherson (University of Manitoba), Toby L. Martin (St. Amant Research Centre, University of Manitoba), Jon Viel and Garry L. Martin (University of Manitoba), C. T. Yu (St. Amant Research Centre, the University of Manitoba), and Aynsley K. Verbeke (University of Manitoba)

275 Invited Panel

5/30/2010 4:30 p.m.-5:20 p.m. Ballroom A (CC) VRB; Theory

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

Verbal Behavior: Where Should We Go From Here?

Chair: Caio F. Miguel (California State University, Sacramento)

MATTHEW P. NORMAND (University of the Pacific) SIMON DYMOND (Swansea University)

RUTH ANNE REHFELDT (Southern Illinois University)



Matthew Normand is an Assistant Professor in the Department of Psychology at the University of the Pacific. At Pacific, his primary responsibilities are teaching courses in behavior analysis, conducting behavior analytic research, and supervising practicum and thesis work of graduate students in the behavior analysis program. Dr. Normand received his BA in psychology from Western New England College, his MA in behavior analysis from Western Michigan University, and his MS and Ph.D. in psychology from The Florida State University. He is a member of the Association for Behavior Analysis. His research interests include the application of basic

behavioral principles to problems of social significance (including obesity, autism and other community health issues), and verbal behavior.



Simon Dymond received his undergraduate training and Ph.D. (in 1996) from University College Cork, Ireland where he studied under the inspirational tutelage of Dermot Barnes-Holmes. Hailing from Cork, via south Wales, he accepted a one-year postdoctoral research position at Bangor University in north Wales. In 1997 he became a Teaching Fellow and taught undergraduate classes in learning. Then, in 1998 he joined the faculty of the newly established Psychology Department at Anglia Ruskin University in Cambridge, where he remained until 2005. He is currently Senior Lecturer in the Department of Psychology at Swansea University in south Wales, where he is Course Director of the Master's in behavior analysis program. He and his students maintain an active research lab on derived relational responding

(including neuroscience-based measures), avoidance learning and gambling. A former International Representative to the ABAI Executive Council, he currently sits on the editorial board of the Journal of Applied Behavior Analysis, The Psychological Record, The Behavior Analyst, Behavior Analysis in Practice, European Journal of Behavior Analysis, and Analysis of Gambling Behavior.



Ruth Anne Rehfeldt is a Professor in the rehabilitation services undergraduate program and an affiliated faculty in the behavior analysis and therapy program. She holds a Ph.D. (1998) and MA (1995) from the behavior analysis program (in psychology) at the University of Nevada, and a BA (1993) in psychology from the University of Puget Sound. She is also a Board Certified Behavior Analyst. Dr. Rehfeldt currently teaches courses in single-subject research design, behavioral assessment and observation methods, and radical behaviorism. Dr. Rehfeldt has authored over 60 articles and book chapters, primarily in the areas of stimulus equivalence and verbal relations, autism, developmental disabilities, and verbal behavior. Dr.

Rehfeldt is currently the Editor of *The Psychological Record* and an editorial board member for the *Journal of Applied Behavior Analysis, Journal of the Experimental Analysis of Behaviour, the Behavior Analyst* and *Education and Treatment of Children*. Dr. Rehfeldt's book, co-edited with Yvonne Barnes-Holmes, is entitled *Derived Relational Responding: Applications for Learners with Autism and other Developmental Disabilities: A Progressive Guide to Change* (New Harbinger: Oakland, CA, 2009).

276 Symposium

5/30/2010 4:30 p.m.–5:50 p.m. 203AB (CC)

AUT; Service Delivery

Behavioral Parent Training: Are We Really Helping Them?

Chair: Eliza DelPizzo-Cheng (Newport-Mesa Unified School District)

Discussant: Len Levin (Coyne & Associates)

After Training: What Are Parents Choosing to Use and How Do They Feel About It?

ELIZA DELPIZZO-CHENG and Kristy Rutherford-Becker (Newport-Mesa Unified School District)

Social Validity and Treatment Integrity: Parents Say They Like It, but Can They Do It?

KRISTY RUTHERFORD-BECKER and Eliza DelPizzo-Cheng (Newport-Mesa Unified School District)

277 Symposium

5/30/2010 4:30 p.m.-5:50 p.m.

202AB (CC) AUT; Service Delivery

The Key to Learning and Maintaining Skills for Children Diagnosed With Autism

Chair: Junelyn Lazo (Center for Behavioral Sciences, Inc.)
Discussant: Joyce C. Tu (Center for Behavioral Sciences, Inc.)

Creating an Establishing Operation to Teach Receptive Object Labeling

JUNELYN LAZO and Johanna F. Lorca (Center for Behavioral Sciences, Inc.)

Teaching Functional Skills to Children With Autism During Community Outings

JOHANNA F. LORCA (Center for Behavioral Sciences, Inc.)

Generalization: A Brief Review of the Key to Learning and Maintaining Skills for Children Diagnosed With Autism

JOYCE C. TU (Center for Behavioral Sciences, Inc.)

278 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

207AB (CC)

AUT; Applied Behavior Analysis

Advances in the Assessment of Perseverative and Stereotypic Challenging Behavior Exhibited by Individuals With Autism Spectrum Disorders

Chair: Terry S. Falcomata (University of Texas at Austin) Discussant: John T. Rapp (St. Cloud State University)

Assessment and Treatment of Elopement Maintained by Access to Stereotypic Behavior

WILLIAM J. HIGGINS (Munroe-Meyer Institute, University of Nebraska Medical Center), Terry S. Falcomata (University of Texas at Austin), Henry S. Roane (State University of New York, Upstate Medical University), Brian J. Feeney (Western Michigan University), and Kasey Stephenson (Munroe-Meyer Institute, University of Nebraska Medical Center)

An Evaluation of the Immediate and Subsequent Effects of Conjugate Control Versus Experimenter Control of Object Stereotypy Using the Three-Component Multiple Schedule

LINDSAY STANGELAND (Grant Wood Area Education Agency) and John T. Rapp (St. Cloud State University)

Using Concurrent Operants to Evaluate Perseverative Conversation in Children and Adolescents Diagnosed With Asperger's Disorder

MATTHEW O'BRIEN, David P. Wacker, Linda J. Cooper-Brown and John A. Northup (University of Iowa)

279 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

205 (CC)

AUT: Applied Behavior Analysis

Factors Impacting the Effectiveness of Video Modeling in Enhancing Social Skills in Children With Autism

Chair: Dennis W. Moore (Monash University)

Using Video Modeling to Teach Symbolic Play to a Child With Autism

Aarti Arora (Monash University) and BRETT FURLONGER (Krongold Centre, Monash University)

Investigating the Use of Video Modeling and Social Stories as Interventions for Children With Autism

STACEY LITRAS and Dennis W. Moore (Monash University), and Angelika Anderson (Krongold Centre, Monash University)

Video Self-Modeling as an Independent Tool to Teach Social Initiations to a Young Child With Autism

CAROLINE DE FINA and Dennis W. Moore (Monash University)

Effects of Video Modeling in Teaching Timely Compliance With Instructions

RENEE CHONG, Dennis W. Moore, and Umesh Sharma (Monash University)

280 Paper Session

5/30/2010

4:30 p.m.-5:50 p.m.

204AB (CC)

AUT

Early Academic Interventions for Children With Autism

Chair: Richard E. Laitinen (Tucci Learning Solutions, Inc.)

A Behavioral Operations Approach to Designing Developmentally Appropriate Joint Attention Curriculum and Intervention Strategies (Applied Behavior Analysis)

RICHARD E. LAITINEN (Tucci Learning Solutions, Inc.)

Increasing Academic Performance and Decreasing Self-Injurious Behavior Through Computer Aided Self-Monitoring (Applied Behavior Analysis)

DENISE A. SOARES and Judith R. Harrison (Texas A&M University)

Using An Alternative Sequence Reading and Writing Programme to Teach Concepts: A Case Study (Applied Behavior Analysis)

DEAN SMITH (UK Young Autism Project), Svein Eikeseth (Akershus University College), Marco Pelagatti and Sara Nutini (UK Young Autism Project), and Denise Smith-Brunetti (ABA Autismo, Italy)

Conditioning Reading as a Reinforcer for Performance and Learning as a Function of Observation (Applied Behavior Analysis)

SUDHA RAMASWAMY and Christine O'Rourke Lang (Mercy College)

281 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

Travis C/D (Grand Hyatt)

BPH: Experimental Analysis

Factors Involved in the Maintenance and Cessation of Cigarette Smoking

Chair: Rachelle L. Yankelevitz (Oregon Health and Sciences University)

A Descriptive Assessment of Smoking Using Ecological Momentary Assessment

ALANA M. ROJEWSKI and Jesse Dallery (University of Florida)

Impulsivity, Withdrawal From Cigarette Smoking, and Release From Withdrawal

RACHELLE L. YANKELEVITZ, Vanessa B. Wilson, and Suzanne H. Mitchell (Oregon Health and Science University)

Experimental Laboratory Studies Examining Relationships Between Initial Smoking Abstinence and Relapse Risk

MATTHEW P. BRADSTREET and Stephen T. Higgins (University of Vermont)

A Behavioral Approach to Smoking Cessation Among Opioid-Maintained Patients

KATHRYN A. SAULSGIVER, Kelly Dunn, Mollie Patrick, Stacey C. Sigmon, Ed Reimann, Alison Necheles, Sarah H. Heil, and Stephen T. Higgins (University of Vermont)

282 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

Crockett C/D (Grand Hyatt)

CBM; Applied Behavior Analysis

Analysis of the Efficacy and Processes of Change in Acceptance and Commitment Therapy

Chair: Matthieu Villatte (Université de Charles de Gaulle–Lille 3)

Studying the Effect of Changing Perspective on Mindfulness

MATTHIEU VILLATTE (Université de Charles de Gaulle–Lille 3), Roger Vilardaga (University of Nevada, Reno), Jean-Louis Monestès (Centre Hospitalier Ph. Pinel), and Louise A. McHugh (University of Wales Swansea)

Deictic Framing Protocols to Increase Discrimination of Own Behavior and Reduce Maladaptive Behavior

Carmen Luciano Soriano, Rosa M. Vizcaíno, FRANCISCO JOSE RUIZ-JIMENEZ, Vanessa Sánchez, and Enrique Gil González (Universidad de Almería)

Acceptance and Commitment Therapy in the Treatment of Bruxism

TOMAS QUIROSA-MORENO and Carmen Luciano Soriano (Universidad de Almería), Mariano Pizarro-Sanchez (University Hospital "Virgen de les Nieves", Granada), Gerardo Gomez-Moreno and Javier Guardia (University of Granada), and Olga Gutierrez-Martinez (Universidad de Barcelona)

A Small Randomized Controlled Trial of Acceptance and Commitment Therapy With Psychotic Patients

TERESA RIVAS, Carmen Luciano Soriano, and Francisco Jose Ruiz-Jimenez (Universidad de Almeria)

283 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

Texas Ballroom Salon C (Grand Hyatt)

CBM: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Raymond Miltenberger, Ph.D., BCBA

Safety Issues and Safety Skills Training With Children

Chair: Raymond G. Miltenberger (University of South Florida)

Discussant: Jack Scott (Florida Atlantic University)

Examining the Efficacy of the Safe Side Abduction Prevention Program and Parent Conducted In Situ Training

Raymond G. Miltenberger and VICTORIA FOGEL (University of South Florida), Kimberly V. Beck (ABA Solutions, Inc.), and Shannon S. Koehler, Rachel K. Graves, Jennifer A. Noah, Krystal M. McFee. and Andrea N. Perdomo (University of South Florida)

A Survey of Safety Concerns of Parents and Teachers of Children With Autism

KIMBERLY V. BECK (ABA Solutions, Inc.) and Raymond G. Miltenberger (University of South Florida)

Safety and Unintentional Injury for Persons With Autism Spectrum Disorder: Targets for Behavior Analytic Intervention

JACK SCOTT and Bairbre Flood (Florida Atlantic University)

284 Panel Discussion

5/30/2010

4:30 p.m.-5:50 p.m. Seguin (Grand Hyatt)

CSE; Service Delivery

BACB CE Offered. CE Instructor: Mike Stoutimore, Ph.D., BCBA

The Seguin Forensics Program: A Prototype for the Evolution of Civil Behavior Change

Chair: Teresa A. Rodgers (Missouri Department of Mental Health Division of Developmental Disabilities)

KEVIN D. JACKSON (State of Florida)

ROBERT H. REED (Mentally Retarded Defendant Program)

MIKE R. STOUTIMORE (Missouri Department of Mental Health Division of Developmental Disabilities) EMILY DICKENS (State of Florida)

285 Invited Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

103AB (CC)

DEV; Theory

BACB CE Offered. CE Instructor: Linda Hayes, Ph.D.

Martyrdom: Conceptual, Developmental, and Socio-Political Issues

Chair: Todd A. Ward (University of Nevada, Reno)
Discussant: Sigrid S. Glenn (University of North Texas)

Wishful Thinking

LINDA J. PARROTT HAYES (University of Nevada, Reno)



Linda J. Parrott Hayes received her doctoral degree from Western Michigan University and held faculty positions at West Virginia University and St. Mary's University in Canada prior to assuming her current position as Professor of Psychology at the University of Nevada, Reno. Linda cofounded the behavior analysis program at UNR on a self-capitalization model in 1990 and served as its director for over a decade. She has held a number of leadership positions in ABAI, including its Presidency and as Coordinator of its Education and Practice Boards. She currently directs the Council of Directors of ABAI's Accredited Programs. Linda's scholarly work reflects a wide range of interests, including everything from interdisciplinary animal

research to behavioral systems analysis. She is best known for her work in the areas of behavior theory and philosophy.

Abstract: Martyrdom is the name for a particular pattern of rule following. Like other cases of rule following, it occurs with respect to a verbally specified contingency. It may be distinguished from other cases in two ways. First, it evokes behavior predictive of short-term aversive and long-term positive consequences, both of which vary in probability of occurrence. Second, the probability of the specified long-term consequences varies along a continuum of referential actuality. At one end of this continuum, the specified consequences have no actual referents. This paper will examine the conditions giving rise to a tendency to provoke actual short-term aversive consequences in pursuit of long-term positive consequences of no actuality and thereby no probability of occurrence. Also examined will be patterns of this same class of rule following in which the specified long-term consequences, while having actual referents, are of such low probability of occurrence as to challenge their pursuit.

On Self-Sacrifice and Martyrdom: From Self-Generated Rules to Rules Provided by Others MARTHA PELAEZ and Douglas Robertson (Florida International University)



Martha Pelaez is Frost Professor at Florida International University. Her research focuses on areas of mother-infant interactions and infant social learning processes. She has developed intervention protocols for infants atrisk of language delays published in a recent book (Rehfeldt & Y. Barnes—Holmes, 2009). Her theoretical and experimental contributions include a taxonomy of rule-governed behavior (Pelaez & Moreno, 1998), a behavior-analytic approach to moral development (Pelaez & Gewirtz, 1995), and connections between derived relational responding and intelligence (with O'Hora & D. Barnes-Holmes). Dr. Pelaez has published numerous refereed articles in mainstream journals including the *American Psychologist* and the

Journal of Child Development, more than 40 chapters, and co-authored a widely used textbook with Novak (2004), Child and Adolescent Development: A Behavioral Systems Approach (Sage). She served as Program Chair for the APA Division 25 and past Program Co-Chair for the Association for Behavior Analysis. She is founding Editor (1990) of the Behavior Development Bulletin and serves on nine editorial boards including The Behavior Analyst. She received Fellowship status by the APA and is currently a trustee of the Cambridge Center for Behavior Studies. Dr. Pelaez has also served as member of the Florida Board of Governors.

Abstract: Traditionally, martyrs are seen as individuals who accept certain death rather than relinquish their religious beliefs. Is a young Muslim schooled to believe in suicide bombing in the context of religion different from a young Catholic taught to believe in the tenets of Catholicism? Any differences observed between diverse forms of indoctrination reside within the range of choices and opportunities that each individual member of the group has for self-generated rules (or self-derived "beliefs"). In extreme religious settings, the child's education is circumscribed by sets of rules provided by others, and often those rules are imposed by leaders or parents early in development. The concept of free will is examined and related to martyrdom and self-sacrifice. Is the person at liberty to change his or her belief? Is there a sufficient history of derived relational responding to generate new rules and beliefs to choose not to proceed with the planned act of martyrdom? The notion of "transformation" in moral beliefs is explored from the Behavioral Systems Approach (Novak & Pelaez, 2004), where the dynamical principles of equifinality, nonlinearity, behavioral attractors, and coalescent organization (adduction) are related to self-sacrifice and martyrdom.

Cultural Survival or Group Survival? A Behavioral Account of Martyrdom as a Religious Practice RAMONA HOUMANFAR and Todd A. Ward (University of Nevada, Reno)



Dr. Ramona Houmanfar received her PhD from University of Nevada, Reno (UNR) and joined the faculty in the Department of Psychology at UNR in 1998. Dr. Houmanfar has served as the Director of Organizational Behavior Management Network and President of Nevada Association for Behavior Analysis. Currently, she is serving as the Senior Co-Chair of the Association for Behavior Analysis, a trustee of the Cambridge Center for Behavioral Studies, editor of the Organizational Behavior Management Section of Cambridge Center for Behavioral Studies, and an editorial board member of Journal of Organizational Behavior Management and Behavior and Social Issues. Dr. Houmanfar has published dozens of articles and chapters.

delivered more than 100 presentations at regional, national, and international conferences in the areas of organizational change, cultural psychology and second language training. She has published two co-edited books titled *Organizational Change* (available through Context Press) and *Understanding Complexity in Organizations*. She has also co-edited a special issue of *Journal of Organizational Behavior on Behavioral Systems Analysis*. Dr. Houmanfar has consulted with organizations to improve training and productivity in both the public and private sector. Her entrepreneurial and federal grant activities have generated over \$1,000,000 during the last three years.

Abstract: The role of religious practices in cultural evolution and the interrelations of religious and other cultural practices are the topics of this paper. In that regard, religious and nonreligious practices interact in a variety of ways and may be important or necessary for the maintenance of each. The

preservation of particular practices by the deliberate manipulation of these interrelations is commonplace. Presumably, the motivation of authorities with the power to manipulate practices is centered on the value of outcomes produced. That value, explicitly or implicitly, is group survival or cultural survival. This paper provides a descriptive analysis of the socio-economic and historical conditions that generate religious practices associated with martyrdom. Additionally, the relation of such religious practices to leadership practices is discussed. Our analysis draws upon distinctions between religious and nonreligious, religious and moral plus moral and other cultural practices. We address the significance of these distinctions to the role of religious practices such as martyrdom in group survival or cultural survival and conclude with a discussion of the challenges facing behavior analysts as cultural engineers.

286 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

Lone Star Ballroom Salon D (Grand Hyatt)

EAB; Experimental Analysis

Consumer Behavior Analysis: Routes to Evidence

Chair: Gordon R. Foxall (Cardiff University)

Elasticity of Demand for Fast-Moving Consumer Brands Defined by Pattern of Reinforcement

GORDON R. FOXALL, Victoria K. James, and Karena Smiling (Cardiff University), and

Jorge M. Oliveira-Castro (Universidade de Brasilia)

On-Line Consumer Behavior and the Matching Law: An Experimental Analysis

ASLE FAGERSTROM (The Norwegian School of Information Technology), Erik Arntzen

(Akershus University College), and Gordon R. Foxall (Cardiff University)

Preference Reversal Between Stated and Actual Consumer Buying Behavior of Fruits and Vegetables

VALDIMAR SIGURDSSON (Reykjavik University) and Nils Magne Larsen and Didrik Gunnarsson (Harstad University College)

Retail Choice and Consumer Behavior Analysis: Further Analyses

GORDON R. FOXALL (Cardiff University)

287 Panel Discussion

5/30/2010

4:30 p.m.-5:50 p.m.

Lone Star Ballroom Salon F (Grand Hyatt)

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Sarah Dunkel-Jackson, M.S., BCBA

Professional Development Series: Research in Non-University Settings

Chair: Sarah M. Dunkel-Jackson (Southern Illinois University)

ANNE CUMMINGS (Central East Autism Program)

JACQUELYN M. MACDONALD (New England Center for Children)

NANCY MARCHESE (Kinark Child and Family Services)

JAMES W. JACKSON (Southern Illinois University)

288 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

Lone Star Ballroom Salon E (Grand Hyatt)

EAB; Experimental Analysis

Models of Remembering

Chair: K. Geoffrey White (University of Otago)

Discussant: John A. Nevin (University of New Hampshire)

Persistence of Remembering in Symbolic Matching-to-Sample

AMY ODUM, Daniel Hutchison, and Rvan D. Ward (Utah State University)

Testing Animal Memory Using Change Detection

ANTHONY A. WRIGHT (University of Texas Medical School at Houston)

Asymmetry in Remembering Without Bias

JOHN T. WIXTED (University of California, San Diego) and K. Geoffrey White (University of Otago)

289 Paper Session

5/30/2010

4:30 p.m.-5:50 p.m.

Lone Star Ballroom Salon C (Grand Hvatt)

FAR

Establishing Operations and Consequences

Chair: Iver H. Iversen (University of North Florida)

Surrogate Establishing Operation: An Experimental Demonstration (Experimental Analysis)

MATEUS BRASILEIRO PEREIRA (UNIP/PUC-SP) and Tereza Maria Serio (Pontificia Universidade Catolica de São Paulo)

Effects of Feedback on Repeat Observations in a Detection Task (Experimental Analysis)

BRENT L. ALSOP (University of Otago)

Schedules of Stimulus Control: Intermittent Reinforcement of the Discriminated Operant

(Experimental Analysis)

IVER H. IVERSEN (University of North Florida)

290 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

Texas Ballroom Salon A (Grand Hyatt)

EDC; Applied Behavior Analysis

Improvement of the Quantity and Quality of Undergraduates' Participation in Class Discussion

Chair: Robert Lee Williams (University of Tennessee)

Discussant: Christopher Skinner (University of Tennessee)

The Effects of Self-Recording and Contingent Credit on Student Participation in Large College Classes

KATHERINE R. KROHN and Kathleen Briana Aspiranti (University of Tennessee)

The Effect of Random and Delayed Credit for Participation on the Consistency of Class Discussion

KATHLEEN BRIANA ASPIRANTI, Daniel F. McCleary, and Katherine R. Krohn (University of Tennessee)

Reliability and Predictive Validity of a New Qualitative Measure of Participation in Class Discussion

LISA N. FOSTER, Daniel F. McCleary, and Robert Lee Williams (University of Tennessee)

291 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

Texas Ballroom Salon D (Grand Hyatt)

EDC; Applied Behavior Analysis

BACB CE Offered, CE Instructor: Florence DiGennaro Reed, Ph.D., BCBA

Examination of Treatment Integrity on Client Outcomes

Chair: Florence D. DiGennaro Reed (Melmark New England)

Effects of Errors of Commission During Discrete Trial Teaching on Student Performance

FLORENCE D. DIGENNARO REED, Derek D. Reed, Helena Maguire, and Cynthia N. Catania

(Melmark New England)

An Evaluation of Integrity Failures During Token Economies With Students With Autism

ALLISON TETREAULT, Claire St. Peter Pipkin, Tonya M. Marsteller, and Mia Caccavale (West Virginia University)

Treatment Integrity Failures During Fixed-Time Schedules of Reinforcement

Claire St. Peter Pipkin and ELLEN NICOLE BROSH (West Virginia University)

Examining the Role of Treatment Integrity for Practitioners

NICOLE C. GROSKREUTZ and Timothy A. Slocum (Utah State University)

292 Panel Discussion

5/30/2010

4:30 p.m.-5:50 p.m.

Texas Ballroom Salon B (Grand Hyatt)

EDC; Applied Behavior Analysis

Learning Sciences Based Educational Reform: Large Scale Change

Chair: Paul Thomas Andronis (Northern Michigan University)

ZACHARY LAYNG (University of Chicago)

PATRICK B. MARCOTTE (The Chicago School of Professional Psychology)

DENISE E. ROSS (Garfield Park Preparatory Academy)

AMY WEISENBURGH (University of Texas at Austin)

293 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

Texas Ballroom Salon E (Grand Hyatt)

EDC; Applied Behavior Analysis

Chicago Academy for Advanced Technology: An Urban School From Scratch

Chair: Bradley G. Frieswyk (BGF Performance Systems)

Discussant: Charles T. Merbitz (Chicago School of Professional Psychology)

The Chicago Academy for Advanced Technology's Instructional Environment: Manipulating Contingencies for Success in the Classroom

NICOLE ANN CISSELL (The Chicago School of Professional Psychology), Matthew Hancock (Center for Polytechnical Education), Teisha Jones (Chicago Academy for Advanced Technology), and Bradley G. Frieswyk (BGF Performance Systems)

Social Environment Inside and Outside of the School

TEISHA JONES (Chicago Academy for Advanced Technology), Matthew Hancock (Center for Polytechnical Education), and Bradley G. Frieswyk (BGF Performance Systems)

Building Political Support for Science-Based Teaching Strategies: The Chicago Academy for Advanced Technology

MATTHEW HANCOCK (Center for Polytechnical Education), Teisha Jones (Chicago Academy for Advanced Technology), and Bradley G. Frieswyk (BGF Performance Systems)

294 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

Republic B (Grand Hyatt)

OBM; Applied Behavior Analysis

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

Preference and Productivity When Performers Are Allowed to Choose Between Positive and Negative Reinforcement

Chair: Guy S. Bruce (Florida Institute of Technology) Discussant: Ennio C. Cipani (National University)

Positive and Negative Reinforcement: Performer Preference, Productivity, and Implications for Business Results

GUY S. BRUCE and Megan A. Boyle (Florida Institute of Technology)

Preference and Productivity for Completing a Task Under Positive or Negative Reinforcement Conditions

MEGAN A. BOYLE, Katie A. Nicholson, Janelle Allison, Garrett M. Purnell, Tara Loughrey, Jordan P. Boudreau, and Guy S. Bruce (Florida Institute of Technology)

Effect of Response Rate Requirements on Preference and Productivity Between Positive and Negative Reinforcement Conditions

KATIE A. NICHOLSON, Megan A. Boyle, Janelle Allison, Garrett M. Purnell, Tara Loughrey, Jordan P. Boudreau, and Guy S. Bruce (Florida Institute of Technology)

295 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

Republic A (Grand Hvatt)

OBM; Applied Behavior Analysis

Examining the Complexity of Feedback Dynamics

Chair: Thomas Wade Brown (University of Nevada, Reno)
Discussant: Thomas Wade Brown (University of Nevada, Reno)

Observed Differences in Feedback Seeking Behavior as a Function of Feedback Structure in a Middle-Eastern Autism Treatment Center

DONNY NEWSOME and Kendra L. Rickard (University of Nevada, Reno), Anam Saleh and Alaa Y. Awad (Jordan University of Science and Technology), and Mark P. Alavosius (University of Nevada, Reno)

Assessing the Effects of Feedback Loops on Safety Observations: A Large-Scale Evaluation of Interlocking Behavioral Contingencies

JOSEPH CHARLES DAGEN and Mark P. Alayosius (University of Nevada, Reno)

Interlocking Silos: Systems Analyses to Design Feedback Loops to Link Multi-Campus Services for Crime Prevention and Victim Care

EMILY MICHELLE LEEMING, Mark P. Alavosius, and Ramona Houmanfar (University of Nevada, Reno)

296 Symposium

Practice Board Sponsored Event

5/30/2010

4:30 p.m.-5:50 p.m.

201 (CC)

OTH; Service Delivery

ABAI Practice Board Presents Advice for Professional Behavior Analysts: How to Access and Maintain Medical Insurance Coverage for Your Behavioral Services

Chair: Arthur E. Wilke (Center for Autism and Related Disorders, Inc.)

A Behavior Analyst's Perspective on the History of Third Party Funding for Applied Behavior Analytic Services for Children With Autism

DOREEN GRANPEESHEH (Center for Autism and Related Disorders, Inc.), Michael F. Dorsey (Endicott College)

Legislation Requiring Insurance Coverage for Applied Behavior Analytic Services in 15 States: What Every Behavior Analyst Should Know

DOREEN GRANPEESHEH and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

How to Get Approved by Insurance Companies Who Fund Behavioral Services: Practical Advice for Behavior Analysts

BRYCE MILER (Center for Autism and Related Disorders, Inc.)

Navigating the Maze of Billing Medical Insurance for Behavioral Services

DENNIS DIXON and Bryce Miler (Center for Autism and Related Disorders, Inc.)

297 Panel Discussion

5/30/2010

4:30 p.m.-5:50 p.m.

Texas Ballroom Salon F (Grand Hyatt)

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Christine Barthold, Ph.D., BCBA

Live or Simulated in the Classroom: Discussing the Future of Class Demonstrations

Chair: Christine Hoffner Barthold (University of Delaware)

A. CHARLES CATANIA (University of Maryland, Baltimore County)

CHRISTINE HOFFNER BARTHOLD (University of Delaware)

BRADY J. PHELPS (South Dakota State University)

JESUS ROSALES-RUIZ (University of North Texas)

298 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

Bonham D (Grand Hyatt)

TPC; Theory

BACB CE Offered. CE Instructor: Susan Schneider, Ph.D.

No More Nickel and Diming: Behavioral Economics Bestsellers That Take Behavior Analysis Seriously (Even When They Don't Recognize It)

Chair: Susan M. Schneider (University of the Pacific)

Predictably Irrational: Sense Making in Behavioral Economics and Behavior Analysis

T. V. JOE LAYNG (Headsprout)

Nudge: Really Behavioral Behavioral Economics

PAUL K. BRANDON (Minnesota State University, Mankato)

Nickel and Dimed: Behavioral Economics on the Front Lines

SUSAN M. SCHNEIDER (University of the Pacific)

Picoeconomics at 40

GEORGE AINSLIE (U.S. Department of Veterans Affairs)

299 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

Bonham C (Grand Hyatt)

TPC; Theory

BACB CE Offered. CE Instructor: Erick Dubuque, Ph.D., BCBA

Living in a Natural World With Supernatural Assumptions: Religious Influence on Scientific Domains

Chair and Dicsussant: Patrick M. Ghezzi (University of Nevada, Reno)

Religious and Scientific Values: Utilizing Discoveries From the Natural World as a Guide for Action

ERICK M. DUBUQUE, Linda J. Parrott Hayes, and Josh Pritchard (University of Nevada, Reno)

An Irreverent Examination of Religion's Imposition on the Science of Behavior

JOSH PRITCHARD, Linda J. Parrott Hayes, and Erick M. Dubuque (University of Nevada, Reno)

Behaviorists Are Atheists

LINDA J. PARROTT HAYES, Erick M. Dubuque, and Josh Pritchard (University of Nevada, Reno)

300 Paper Session

5/30/2010 4:30 p.m.-5:50 p.m.

Bonham B (Grand Hyatt)

TPC

Applied Behavior Analysis as a Profession: Licensure, Criminology, and Behavioral Medicine Chair: Douglas S. Lee (Behavioral Solutions, Inc.)

Preventing the Roots of Our Past From Entangling the Flora of the Future: Considerations for Licensure and Mainstream Impressions of Applied Behavior Analysis (Applied Behavior Analysis) DOUGLAS S. LEE, Cristin D. Johnston and Mike R. Johnston (Behavioral Solutions, Inc.)

Akers' (1979) Social Learning Theory, Radical Behaviorism, and the Practice of Applied Behavior Analysis as Models for Explaining Criminal Behavior (Theory)

ANIA M. YOUNG (Virginia Commonwealth University)

Comparison of Theoretical Approaches in Behavioral Medicine as Seen Through the Looking Glass of Mechner's Notational System (Applied Behavior Analysis)
ROCIO HERNANDEZ-POZO (FES Iztacala UNAM)

301 Symposium

5/30/2010

4:30 p.m.-5:50 p.m.

214C (CC)

VRB; Applied Behavior Analysis

Innovative Approaches to the Understanding of Human Language

Chair and Discussant: Michael Bordieri (University of Mississippi)

Functional Analysis and Treatment of Disruptive Verbal Behavior in Individuals With Traumatic Brain Injury

AUTUMN N. MCKEEL (Southern Illinois University, Carbondale), Adam D. Hahs and Mark R. Dixon (Southern Illinois University), and Jonah D. Martin (Center for Comprehensive Services)

Increasing Intraverbals via Augmentative and Alternative Communication

MICHELE KAREN DENT and Mark R. Dixon (Southern Illinois University)

Comparative Efficacy of Three Models of Social Skills Instruction in Children With Autism Spectrum Disorders

JOHN M. GUERCIO (TouchPoint Autism Services) and Clarissa S. Barnes (Southern Illinois University)

302 Poster Session

5/30/2010

6:00 p.m.-7:30 p.m.

Exhibit Hall A (CC)

AUT

2. A Parent Training Program Combining Discrete Trial Training and Incidental Teaching in the Home Environment (DDA; Applied Behavior Analysis)

LINDSEY A. JONES (University of South Florida), Trevor F. Stokes (James Madison University), Debra Mowery (University of South Florida), and Mary M. Fuller (Behavior Analysis and Intervention Services)

3. Implementation of a Culturally Appropriate Positive Behavior Support Plan by a South Asian Grandparent (EDC; Service Delivery)

PREETINDER NARANG, Parbinder Bains, and Joseph Michael Lucyshyn (University of British Columbia)

4. Teaching Parent Implementation of Discrete Trial Teaching: Effects on Functional Communication Skills of Autism Spectrum Disorder Children (Applied Behavior Analysis) CHIH-LIANG CHEN (SEEK Education, Inc.-Taiwan)

5. Using Teacher Performance Rate Accuracy and Feedback to Train Staff

(TBA: Applied Behavior Analysis)

MARISSA J. TYBOR, Adrienne Mubarek, and Eric L. Carlson (The Chicago School, Los Angeles)

- 6. Using Parent Child Interaction Therapy to Teach Functional Language to Children With Autism Spectrum Disorders (VRB; Applied Behavior Analysis) SARAH CROSSETT (Binghamton University) and Natalie A. Parks, M. Alice Shillingsburg, and Nathan A. Call (Marcus Autism Center)
- 7. An Empirical Evaluation of a Sensory Integration Intervention (DDA; Applied Behavior Analysis LAURA VALENCIA-ZIEBA, David Robert Dilley, and Robert K. Ross (BEACON Services)
- 8. The Effects of Sensory Integration Therapy on Behavior and Skill Acquisition During Behaviorally Based Programming (EDC; Applied Behavior Analysis)

MICHELLE A. HICKMAN (Buffalo State College)

9. The Effects of Music on Language (Applied Behavior Analysis)

CHRISTINE M. ACCARDO (The Shafer Center); Janet Preis (Loyola University Maryland); and Nita Adkins, Lauren Belmonte, Heather Priscilla Partanen, Maureen June Rushton, Brendan Russell, and Dara Silbert (The Shafter Center)

10. A Comparison of Discrete Trial Teaching and Dyadic Instruction for Two Children With Autism (CSE: Applied Behavior Analysis)

NAOMI WHEELER and Joel P. Hundert (Behaviour Institute) and Farah Bacchus (McMaster University)

11. Programming for Generalization During Intensive Behavioral Intervention (EDC: Service Delivery)

LEAH C. GONGOLA (Youngstown State University) and Jennifer Sweeney (Kent State University)

12. A Systematic Evaluation of a Public-School Autism Program: Program Development and Maintenance (OBM; Applied Behavior Analysis)

Lisa DiFiore-Ridolph, Nicholas L. Weatherly, JYLLIAN IPPOLITO, Wojciech Sekta, Marcella Andrade, and Lauren Hyman (Stony Brook University)

13. Video Modeling Versus Discrete Trial Instruction in the Teaching of Sightwords to a Student With Autism Spectrum Disorders (EDC; Applied Behavior Analysis)

NANCY PHILLIPS (The Genesis School), Mary E. McDonald (Hofstra University)

14. Testing the Effects of Touch Math on the Acquisition of Multiplication Math Facts (EDC; Applied Behavior Analysis)

ALLISON FISH, Christine O'Rourke Lang, and Sudha Ramaswamy (Mercy College)

15. A Comparison of Mastery Criteria in Children Diagnosed With Autism (Applied Behavior Analysis)

CHELSEA B. HEDQUIST, Nicole Scharrer, Allie Marie Hensel, Jeffrey Robert Miller, Lindsey Sime, and Kevin P. Klatt (University of Wisconsin-Eau Claire)

16. The Effects of Pictorial Self-Management on Children's On-Task Behavior in a Classroom Setting (EDC; Applied Behavior Analysis)

ALEXANDRA PETZ (The Chicago School of Professional Psychology), Susan K. Malmquist (Educational Diagnostic & Consulting Services), Charles T. Merbitz (Chicago School of Professional Psychology), and Melissa Twarek (The Hope Institute)

17. Investigating the Difference Between Step Size Type in a Progressive Ratio Schedule of Reinforcement in Children Diagnosed With Autism (Applied Behavior Analysis)

KATHRYN R. HAUGLE, Stephany Kristina Reetz, Allie Marie Hensel, Jeffrey Robert Miller, Chelsea B. Hedquist, and Kevin P. Klatt (University of Wisconsin-Eau Claire)

18. Training Children With Autism Spectrum Disorders to be Compliant With a Physical Exam (DDA; Applied Behavior Analysis)

JULIE A. BRANDT (University of Kansas) and Anthony J. Cuvo (Southern Illinois University)

19. Reducing Self-injurious Behaviors in a Middle School Student With Autism: A Case Study (DDA; Applied Behavior Analysis)

MIRIAM CHACON BOESCH, Teresa Taber-Doughty, and Oliver Wendt (Purdue University)

20. Does Your Grandma Hoard? We Got Help! (DDA; Applied Behavior Analysis)

LISA GOODSON (The Chicago School of Professional Psychology) and Tara A. Glavin (Hope Institute Learning Academy)

21. An Evaluation of a "Sit and Watch" Procedure in the Treatment of Disruptive Behaviors (EDC; Applied Behavior Analysis)

RACHEL ADLER (California State University, Los Angeles), Courtney Bloom (Shabani Institute), Robert S. Pabico (Center for Behavior Analysis and Language Development), and Daniel B. Shabani (California State University, Los Angeles)

22. Decreasing Inappropriate Behavior of a Classroom Before Decreasing Inappropriate Behavior of a Child With Autism (EDC; Applied Behavior Analysis)

Daniel L. Fudge (Omaha Public Schools) and STACY BLISS FUDGE (Omni Behavioral Health)

23. The Analysis and Treatment of Vocal Stereotypy (Applied Behavior Analysis)

JENNIFER M. DERDERIAN and Gary M. Pace (The May Institute)

24. Self-Observation and Correction of Inappropriate Behavior by a Young Child With Autism (Applied Behavior Analysis)

Valerie R. Rogers, DAYLEE MAGNISON, and Patrick M. Ghezzi (University of Nevada)

25. A Review of Self-Management Procedures for Students With Autism (Applied Behavior Analysis) GEOFFREY D. DEBERY and Frank R. Cicero (Eden II Programs),

Nancy Phillips (The Genesis School), and Nancy Ferrer and Panagiota Stathakis (Eden II Programs)

26. A Comparison of Reinforcer Assessments for Children With Disabilities

(DDA: Applied Behavior Analysis)

ALLISON B. VIEIRA, Patrick R. Progar, Kenneth F. Reeve, and Tina Sidener (Caldwell College)

27. Assessing Play Interests in Toddlers (Applied Behavior Analysis)

MITSURU KODAKA, Shahla S. Ala'i-Rosales, Lashanna Brunson, Rachael E. Shrontz, and Jesus Rosales-Ruiz (University of North Texas)

28. Measuring and Evaluating Happiness in Teaching Children With Autism

(Applied Behavior Analysis)

CLAIRE ANDERSON, Megan Geving, Sara M. Weinkauf, and Shahla S. Ala'i-Rosales (University of North Texas)

29. Beyond Greetings: Using Social Checklists to Teach a Child With Autism Social Skills

(DDA; Applied Behavior Analysis)

ALICE F. GUTIERREZ and Domonique Y. Randall (The Shape of Behavior)

30. Measuring Joint Attention During and After Toy Activation (DDA; Applied Behavior Analysis) CATHERINE PARRISH and Rebecca P. F. MacDonald (The New England Center for Children)

32. An Evaluation of the Benefits of Inclusionary Time for Students With Autism and Typical Peers (EDC: Applied Behavior Analysis)

ANDREA CHAIT (Pathways Strategic Teaching Center), Sheila Quinn (Salve Regina University), Brian McGovern and Maureen Doyle (Pathways Strategic Teaching Center), and Matthew Maynard and Chelsea Bourn (Salve Regina University)

33. Using Applied Behavior Analysis Methods to Assess Prosocial Behaviors

in Children With Autism Spectrum Disorder (Applied Behavior Analysis)

SARA CHRISTIANSON. Jennifer M. Asmus, Laura Mulford, Julie A. Horner, and Cara Vaccarello (University of Wisconsin-Madison)

34. Using Pantomime to Teach a Youth With Asperger's Syndrome Discrimination of Social Cues (VRB; Applied Behavior Analysis)

SCOTT D. NIPPER and Domonique Y. Randall (The Shape of Behavior)

35. Using Activity Schedules and Video Modeling to Teach Adolescents With Autism to Play Nintendo Wii Fit? (DDA; Applied Behavior Analysis)

JULIA MANDELBAUM, Sharon A. Reeve, Tina Sidener, and Kenneth F. Reeve (Caldwell College)

36. Variables That Affect Video Modeling Results in an Early Intervention Setting for Children With Autism (Applied Behavior Analysis)

KOJI TAKESHIMA (Fremont Unified School District)

37. Assessment of Communication Modality Preference in Learners With Autism

(DDA; Applied Behavior Analysis)

TINA RIVERA, Michele L. Newman Lefebvre, Suzannah J. Ferraioli, Amy Hansford Mary Sens, Kimberly Sloman, Mary Jane Weiss, and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

38. Testing the Effects of a Backward Chaining Procedure on the Independent Location of PECS (Picture Exchange Communication System) Books (EDC: Applied Behavior Analysis)

ANDREA DEVARIE, Christine O'Rourke Lang, and Sudha Ramaswamy (Mercy College)

39. Teaching Vocal Imitation to a Child With Autism (Applied Behavior Analysis)

NICOLE CARLSON and Krista Zambolin (Organization for Research and Learning)

40. Generalization of the Picture Exchange Communication System With Nonverbal Students Across Settings (Applied Behavior Analysis)

REBEKAH L. NICHOLS, Jennifer M. Silber, and Gordon A. DeFalco (Evergreen Center)

41. The Effects of Positive and Negative Reinforcement on Teaching a Young Child With Autism to Mand (VRB; Applied Behavior Analysis)

CHRISTINE M. COFFMAN, Sara L. Stratz, and Patrick M. Ghezzi (University of Nevada)

42. Examining the Effect of Community-Based Employment on Maladaptive Behavior (CSE; Applied Behavior Analysis)

TODD FRISCHMANN, James Maraventano, Christopher Manente, and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

- 43. Teaching Grocery Shopping Skills to an Adolescent With Autism (EDC; Service Delivery) SHERYL COTTON (Erik's Ranch)
- 44. Teaching an Adolescent With Autism to Complete Purchasing Transactions (Service Delivery)
 ANGELA ENGBRECHT and Jamie Rose Feddock (FEAT of Washington)
- 45. First- and Second-Order Pairing During an Exchange-Only Token-Conditioning Procedure With Children With Autism (DDA; Applied Behavior Analysis)

KARRIE WEPPLER, Cynthia E. Pichardo, and Ronald Lee (QSAC, Inc.)

46. Comparing a Discriminative Stimulus Procedure and a Pairing Procedure to Establish Social Stimuli as Conditioned Reinforcers for Children With Autism (DDA; Applied Behavior Analysis) RACHEL LEE KOELKER and Einar T. Ingvarsson (University of North Texas), Duy Dang Le and Jesse Anderson (Child Study Center), and Janet Ellis (University of North Texas)

303 Poster Session

5/30/2010 6:00 p.m.–7:30 p.m. Exhibit Hall A (CC) DDA

47. Evocative and Abative Effects of Varying Awake Durations on Challenging Nap Time Behavior (EDC; Applied Behavior Analysis)

NARISSRA PUNYANUNT (Texas Tech University)

48. Some Effects of Caregiver Integrity Given the Initiation of Training (Applied Behavior Analysis) LAURA ELIZABETH MELTON and Carrie S. W. Borrero (Kennedy Krieger Institute)

49. An Evaluation of a Fading Procedure to Increase Liquid Consumption

(Applied Behavior Analysis)

Charles S. Gulotta, LACEY LEBLANC, and Tessa Taylor Rivet (Kennedy Krieger Institute)

50. An Evaluation of the Effects of Observation and Intensive Caregiver Training for Parents of Children With Food Refusal (Applied Behavior Analysis)

JULIA N. WOODS and Carrie S. W. Borrero (Kennedy Krieger Institute)

51. Treatment of Multiply Controlled Inappropriate Mealtime Behavior Using a Multiple Baseline
Design (Applied Behavior Analysis)

LAUREN M. MALECKI, Carrie S. W. Borrero, and Meghan Pangborn (Kennedy Krieger Institute)

52. Use of a Multiple Baseline Design to Evaluate Extinction Bursts With Parent-Conducted (Applied Behavior Analysis)

EMILY SANGKAVASI and Carrie S. W. Borrero (Kennedy Krieger Institute)

- 53. Feeding Problems of Children With Developmental Disorder and Its Impact on Parenting Stress: Coping Strategies and Social Support as Moderators of Parenting Stress (Theory) U-JIN LEE, Min-Jung Shin, and Jean H. Choi (Yonsei University)
- **54.** Examining the Direct and Distal Effects of Noncontingent High- and Low-Calorie Foods (Applied Behavior Analysis)

MEGAN L. KLIEBERT and Jeffrey H. Tiger (Louisiana State University)

- 55. Journal of Applied Behavior Analysis Studies of Stimulant Drugs and Attention Deficit Hyperactivity Disorder: Where Are the Social Validity Data? (CSE; Applied Behavior Analysis) MARC A. WEEDEN (Western Michigan University), Frans Van Haaren (Autism Early Intervention Clinics), and Alan D. Poling (Western Michigan University)
- 56. Behavior Analysis in Brain Injury: A Methodological Approach to Interdisciplinary Treatment Planning for Neurobehavioral Issues (TPC; Applied Behavior Analysis)
 CHRIS M. SCHAUB (ReMed Rehabilitation)
- 57. Using Follow-Up Services to Generalize Interventions for Severe Behavior From Intensive to Naturalistic Settings (CSE; Applied Behavior Analysis)

JENNIFER K VALENTINE, Nathan A. Call, Jason T. Cavin, and Natalie A. Parks (Marcus Autism Center), and Joanna Lomas (Louisiana State University)

58. Family Centered Behavioral Interventions: Outcome Data for In-Home and Workshop Service Models (CSE; Service Delivery)

TIMOTHY R. MOORE, John Hoch, Richard S. Amado, and Nancy G. Schussler (Behavioral Dimensions, Inc.)

59. Outcomes and Acceptability of Function-Based Treatments Conducted in Home Settings (EAB; Applied Behavior Analysis)

JOHN F. LEE, Jay W. Harding, David P. Wacker, and Wendy K. Berg (University of Iowa)

60. Socio-Academic Adjustment of Children With and Without Special Needs in Integrated Classrooms (EDC; Applied Behavior Analysis)

HUGO ROMANO (Universidad Nacional de México) and Carlos Santoyo (Universidad Nacional Autónoma de México)

61. The Effect of a Social Skills and Self-Management Training on Maladaptive Behaviors and Academic Performance Within a Public School Setting (EDC; Applied Behavior Analysis) EVELYN SAUCEDA, Chris Ninness, Robin Rumph, Glen L. McCuller, and Rebecca Kietlinski (Stephen F. Austin State University)

304 Poster Session

5/30/2010 6:00 p.m.-7:30 p.m. Exhibit Hall A (CC)

62. Correlation Between Measures of Conditioned and Unconditioned Anxiety in the Rat: Elevated Plus Maze Versus Fear Conditioning (AAB; Experimental Analysis)

SANTIAGO RESTREPO MARTÍNEZ (Pontificia Universidad Javeriana) and Cristina I. Vargas-Irwin (Fundación Universitaria Konrad Lorenz)

63. Spatio-Temporal Distribution of Behavior Under Three Functionally Different Time-Based Schedules of Water Delivery (AAB: Experimental Analysis)

MARIO SERRANO (Universidad Veracruzana) and Emilio Ribes Iñesta (Universidad Autonoma de Guadalajara)

64. Does Early Tactile Stimulation Attenuate Adverse Effects of Maternal Separation in Rats (CBM: Experimental Analysis)

NANCY I. SALINAS. Frederick A. Ernst, and Robert Dearth (University of Texas-Pan American)

65. Enabling Effect of the Verbal Written Response in a First-Order Matching-to-Sample (EDC; Experimental Analysis)

Jairo Ernesto Tamayo (Universidad de Guadalajara), Emilio Ribes and MARIA ANTONIA PADILLA

Jairo Ernesto Tamayo (Universidad de Guadalajara), Emilio Ribes and MARIA ANTUNIA PADILLA VARGAS (Universidad Autonoma de Guadalajara)

66. Application of Growth Curve Modeling to a Contingency Management Smoking Cessation Intervention (Experimental Analysis)

J. PHILIP ERB JR., Bethany R. Raiff, and Jesse Dallery (University of Florida)

67. The Effects of Variable Ratio Shock on Food Consumption in a Behavioral Economics Paradigm (Experimental Analysis)

NICOLE A. CAPIK, Ayesha M. Revri, Brian S. Coleman, and Wendy Donlin-Washington (University of North Carolina, Wilmington)

68. Anticipation of Food in Hamsters: The Runway With a Free-Operant Procedure (Experimental Analysis)

HECTOR OCTAVIO CAMARENA and Felipe Cabrera (Universidad Autonoma de Guadalajara)

69. Temporal Discounting of Various Outcomes to Examine Characteristics That Affect Rate of Discounting (Experimental Analysis)

KATHRYN R. HAUGLE (University of Wisconsin-Eau Claire), Rochelle R. Smits (University of Kansas) and Daniel D. Holt (University of Wisconsin-Eau Claire)

70. Choice Between a Variable-Interval Schedule and Multiple Fixed-Ratio Schedules Differing in Reinforcer Magnitude (Experimental Analysis)

VANESSA MINERVINI (College of Charleston), Chad M. Galuska (College of Charleston) and Tammy Wade-Galuska (University of South Carolina Salkehatchie)

71. Effects of Combinations of Response-Dependent and Response-Independent Water Reinforcement in a Schedule-Induced Drinking Procedure (Experimental Analysis) JORGE A. RUIZ and Carlos A. Bruner (Universidad Nacional Autonoma de Mexico)

72. Effects of the Number of Alternatives in Free-Choice Preference (Experimental Analysis) MAYUKO HORI and Tsuneo Shimazaki (Kwansei Gakuin University)

73. An Experimental Approach to Behavior Assessment in the Home Setting (Applied Behavior Analysis)

LAUREN LLOYD WITHHART, Brandy Swain, and Julia T. O'Connor (Kennedy Krieger Institute)

74. Establishing Equivalence Classes in Preschool Children and Individuals With Mental Retardation With the Control of Baseline Controlling Relations (Experimental Analysis) PRISCILA CRESPILHO GRISANTE and Julio C. De Rose (Universidade Federal de São Carlos)

75. Do Pigeons Exhibit an Overjustification Effect? (Experimental Analysis) JAMES CERRI and John C. Malone (University of Tennessee)

76. Examination of Behavioral History on Student Preference for Choice of Math Problems (Experimental Analysis)

ALAYNA T. HABERLIN and Nancy A. Neef (The Ohio State University)

77. A Comparison of the Discriminative Properties of Two Kinds of Auditory Stimuli in Sprague-Dawley Rats: Pure Tone Versus White Noise (Experimental Analysis)

JHORDY J. LYTLE and Mark P. Reilly (Central Michigan University)

78. Head Banging by Pigeons II: A Systematic Replication and Extension of an Animal Model of Psychopathology (TPC; Experimental Analysis)

ALLISON H. HAHN and Paul Thomas Andronis (Northern Michigan University)

79. A Relational Frame Theory Approach to Understanding Perspective-Taking Using Children's Stories in Typically Developing Children (VRB; Applied Behavior Analysis) NICOLE LYNN DAVLIN (Southern Illinois University Carbondale)

80. Matching-to-Sample Tasks and Observing Responses (VRB; Experimental Analysis)

TORUNN LIAN and Erik Arntzen (Akershus University College)

305 Poster Session

5/30/2010 6:00 p.m.-7:30 p.m. Exhibit Hall A (CC) EDC

- 81. Student Research at Gonzaga University: 1978-2010 (TBA; Applied Behavior Analysis) THOMAS FORD MCLAUGHLIN, Kimberly P. Weber, K. Mark Derby, Randy L. Williams, and Anjali Barretto (Gonzaga University)
- 82. Effects of a Token Economy on Study Skills of At-Risk College Student-Athletes During Study Sessions (TBA; Applied Behavior Analysis)

Michael Roden and RANDY L. WILLIAMS (Gonzaga University)

83. An Assessment of a Video Training Protocol to Teach School Teachers Shaping and Fading Methods Using Percentile Schedules (OBM; Applied Behavior Analysis)

JEFFREY M. GORDON and L. Keith Miller (University of Kansas)

- 84. A Comparison of General and Descriptive Praise With Preschoolers (Applied Behavior Analysis) MAKENZIE WILLIAMS BAYLES (University of Kansas) and Paige M. McKerchar (Jacksonville State University)
- 85. Sequential Modification of Components That Contribute to Fluent Writing (Applied Behavior Analysis)
 BLAKE HANSEN (University of Kansas)
- 86. Using Technology for Classroom Management: Self-Monitoring of Off-Task and Disruptive Behavior With a Cell Phone (Applied Behavior Analysis)

COLIN QUILLIVAN, Christopher Skinner, and Meredith L. Hawthorn (University of Tennessee)

87. Academic Choice Behavior: Do Students Choose Lower-Effort Assignments or Finishing What They Started? (Experimental Analysis)

MEREDITH L. HAWTHORN (University of Tennessee), Elisha Conley (Monroe County School District), Christopher Skinner and John Parkhurst (University of Tennessee), and Daniel H. Robinson (University of Texas at Austin)

88. The Use of Stimulus Control to Reduce Attention Deficit Hyperactivity Disorder Symptoms in a General Education Classroom (Experimental Analysis)

JASON M. STRICKER (Sanger Unified School District) and Melissa Freitas (California State University, Fresno)

89. Using Direct Instruction to Remediate Reading Difficulties in a Boy With Attention Deficit Hyperactivity Disorder: A Clinical Case Study (Applied Behavior Analysis)

ROSEMARY A. CONDILLAC and Danielle Pessah (Brock University), Anastasia Rossinsky and Alyssa Goldberg (Surrey Place Centre)

90. Teaching Coin Discrimination Skills to Children With Visual Impairments Within a Stimulus Equivalence Paradigm (EAB; Applied Behavior Analysis)

NICOLE M. HANNEY and Jeffrey H. Tiger (Louisiana State University)

91. Using a Multiple Baseline Design Across Students to Determine the Effectiveness of an Independent Contingency With Randomized Components in Improving Academic Performance and Behavior (EAB; Applied Behavior Analysis)

VANESSA MIZUTOWICZ (Stephen F. Austin State University)

- 92. Comparing the Effects of Using Rule-Governed Checklist and a Modeling Procedure on the Independent Completion of Daily Living Domestic Tasks (AUT; Applied Behavior Analysis) LAUREN JACKSON and Grant Gautreaux (Nicholls State University)
- 93. Increasing Oral Reading Fluency in a Third Grade Accelerated Independent Learner in a Comprehensive Application of Behaviour Analysis to Schooling Classroom

(TBA; Applied Behavior Analysis)

HILARY SARAH ZELLER (Teachers College, Columbia University)

94. A Comparison of the Intensive Tact Procedure and Multiple Exemplar Instruction on the Emergence of Naming With Academically Delayed Middle School Students

(DDA; Applied Behavior Analysis)

Yasmin J. Helou-Care, Joan A. Broto, R. Douglas Greer, and NOOR YOUNUS SYED (Teachers College, Columbia University)

95. The Effects of a Functional Writing Procedure on the Structural and Functional Components of Writing (Applied Behavior Analysis)

Joanne M. Hill, JESSICA ADELE VANDERHOEF, and R. Douglas Greer (Teachers College, Columbia University)

96. The Effects of a Yoked Contingency Game Board on the Classwide Acquisition of Tacts Through the Observational System of Instruction (Applied Behavior Analysis)

Darcy M. Walsh and KATHERINE ANNE BAKER (Teachers College, Columbia University)

97. The Effects of Writer Immersion on the Functional and Structural Components of Writing for Five Elementary Students (Applied Behavior Analysis)

Susan Buttigieg, Alison M. Corwin, Sharlene Joo, and TOBYE VALENCIA (Teachers College Columbia University)

306 Poster Session

5/30/2010 6:00 p.m.-7:30 p.m. Exhibit Hall A (CC) OBM

98. Road Safety Around the World: Contributions of Behaviorally Based Safety Procedures (CSE: Theory)

COURTNEY POLENICK and Michael C. Clayton (Youngstown State University)

99. Increasing the Use of Reusable Grocery Bags Using Prompts, Reinforcement, and Feedback (CSE; Applied Behavior Analysis)

CHRISTA HOMLITAS, Courtney Polenick, and Michael C. Clayton (Youngstown State University)

100. The Relative Effects of Global Feedback and Specific Feedback on Safety Behaviors (CSE; Applied Behavior Analysis)

KYEHOON LEE and Shezeen Oah (Chung-Ang University)

101. Relative Effects of Supervisory Feedback and Peer Observation Plus Feedback on Safety Behaviors (Applied Behavior Analysis)

Yong Joon So and SHEZEEN OAH (Chung-Ang University)

102. Improving in Store Credit Card Promotion Using Performance Management Techniques (Service Delivery)

GENEVIEVE K. COXON, Tara Loughrey, and Alana Bellizzi (Florida Institute of Technology)

103. Increase Motivation With a Token Economy Program at Credit Organizations (Applied Behavior Analysis)

REBECA GONZALEZ VAZQUEZ and Aixa Lanett Powell (Monterrey Technological Institute)

104. Evaluating Techniques to Cope With Stress Related to Layoffs in a Mexican Government Agency (Applied Behavior Analysis)

REBECA GONZALEZ VAZQUEZ and Aixa Lanett Powell (Monterrey Technological Institute)

105. Effects of a Group Contingency and Public Posting of Cleaning Performance

(Applied Behavior Analysis)

CHRISTINA MARIE BOYD-PICKARD and Jacqueline Garland (RCS Learning Center)

106. Self-Management in a Sales Organization (TPC; Applied Behavior Analysis)

GUNNAR REE and Ingunn Sandaker (Akershus University College)

107. The Effect of Participative and Assigned Team Goal-Setting on Performance Quantity and Trend (Applied Behavior Analysis)

ZIYOUNG JUNG and Shezeen Oah (Chung-Ang University)

108. A Comparison of the Effects of Positive and Negative Reinforcement Contingencies on Safety Behaviors (Applied Behavior Analysis)

JAEHEE LEE and Shezeen Oah (Chung-Ang University)

109. An Objective Review of the *Journal of Organizational Behavior Management:* 1998–2008 (Theory)

SARA M. VICARS, Victoria Harr, Allyne Marcon-Dawson, and Caio F. Miguel (California State University, Sacramento)

110. Increasing Treatment Integrity Through Instructions and Prompts via Electronic Mail (Applied Behavior Analysis)

KELLY A. DANCHO and Jessica L Bayer (AdvoServ)

111. An Analysis of the Project Performance Management System (Service Delivery)

JONATHON TIMM, Richard W. Malott, Jenna Littin, and Calvin J. Gage (Western Michigan University)

112. Use of the Performance Diagnostic Checklist to Increase Cost-Saving Tasks at a Nonprofit Behavioral Healthcare Organization (Applied Behavior Analysis)

SEAN P. MURPHY and Brendan C. Keenan (Devereux New Jersey)

#307 Poster Session

5/30/2010

6:00 p.m.-7:30 p.m.

Exhibit Hall A (CC)

TBA

113. Veronica the Rat With a College Education: Spelling, Math, and Sports

(AAB; Experimental Analysis)

KATHERINE A. ERIKSEN, Amelia Conte, Abbe C. Machi, Camille Robbins, Ashley Brown, and Rodney D. Clark (Allegheny College)

114. Training Applied Behavior Analysis Concepts to Therapists With the Use of Say All Fast Minute Each Day Shuffle (AUT; Applied Behavior Analysis)

NANETTE RAE LAFOREST, Susan K. Malmquist, and John W. Eshleman (The Chicago School of Professional Psychology)

115. Intermediate Autism Practicum (AUT; Applied Behavior Analysis)

TAYLOR P. BARKER and Tialha Nover (Western Michigan University)

116. Kalamazoo Autism Center (AUT; Applied Behavior Analysis)

KRISTIN ASHLEY LOEFFLER, Dana Pellegrino, Alyssa Simko, Madeline Budzen, and Richard W. Malott (Western Michigan University)

117. Advanced Autism Practicum (AUT; Applied Behavior Analysis)

AMANDA SMITH, Joseph T. Shane, Stephanie M. Hooper, and Richard W. Malott (Western Michigan University)

118. Video Training Applications: Improving Undergraduate Performance in Practicum Service Settings for Children With Autism Spectrum Disorders (AUT; Service Delivery)

ARIEL L. RAVID, Rachel N. Straub, and Raymond G. Romanczyk (Institute for Childhood Development, Binghamton University)

119. A Video Performance Feedback Package to Enhance Staff Performance Within a Specialized School Setting (AUT: Service Delivery)

LIN TANG (University of Massachusetts Amherst), and Shannon Kay and Erica Webster (May Institute)

120. Pre-Practicum Training System (AUT: Applied Behavior Analysis)

JULIE A. SANCHEZ, Joseph Norcross, Kelly Wood, and Richard W. Malott (Western Michigan University)

121. Language Facilitation Training System, Icon Exchange, and Picture Exchange Communication System (AUT; Applied Behavior Analysis)

JENNIE L. SHOOLTZ, Michelle Gagliano, Lydie Biedron, and Richard W. Malott (Western Michigan University)

122. The Effects of Implementing a PSI Approach to Train, and Evaluate the Progress of Staff Providing Applied Behavior Analysis Services to Clients in the Home and School Settings (AUT; Applied Behavior Analysis)

SHERI KINGSDORF, Cara Entz, and Sally Torrens (Pacific Child and Family Associates)

123. Applied Behavior Analysis at George Mason University (AUT; Applied Behavior Analysis)
JOHANNES ROJAHN, Michael M. Behrmann, and Kristy Lee Park (George Mason University)

124. Evaluation of Behavior Management Workshops for Preschool Teachers Based on Applied Behavior Analysis in Japan (DDA; Applied Behavior Analysis)

YOSHIHIRO TANAKA, Takashi Mitamura, Wataru Noda, Chiharu Baba, Tsuneo Shimazaki, and Junko Tanaka-Matsumi (Kwansei Gakuin University)

125. The Use of Interactive Video Technology as an Effective Means of Multi-State Training (DDA: Applied Behavior Analysis)

NADIA E. RAED and James F. McGimsey (AdvoServ)

126. Self-Regulatory Strategies in Mathematics for Students With Learning Disabilities at the Secondary Level (EAB; Applied Behavior Analysis)

CARA D. WILLIAMS (Texas A&M University)

127. Ahhh! It's GRE Vocabulary! Precision Teaching and Fluency Timings, Help! (EDC: Service Delivery)

SARAH SMUGALA (Loyola University of Chicago), Joseph H. Cihon (Special School District of St. Louis County), and Traci M. Cihon (University of Northern Texas)

128. Using Interteaching in Undergraduate Behavior Modification Courses: Findings and Recommendations (EDC; Applied Behavior Analysis)

RYAN M. ZAYAC (Central Washington University) and Amy Polick (Auburn University)

129. Effects of Teacher Expectation on Teacher-Learner Interactions and Learner Performance (EDC; Applied Behavior Analysis)

KYOSUKE KAZAOKA, Diana J. Walker, Lauren S. Morrell, and Traci Cihon (The Chicago School of Professional Psychology)

130. A Template for Effective Treatment Manuals (EDC; Service Delivery)

SHARLA N. FASKO and Melissa Nantais (University of Detroit Mercy)

131. Promoting Behavior Analysis in Italy (Service Delivery)

PAOLO MODERATO and Giovambattista Presti (Libera Universita di Lingue e Comunicazion), Cristina Copelli, Giovanni Miselli, and Francesco Pozzi (Istituto Europeo per lo Studio del Compartamento Umano), Elisa Rabitti (Iulm University–IESCUM-ASCCO), and Rossana Somalvico (Iulm University–IESCUM)

132. Behavioral Research Supervisory System—System Analysis (Applied Behavior Analysis) CHRISTINE NICOLE GORMONT, Tiffany Smiecinski, Mallory Barnett, Tyler Brown, and Richard W. Malott (Western Michigan University)

133. GRE Preparation Course (Applied Behavior Analysis)

TAREYN L. MOSS, Amanda Jean Kowalski, Tim Obertein, and Richard W. Malott (Western Michigan University)

134. Self Management (Applied Behavior Analysis)

DRU MILLERWISE, Matt Brodhead, Amanda Vig, Shena Williams, and Richard W. Malott (Western Michigan University)

135. Verbal Behavior (Applied Behavior Analysis)

BRITTAIN COLEMAN, Dana Pellegrino, Kelsey Murphy, and Richard W. Malott (Western Michigan University)

136. BCBA Exam Preparation (Applied Behavior Analysis)

KRISTINE ODDO, Kelly Stone, and Richard W. Malott (Western Michigan University)

137. An Analysis of Effect Sizes for Single-Subject Research: A Statistical Comparison of Five Judgmental Aids (TPC; Applied Behavior Analysis)

LEE L. MASON (Utah State University)

307a Business Meeting

5/30/2010 7:30 p.m.–8:20 p.m. 203AB (CC)

Behavior Analysis and Selectionist Approaches to Robotics Special Interest Group

Chair: Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

This meeting is the second annual meeting for this special interest group. This meeting will focus on the work the group has completed over the last year. The groups will be electing officers and discussion of the new list serve. To subscribe go to behavioranalysisandrobotics-subscribe@yahoogroups.com.

308 Business Meeting

5/30/2010 7:30 p.m.-8:20 p.m. 214C (CC)

Behavior Analyst Certification Board: Status and New Developments

Chair: Gerald L. Shook (Behavior Analyst Certification Board)

The meeting will address important developments within the Behavior Analyst Certification Board (BACB) relating to growth and changes in the BACB. Topics will include: continuing education and recertification ethics and professional requirements, disciplinary standards for BACB certificants, and on-line certification management. The presentation also will focus on future goals and actions of the BACB.

309 Business Meeting

5/30/2010 7:30 p.m.–8:20 p.m. Seguin A (Grand Hyatt)

Speech Pathology Special Interest Group

Chair: Barbara E. Esch (Esch Behavior Consultants, Inc.)

Our Speech Pathology Special Interest Group (SPABA) business meeting is open to anyone interested in promoting a behavioral approach to the analysis and treatment of speech and language disorders. The meeting will consist of member reports on mission-related activities and several brief invited presentations of professional interest to attendees. The SPABA business meeting will be followed by a social hour reception to allow for informal interaction among SIG members and interested others. Please feel free to join us.

310 Business Meeting

5/30/2010 7:30 p.m.–8:20 p.m. 217C (CC)

Wisconsin Association for Behavior Analysis

Chair: Matthew E. Andrzejewski (University of Wisconsin-Madison)

Review activities of last year and continue strategic planning for 2010-2011. Topics will include but not be limited to the annual conference, meetings with allied behavior analysis groups, membership, advocacy functions, and serving the needs of BCBAs and BCaBAs while increasing the number of Board Certified personnel.

#311 Business Meeting

5/30/2010 7:30 p.m.–8:20 p.m. 213A (CC)

Mid-American Association for Behavior Analysis Business Meeting

Chair: Jonathan C. Baker (Southern Illinois University)

The Mid-American Association for Behavior Analysis will be holding the semi-annual business meeting to discuss the 2010 convention.

312 Business Meeting

5/30/2010 7:30 p.m.–8:20 p.m. 212B (CC)

Verbal Behavior Special Interest Group

Chair: Traci M. Cihon (University of North Texas)

The Verbal Behavior Special Interest Group supports a behavioral approach to the study of language, especially as explored by B. F. Skinner. It serves to (a) support and encourage research efforts to improve our understanding of verbal behavior, (b) support practice-based issues in utilizing the analysis of verbal behavior, (c) support undergraduate and graduate instruction of Skinner's verbal behavior, (d) communicate with other organizations making use of Skinner's verbal behavior, and (e) disseminate information regarding a behavioral approach to studying language. The business meeting is open to anyone interested in the area of verbal behavior even if you are not a member of the SIG.

313 Business Meeting

5/30/2010 7:30 p.m.-8:20 p.m. 006D (CC)

Ohio Association for Behavior Analysis

Chair: Sheila R. Alber-Morgan (The Ohio State University)

The purpose of this meeting is to present information regarding the mission of the chapter, details about membership, and updates on chapter activities for the coming year. Additionally, elections will be held for officers. Anyone interested in joining is welcome to attend.

314 Business Meeting

5/30/2010 7:30 p.m.-8:20 p.m. 214A (CC)

Dissemination of Behavior Analysis Special Interest Group

Chair: Josh Pritchard (University of Nevada, Reno)

This annual business meeting of the Dissemination of Behavior Analysis SIG will be open to all who would like to have input in future directions and hear a report of current developments and past accomplishments of the SIG.

315 Business Meeting

5/30/2010 7:30 p.m.-8:20 p.m. 201 (CC)

Rehabilitation and Independent Living Special Interest Group

Chair: Chris Persel (Centre for Neuro Skills)

The purpose of this meeting is to discuss areas of common interest affecting persons with acquired brain injury and related neurological deficits. This group provides an opportunity for networking with other professionals in neurobehavioral programs from around the country. Topics such as skill acquisition, community re-entry, military related injuries, funding, current trends, research, jobs and internships will be reviewed.

316 Business Meeting

5/30/2010 7:30 p.m.-8:20 p.m. 213B (CC)

Annual Business Meeting of the ABAI Health, Sport, and Fitness Special Interest Group

Chair: Marianne L. Jackson (California State University, Fresno)

All conference attendees interested in behavior analysis, health, sport, and fitness are welcome. During this meeting, the business of the special interest group will be conducted. Anyone interested in these areas should attend. Future events, activities and collaborations will be discussed.

#317 Business Meeting

5/30/2010 7:30 p.m.-8:20 p.m. 217D (CC)

Direct Instruction Special Interest Group

Chair: Wendy L. Kosmas (BEACON Services)

The Direct Instruction Special Interest Group (DI SIG) of the Association for Behavior Analysis International is a group of behavior analysts interested in the design and delivery of direct instruction programs. The goal of the DI SIG is to promote research, provide direct instruction training opportunities, and disseminate information about direct instruction within the field of behavior analysis. Anyone interested in direct instruction is welcome to attend.

#318 Business Meeting

5/30/2010 7:30 p.m.-8:20 p.m. 215 (CC)

The Positive Behavior Support Special Interest Group

Chair: Robert F. Putnam (The May Institute)

The Positive Behavior Support Special Interest Group will hold its annual business meeting. All are welcome.

319 Business Meeting

5/30/2010 7:30 p.m.–8:20 p.m. 216B (CC)

Evidence-Based Practices Special Interest Group

Chair: Teri Lewis (Oregon State University)

The purpose of the Evidence-Based Practice Special Interest Group is to promote socially important behavior by facilitating effective and sustainable practices in real world settings. Our goal is to develop a special interest group (SIG) that reflects member input and focuses on a select number of activities that can be completed within the year. Come by to learn about past and future activities and find out how you can become involved with our SIG.

320 Business Meeting

5/30/2010 7:30 p.m.-8:20 p.m. 205 (CC)

ABAI Science Board Open Business Meeting

Chair: Timothy D. Hackenberg (Reed College)

Members of the Science Board will be present for an open discussion about the future of science within ABAI. Those affiliated with science societies and science-oriented regional chapters are especially encouraged to attend and discuss relationships between ABAI and other science groups.

321 Business Meeting

5/30/2010 7:30 p.m.–8:20 p.m. 212A (CC)

Behaviorists for Social Responsibility Special Interest Group

Chair: John E. Glass (Collin County Community College)

Behaviorists interested in social issues will gather to explore and share ways that the science of behavior can and should contribute to social justice, human rights, environmental action, and other important social goals.

322 Business Meeting

5/30/2010 7:30 p.m.-8:50 p.m. 217B (CC)

Autism Special Interest Group Meeting

Chair: Ruth M. Donlin (private practice)

A business meeting will be held to address various administrative matters relevant to the Autism Special Interest Group. The business meeting will be followed by a panel presentation titled "Responding to Media Inaccuracies Surrounding Autism Treatment." This panel will include discussion about the misrepresentation of effective treatments for autism as well as efforts being made to increase the visibility of scientifically based treatments for autism in the media. All interested parties are welcome to attend

323 Panel Discussion

5/30/2010 7:30 p.m.-8:50 p.m. 202AB (CC) OTH; Service Delivery

Professional Development Series: Interdisciplinary Collaborations—Personal Accounts of Bringing Behavior Analysis Into Nonbehaviorally Oriented Professional Domains

Chair: Aimee Meier (The Chicago School, Los Angeles)

LEILANI FELICIANO (University of Colorado at Colorado Springs)
MICHAEL P. MOZZONI (Learning Services NeuroBehavioral Institute of Colorado)
DAVE A. PYLES (The Chicago School, Los Angeles)
RON VAN HOUTEN (Western Michigan University)

#324 Special Event

5/30/2010

7:30 p.m.-9:30 p.m.

204AB (CC)

OTH: Experimental Analysis

Practicum on Quantitative Methods and Data Analysis

Chair: Timothy D. Hackenberg (Reed College)

JESSE DALLERY (University of Florida)
PAUL L. SOTO (Johns Hopkins University)

325 Business Meeting

5/30/2010

8:30 p.m.-9:20 p.m.

203AB (CC)

Military and Veterans Issue Special Interest Group (Forming)

Chair: Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

This meeting is a business meeting to help plan the development of the Military and Veteran's Issues Special Interest group. The focus of this group is for behaviorists who work with the military, Veterans' Affairs system, or in the community. At this meeting, we will discuss recent issues and vote on all leadership positions. All are welcome.

#326 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Texas Ballroom Salon C (Grand Hyatt)

Simmons College Reunion

Chair: Amanda Kelly (Simmons College)

Please join the social gathering for Simmons College alumni, faculty, students, and friends.

#327 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Crockett D (Grand Hyatt)

The Ogden R. Lindsley Standard Celeration Chart Share

Chair: Malcolm D. Neely (Standard Celeration Society)

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 transparencies in spirited friendship.

328 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Seguin A (Grand Hyatt)

Speech Pathology Special Interest Group Social Hour Reception

Chair: Barbara E. Esch (Esch Behavior Consultants, Inc.)

The Speech Pathology Special Interest Group (SPABA) welcomes its members and any other ABAI attendees for an hour of informal social interaction. This is an opportunity for speech pathologists, behavior analysts, and others to meet and talk about areas of common professional interest. A cash bar and snacks will be available. This social hour will immediately follow the SPABA Business Meeting.

329 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Crockett C (Grand Hyatt)

Cambridge Center for Behavioral Studies

Chair: Philip N. Chase (Cambridge Center for Behavioral Studies)

This event will serve as a gathering for trustees, advisors, and friends of the Cambridge Center for Behavioral Studies. It will be a time to reflect on the past and look to the future of our science and the mission of the Center.

330 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Texas Ballroom Salon A (Grand Hyatt)

Department of Behavior Analysis at the University of North Texas Denton Texas

Chair: Richard G. Smith (University of North Texas)

The Behavior Analysis Program at the University of North Texas invites faculty, students, alumni, and friends to celebrate 20+ years of innovation and success.

#331 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Texas Ballroom Salon B (Grand Hyatt)

University of Kansas

Chair: Edward K. Morris (University of Kansas)

The Department of Applied Behavioral Science—formerly the Department of Human Development and Family Life—hosts another reunion for its alumni, past and present faculty members, current and prospective students, and friends of the department.

#332 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Texas Ballroom Salon D (Grand Hyatt)

Western Michigan University: Reunion of Alumni, Students, Faculty, and Friends

Chair: R. Wayne Fuqua (Western Michigan University)

This is a social event for alumni, students, faculty and friends of Western Michigan University.

#333 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Texas Ballroom Prefunction B (Grand Hyatt)

B. F. Skinner Foundation

Chair: Julie S. Vargas (B. F. Skinner Foundation)

The purpose of this reunion is to provide an opportunity for friends and colleagues to get together to celebrate the Foundation's accomplishments, and to find out about the B. F. Skinner Foundation's activities and goals.

#334 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Crockett B (Grand Hyatt)

The Applied Behavior Analysis Department at The Chicago School of Professional Psychology: Reunion for Alumni, Students, Faculty, and Friends

Chair: Charles T. Merbitz (Chicago School of Professional Psychology)

The Applied Behavior Analysis (ABA) Department at The Chicago School now includes the Chicago and Los Angeles Campuses, our Masters' and Doctoral programs, our elementary school in Chicago, other affiliated public schools, and more. This event provides an opportunity for all ABAI Attendees involved with or interested in The Chicago School's ABA departments or activities to get together, meet the faculty, students and friends, get updates on our activities and make plans for an even better future. All ABAI attendees are welcome to stop by. This reunion is cosponsored by The B. F. Skinner Foundation, the Cambridge Center, and the ABA Departments of The Chicago School.

335 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Texas Ballroom Salon F (Grand Hyatt)

Friends and Alum of St. Cloud State University

Chair: Chris A. Schoenberg (St. Cloud State University)

Friends and alumni, join us for discussion and fun celebrating 45 yearsof behavior analysis at St. Cloud State University. All are welcome. Alumni services will provide door prizes.

#336 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Texas Ballroom Prefunction A (Grand Hyatt)

Texas Association for Behavior Analysis Welcome Event

Chair: Gordon Bourland (Trinity Behavioral Associates)

The Texas Association for Behavior Analysis welcomes its members to San Antonio and its out-ofstate friends to Texas.

#337 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Crockett A (Grand Hyatt)

BEACON Services

Chair: Steven Woolf (BEACON Services)

BEACON Services will sponsor social gathering for current and past employees.

#338 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Seguin B (Grand Hyatt)

Allegheny College Connections

Chair: Rodney D. Clark (Allegheny College)

The purpose of this reunion is to establish and renew connections between alumni and current students and faculty working in or studying behavior analysis.

339 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Republic B (Grand Hyatt)

University of Florida Reunion

Chair: Angie Querim (University of Florida)

The purpose of this reunion is to provide an opportunity for University of Florida alumni, faculty, students, family, and friends to gather together during this year's convention.

#340 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Texas Ballroom Salon E (Grand Hyatt)

Behavioral Analysis Program at the University of Nevada, Reno: 20th Anniversary and SABA 2010 Award Recipient

Chair: Ramona Houmanfar (University of Nevada, Reno)

This event celebrates the 20th anniversary of the Behavior Analysis Program at the University of Nevada, Reno. In addition, we will celebrate our achievement (SABA Award Recipient for 2010) as an academic program with enduring contribution to the field of behavior analysis. Come catch the wave!

341 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Republic C (Grand Hyatt)

Columbia University and Comprehensive Application of Behaviour Analysis to Schooling Reunion

Chair: R. Douglas Greer (Teachers College, Columbia University)

This will be a reunion meeting for Columbia University graduates and friends and for professionals in CABAS Schools around the world.

342 Reunion

5/30/2010

8:30 p.m.-10:30 p.m.

Republic A (Grand Hyatt)

Auburn University Reunion for Faculty, Alumni, and Friends

Chair: James E. Carr (Auburn University)

The purpose of this reunion is to provide a meeting place for current and former students, faculty, and others association with Auburn University.

343 Special Event

5/30/2010

10:30 p.m.-1:30 a.m.

Lone Star Ballroom (Grand Hyatt)

ABAI Dueling Pianos

Chair: Josh Pritchard (University of Nevada, Reno)

ABAI welcomes all of its members to San Antonio. Join us for a night of fun and entertainment sponsored by the ABAI Student Committee.

Grand Hyatt San Antonio; Monday, May 31

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Henry B. Gonzalez Convention Center; Monday, May 31

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344 Special Event

5/31/2010

8:00 a.m.-8:50 a.m.

201 (CC)

OTH; Service Delivery

ABAI Business Meeting

Chair: Raymond G. Miltenberger (University of South Florida)

GORDON BOURLAND (Affiliated Chapter Board Coordinator)

MARC N. BRANCH (Publication Board Coordinator)

MICHAEL F. DORSEY (Practice Board Coordinator)

TIMOTHY D. HACKENBERG (Science Board Coordinator)

PHILIP N. HINELINE (Membership Board Coordinator)

RAMONA HOUMANFAR (Annual Convention Program Committee Sr. Co-Chair)

MARIA E. MALOTT (Chief Executive Officer)

CHARLES T. MERBITZ (Education Board Coordinator)

345 Paper Session

5/31/2010

9:00 a.m.-9:20 a.m.

Seguin (Grand Hyatt)

CSE

Behaviorism in the News Media

Chair: Josh Pritchard (University of Nevada, Reno)

Behaviorism in the News Media: Analysis of Experts, Lay People, and Opinions in Television Broadcasts (Theory)

CHELSEA WILHITE, Thomas Wade Brown, W. Larry Williams, Melissa Nosik, and Josh Pritchard (University of Nevada, Reno)

Save the Date for These Upcoming ABAI Events!

5th Annual Autism Conference

Grand Hyatt, Washington, DC

January 28-30, 2011

Behavior Research & Translation: Behavior Economics

Hyatt Regency, Chicago, IL

March 25-27, 2011

37th Annual Convention

Grand Hyatt, Denver, Colorado

May 27-31, 2011

6th International Conference

Spain

2011 (date and city TBD)

5/31/2010 9:00 a.m.-9:50 a.m. Ballroom A (CC) EAB; Theory

Behavioral Economics: Bridge between Behavior Analysis and Government Policy

Chair: Timothy D. Hackenberg (Reed College)

STEVEN R. HURSH (Institutes of Behavior Resources)



Steven R. Hursh (Ph.D., University of California, San Diego, 1972) is the President of the Institutes for Behavior Resources and Professor of Behavioral Biology at Johns Hopkins University School of Medicine. Dr. Hursh has over 35 years of experience as a researcher, is author of over 65 articles, book chapters and books, and is a former Associate Editor of the *Journal of the Experimental Analysis of Behavior*.

Abstract: A fundamental tenet of behavior analysis is that operant behavior is strengthened by its consequences and that the strength of a reinforcer determines the strength of the behavior it supports. Behavioral economics

provides a framework for understanding and measuring reinforcer strength, and by implication, the strength of the behavior it supports. The demand curve is a standard tool used in economics to define how reinforcer consumption varies as a function of the requirements to obtain the reinforcer (price). A model is now available that describes the shape of such curves and provides a single parameter that scales the sensitivity of consumption to cost. Coupled with this model is a related model that effectively categorizes and quantifies interactions between reinforcers—an economic foundation for choice. Together these tools provide an economic framework for translating the findings from laboratory and clinical research to governmental policy. Government policy is often concerned with how to increase or decrease behavior—be it the use of illegal drugs, over-eating, excessive use of alcohol or tobacco, unsafe operation of motor vehicles, inadequate use of preventive health care resources, or risky sexual behavior. Government policy is often about arranging various conditions that affect the cost and benefits of these behaviors, through penalties, taxes, refunds, tax deductions, or opportunity costs. Furthermore, government agencies are required to do an economic analysis of new regulatory requirements, so the framework relating economics to policy already exists. What is missing often is hard data defining the relationship between those costs and the changes in behavior sought by the regulation. Behavior analysis provides the empirical tools to define these relationships and behavioral economics provides the bridge between those data and the economic implications of regulatory initiatives.

347 Paper Session

5/31/2010 9:00 a.m.-9:50 a.m. Bonham C (Grand Hyatt) TPC

Measuring Movement and the Behavior Function Scale

Chair: Parsla Vintere (Queens College, The City University of New York)

Measuring Movement: Molar and Molecular Measurement Procedures (Theory)
PARSLA VINTERE (Queens College, The City University of New York)

A Beginning Validation Study of the Behavior Function Scale Pre-Adolescent Form (Experimental Analysis)
LYRE CARUZ (LeafWing Center)

348 Symposium

5/31/2010 9:00 a.m.-10:20 a.m. 206AB (CC)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Catherine Demis Gill, M.A., BCBA

Extreme Makeover: The Sustained Outplacement of a Chronically Institutionalized Individual— What Is Making It Work?

Chair: Deena Holmes (ASAP—A Step Ahead Program, LLC)
Discussant: Catherine A. Demis Gill (Behavioral Consulting, Inc.)

A Mother's Eve: A Review of the Social Validity of Programming Across the Years

JUDY CLARK (ASAP-A Step Ahead Program, LLC), Catherine A. Demis Gill (Behavioral Consulting, Inc.), and Ruth M. Hurst (University of North Carolina, Wilmington)

A Behavioral Package for a Recently Deinstitutionalized Man With Autism for the Treatment of Self-Injurious Behavior

CATHERINE A. DEMIS GILL (Behavioral Consulting, Inc.), Ruth M. Hurst (University of North Carolina, Wilmington), Deena Holmes and Chris Mitchell (ASAP-A Step Ahead Program, LLC), Emily L. Baxter (University of North Carolina, Wilmington), and Janeal Guy (ASAP-A Step Ahead Program, LLC)

Restraint Versus Reese's: Strengthening Reinforcer Assessment by Assessing Response Strength

EMILY L. BAXTER and Ruth M. Hurst (University of North Carolina, Wilmington)

349 Symposium

5/31/2010 9:00 a.m.-10:20 a.m. 204AB (CC)

AUT: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Stephen Anderson, Ph.D., BCBA

Increasing Social Performance of Children With Autism Spectrum Disorders via Randomized Clinical Trials and Manualized Protocols

Chair: Stephen R. Anderson (Summit Educational Resources)

Randomized Clinical Trials of a Manualized Social Treatment for High-Functioning Autism Spectrum Disorders

Christopher Lopata and MARCUS LUCAS THOMEER (Institute for Autism Research at Canisius College), Martin Volker (University at Buffalo), and Jennifer Toomey (Summit Educational Resources)

Evaluation of a Manualized Social Skills Curriculum for 72 Center-Based Children With Autism and Related Disorders

Marcus Lucas Thomeer (Institute for Autism Research at Canisius College), JENNIFER TOOMEY and Rebekah Lindamer (Summit Educational Resources), Christopher Lopata (Institute for Autism Research at Canisius College), Stephen R. Anderson and Christin A. Crossman (Summit Educational Resources), and Martin Volker (University at Buffalo)

Pilot Evaluation of a Manualized Protocol to Teach Emotion Recognition in Children With High-Functioning Autism Spectrum Disorders

Marcus Lucas Thomeer (Institute for Autism Research at Canisius College), Jonathan D. Rodgers (University at Buffalo), CHRISTIN A. CROSSMAN and Jennifer Toomey (Summit Educational Resources), Christopher Lopata (Institute for Autism Research at Canisius College), Martin Volker (University at Buffalo), and Rebekah Lindamer (Summit Educational Resources)

Randomized Clinical Trial Teaching Emotion Recognition to Children With High-Functioning Autism Spectrum Disorders in a Manualized Summer Program

Christopher Lopata and Marcus Lucas Thomeer (Institute for Autism Research at Canisius College), JONATHAN D. RODGERS (University at Buffalo), Christin A. Crossman (Summit Educational Resources), Rachael Smith and Gaetano Gullo (University at Buffalo), Jennifer Toomey (Summit Educational Resources), and Martin Volker (University at Buffalo)

350 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

203AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Donald Stenhoff, Ph.D., BCBA

Functional Analyses and Treatment Analyses in School- and Home-Based Settings

Chair: Donald M. Stenhoff (BISTÅ Autism Center)
Discussant: Thomas S. Higbee (Utah State University)

A Functional Analysis on the Aggressive and Destructive Behavior of a Boy With Autism in the Context of Parent Child Communication Patterns

MARIA F. WYNNE and Douglas Moes (STAR, Inc.)

Functional Analysis and Treatment of Self-Injury and Aggression in a Private Day School

CHRISTINA BAROSKY, Bryan J. Davey, and Rebecca Renee Wiskirchen (ACCEL)

Functional Analysis of Inappropriate Behavior in a Classroom Setting During Preferred and Nonpreferred Activities

REBECCA RENEE WISKIRCHEN, Christina Barosky, and Bryan J. Davey (ACCEL)

#351 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

201 (CC)

AUT: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Rebecca MacDonald, Ph.D., BCBA

Using Video Modeling to Teach Children With Autism: Examining Procedural Variations

Chair: Rebecca P. F. MacDonald (New England Center for Children)
Discussant: Jane S. Howard (California State University, Stanislaus)

Prerequisite Skills for Learning Through Video Modeling: Role of Delayed Imitation and Delayed Matching

MEGHAN E. ROBINSON, Chata A. Dickson, Rebecca P. F. MacDonald, and William H. Ahearn (The New England Center for Children)

A Comparison of Play Skill Acquisition Using Teacher-Created Video Models and Commercially Available Video Formats

GAIL D. PALECHKA (The Kolburne School) and Rebecca P. F. MacDonald (The New England Center for Children)

Video Modeling and Matrix Training to Teach Pretend Play in Children With Autism

CORMAC MACMANUS (University of Ulster) and Rebecca P. F. MacDonald (The New England Center for Children)

352 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

202AB (CC)

AUT; Applied Behavior Analysis

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

Sensory Integration: What Is the Emperor Wearing and Why Does Everybody Think He Looks Great?

Chair: Ann Filer (BEACON Services)

Discussant: David M. Corcoran (BEACON Services)

Sensory Integration: What Does the Research Say, and Does It Matter?

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

Implementation Practices in Sensory Integration Treatment: What Are the Standards?

KIM KLEMEK and Robert K. Ross (BEACON Services)

Implementation of Sensory Integration Procedures: Outcome Data

DAVID ROBERT DILLEY (BEACON Services)

#353 Paper Session

5/31/2010 9:00 a.m.-10:20 a.m. 207AB (CC) AUT

Practical Challenges in Training and Providing Services

Chair: Shari L. Schatzman (Eden II Programs)

Challenges for Speech-Language Pathologists in Accessing Training and Acquiring Knowledge in the Area of Autism (Service Delivery)

SHARI L. SCHATZMAN (Eden II Programs) and Amy Bergen (TIPSE/Eden II)

Continuous Versus Discontinuous Data Collection During Discrete Trial Training: Effects on Skill Acquisition and Maintenance (Applied Behavior Analysis)

PAUL MICHAEL MENG (Central Washington University), Season Almason (Children's Village), and Ryan M. Zayac (Central Washington University)

Speech-Language Pathology and Applied Behavior Analysis: Survey Results and Future Implications (Theory)

JULIE M. RAY and Susan Marie Nichols (University of North Texas)

Social Skills Instruction: Using Task Analysis to Teach Phone Conversation Skills to Adolescents With Asperger's Disorder (Applied Behavior Analysis)

SARA LAUREN GIANINO (Florida State University)

354 Symposium

5/31/2010 9:00 a.m.–10:20 a.m. Travis C/D (Grand Hyatt) BPH; Experimental Analysis

Quantitative Analysis of the Effects of Drugs on Behavior

Chair: Alice A. Keyl (Utah State University)

Methylphenidate Changes the Within-Session Pattern of Response Rates of Rats

ALICE A. KEYL. Robert N. Johnson, Wesley P. Thomas, and Amy Odum (Utah State University)

Effects of Acute Pramipexole on Delay Sensitivity in a Concurrent-Chains Procedure

PATRICK S. JOHNSON, Jeff S. Stein, Adam T. Brewer, Monica T. Francisco, and Gregory J. Madden (University of Kansas)

Quantifying Oral Ethanol Reinforcement Using Mathematical Principles of Reinforcement

MARK P. REILLY and Dennis J. Hand (Central Michigan University)

Effects of Morphine on Choice in a Dynamic Environment

RAYMOND C. PITTS, David A. Pelley, and Christine E. Hughes (University of North Carolina, Wilmington)

355 Invited Symposium

5/31/2010 9:00 a.m.-10:20 a.m. 103AB (CC) CSE; Theory

BACB CE Offered. CE Instructor: Anthony Biglan, Ph.D.

A Range of Disciplines, a Range of Evidence, and Can We Nurture Our Environment Through Behavioral Science

Chair and Discussant: Michael Weinberg (Orlando Behavior Health Services, LLC)

A Range of Disciplines, a Range of Evidence: Behavioral Practices in Multiple Disciplines PHILIP N. CHASE (Cambridge Center for Behavioral Studies)



Philip Chase has a Ph.D. in Psychology from the University of Massachusetts-Amherst (UMASS), where he studied with Beth Sulzer-Azaroff and John Donahoe, and was influenced by a host of UMASS behavior analysts. He has conducted research on the basic environmental processes that facilitate problem solving and conceptual behavior. He has applied behavioral findings to the design of curricula for learning mathematics and other problem-solving repertoires. He has served as an Editor, Associate Editor, and reviewer for many journals, including a three-year stint as Editor of *The Behavior Analyst*. He has co-organized a number of international scientific conferences, and reviewed grants for four U.S. federal agencies.

Dr. Chase received a Fulbright Scholarship to study rule governance in Italy and a Benedum Distinguished Scholar Award from West Virginia University. He is currently employed as the Executive Director of the Cambridge Center for Behavioral Studies.

Abstract: Many opportunities are afforded behaviorists today because people respond positively to our science. Managers and workers recognize the importance of behavioral safety. Parents, pediatricians, and teachers opt for behavioral treatment plans for people with autism and developmental disabilities. Zoos and pet owners hire behaviorists to solve problems related to human interaction with other animals. But as Neuringer (1991) warned, we need to be humble about what we know and do not know, and part of this humility involves being as skeptical of our own work as we are of others (Chase, 1991). Behaviorists' skepticism comes naturally from our research traditions: we are skeptical of practices that are not evidence-based. But evidence is not sufficient; we need to collect evidence on outcomes the culture values. After all, behaviorists are pragmatists, seeking practices that work successfully. This pragmatism extends to the kinds of evidence we collect, and if our evidence is not valued by the culture, the practices they support will not survive. Because the evidence that is valued varies from discipline to discipline (e.g., what works in autism may not work in health), we need to prepare ourselves with the tools of evidence used by the variety of disciplines we hope to influence. The integration of these tools is critical to our success in the world at large.

Nurturing Environments: A Framework for Comprehensive Cultural Change ANTHONY BIGLAN (Oregon Research Institute)



Anthony Biglan has conducted numerous experimental evaluations of interventions to prevent tobacco use both through school-based programs and community-wide interventions. He has also done experimental evaluations of school- and family-focused interventions to prevent aggressive social behavior and reading failure, as well as clinical interventions to prevent high-risk sexual behavior. During the 2000-2001 school year, Dr. Biglan led a team of scholars in a review of current knowledge about the development and prevention of multiple problem behaviors of adolescence (Biglan, Brennan, Foster, & Holder, 2004). He is the author of the 1995 book. *Changing Cultural Practices: A Contextualist*

Framework for Intervention Research, published by Context Press. His current work focuses on fostering the beneficial evolution of societal practices using behavioral science knowledge.

Abstract: Epidemiological and prevention research has helped to pinpoint a small number of basic conditions that are essential in ensuring young people's successful development and preventing diverse psychological and behavioral problems. It is useful to label these conditions "nurturing environments," both for the purpose of further research and in enhancing efforts to improve human wellbeing. Nurturing environments (a) minimize toxic biological and psychological conditions, (b) richly reinforce prosocial behavior, (c) teach and promote prosocial skills and values, (d) limit prompts and opportunities for problem behavior, and (e) promote psychological flexibility. I will briefly review the prevention and epidemiological research that supports these assertions. The analysis will provide a framework for focusing further behavioral science research on increasing the prevalence of nurturing family, school, workplace, and neighborhood environments. I will describe how a concerted public health effort can achieve this type of cultural evolution. I will use the Promise Neighborhood Consortium as an example. The goal of this recently funded consortium is to assist the nation's high-poverty communities in establishing effective prevention practices.

#356 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

217A (CC)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Richard Smith, Ph.D., BCBA

Advances in Precursor Analyses to Identify the Operant Functions of Behavior Disorders

Chair: Richard G. Smith (University of North Texas)
Discussant: Brian A. Iwata (University of Florida)

Formal and Functional Characteristics of Precursors to Problem Behavior

TARA A. FAHMIE and Brian A. Iwata (University of Florida)

Evaluation of Precursor Selection Methods During Structured Assessment

JENNIFER N. FRITZ, Carly Compagnari, and Daniel LeSage (University of Houston-Clear Lake)

Progressing From Functional Analysis of Precursor Behavior to Treatment of Self-Injury JOSEPH DRACOBLY, Richard G. Smith, Nathan Lyon, Claire Anderson, and Christine Marie Mosso (University of North Texas)

357 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

217D (CC)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Robert LaRue, Ph.D., BCBA

Procedural Extensions of the Functional Analysis Methodology

Chair: Robert LaRue (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

Effects of Functional Analysis on the Rates of Problem Behavior Outside the Functional Analysis Setting

KELLY MCKNIGHT and Nathan A. Call (Marcus Autism Center), and Addie Jane Findley (Louisiana State University)

A Comparison of Methods for Assessing Demands as Potential Negative Reinforcers

NATALIE A. PARKS and Nathan A. Call (Marcus Autism Center), and Robert S. Pabico (Center for Behavior Analysis and Language Development)

Assessment and Treatment of Elopement Utilizing a Trial-by-Trial Format

CHRIS A. TULLIS and Nathan A. Call (Marcus Autism Center) and Robert S. Pabico (Center for Behavior Analysis and Language Development)

Assessment and Treatment of Problem Behavior Evoked by Transitions in Learners With Autism

JILL A. SZALONY, Robert LaRue, Kimberly Sloman, Mary Jane Weiss, Todd Frischmann, Tina Rivera, Christopher Manente, and James Maraventano (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

358 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

217B (CC)

DDA; Service Delivery

BACB CE Offered. CE Instructor: Maeve Meany, M.S., BCBA

Reducing Restraint: Some Practical Strategies for Children With Severe Challenging Behavior

Chair: Jonathan Seaver (The New England Center for Children)

Reducing Physical Restraint Through the Use of Alternative Interventions JONATHAN SEAVER (The New England Center for Children)

Reducing Physical Restraint Through Systematic Fading

KELLY L. MCCONNELL, Leah L. Bean, and Paula Ribeiro Braga-Kenyon (The New England Center for Children)

Reducing Physical Restraint Through Behavioral Programming and Medication

MAEVE G. MEANY and Allen J. Karsina (The New England Center for Children)

Reducing Physical Restraint Through Simply Not Doing It: Risks and Benefits

SORREL RYAN, Shawn E. Kenyon, and Myrna E. Libby (The New England Center for Children)

#359 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

Travis A/B (Grand Hyatt)

DEV; Applied Behavior Analysis

BACB CE Offered. CE Instructor: David Wilder, Ph.D., BCBA

Recent Research on Child Behavior Management

Chair: David A. Wilder (Florida Institute of Technology)
Discussant: Matthew P. Normand (University of the Pacific)

Evaluating a Timeout Procedure to Decrease Problem Behavior and Increase Compliance to the Timeout Demand

JEANNE DONALDSON, Timothy R. Vollmer, Theresa Marie Yakich, and Carole M. Van Camp (University of North Carolina, Wilmington)

An Evaluation of Advance Notice to Increase Compliance Among Preschoolers

JANELLE ALLISON, David A. Wilder, and Katie A. Nicholson (Florida Institute of Technology)

Resurgence of Problem Behavior During Treatment Integrity Failures and Extinction

TONYA M. MARSTELLER, Claire St. Peter Pipkin, and Casey Kanala (West Virginia University)

360 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

Lone Star Ballroom Salon F (Grand Hyatt)

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Maria Ruiz, Ph.D., BCBA

The Sense and Nonsense of Implicit Testing in Behavior Analysis

Chair: Bryan T. Roche (National University of Ireland, Maynooth)

Establishing and Eliminating Implicit Association Test Effects in the Laboratory: Extending a Behavioral Model of the Implicit Association Test

BRYAN T. ROCHE and Iseult Ridgeway (National University of Ireland, Maynooth), Amanda Gavin (University of Tesside), and Maria R. Ruiz (Rollins College)

The Generalization of Implicit Association Test Practice Effects Across Semantic Categories: Testing a Key Prediction of a Behavioral Model of the Implicit Association Test

ANTHONY O'REILLY, Claire Bedford, and Bryan T. Roche (National University of Ireland, Maynooth), and Maria R. Ruiz (Rollins College)

How Corrective Is Corrective Feedback in the Implicit Association Test?

MARIA R. RUIZ, Micah Purdy, and Ingrid Atiles (Rollins College), Anthony O'Reilly, Bryan T. Roche, and James McFarlane (National University of Ireland, Maynooth)

The Implicit Association Test Measures Relational Responding Fluency, Not Attitudes! Empirical Evidence From the Laboratory

INGRID ATILES and Maria R. Ruiz (Rollins College), Bryan T. Roche (National University of Ireland, Maynooth), and Micah Purdy (Rollins College)

361 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

Texas Ballroom Salon A (Grand Hvatt)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Natalie Rolider, Ph.D., BCBA

Task Presentation and Reinforcement Schedule Manipulations in Facilitating Skill Acquisition

Chair: Natalie Rolider (Kennedy Krieger Institute)

Massed Versus Interspersed Training: An Evaluation of the Variables That Affect Response Acquisition

ERICA SEVERTSON, Claudia L. Dozier, Pamela L. Neidert, Brooke Ashley Jones, and Amy Harper (University of Kansas)

Further Analysis of Blocking When Teaching Word Recognition to Children With Autism

LAURA HARPER-DITTLINGER (Texana Behavior Treatment & Training Center) and Dorothea C. Lerman (University of Houston-Clear Lake)

Differential Reinforcement of Prompted and Independent Responses: An Alternative Procedure to Decrease Prompt Dependency

CATIA CIVIDINI-MOTTA CIVIDINI, Tala Williford, Kathleen M. Clark, and William H. Ahearn (The New England Center for Children)

Production Ratios and Schedule Thinning in Token Reinforcement

KATHRYN JANN, SungWoo Kahng, Nicole Lynn Hausman, Barbara Tomlian, and Mariana I. Castillo Irazabal (Kennedy Krieger Institute)

362 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

Texas Ballroom Salon B (Grand Hyatt)

EDC: Applied Behavior Analysis

Literacy Interventions for Students With Disabilities

Chair: Katelyn M. Fishley (The Ohio State University)

The Effects of a Rate Plus Accuracy Criterion and an Accuracy-Only Criterion on the Maintenance and Endurance of Sight Word Reading

SHANNON S. FLEMING (The Ohio State University), John W. Eshleman and Denise E. Ross (Chicago School of Professional Psychology)

The Effects of Computer-Based Practice on the Acquisition of Basic Academic Skills in Children With Moderate to Intensive Needs

JULIE EVERHART, Sheila R. Alber-Morgan, and Ju Hee Park (The Ohio State University)

The Effects of the REWARDS Program on Fluency, Comprehension, and Reading Achievement for Struggling Readers

KRISTALL J. GRAHAM, Ralph Gardner III, and Dorothy L. Morrison (The Ohio State University)

Effects of an Explicit Teaching Package on Morpheme Definition Fluency

KATELYN M. FISHLEY, Moira Konrad, and Susan Keesey (The Ohio State University)

363 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

Texas Ballroom Salon D (Grand Hyatt)

EDC; Applied Behavior Analysis

School-Based Applications of Behavior Analysis: Functional Assessments, Analyses, and Interventions

Chair: Emily D. Shumate (Kennedy Krieger Institute)

A Review of the Literature on School-Based Experimental Functional Analyses of Problem Behaviors

EMILY D. SHUMATE (Kennedy Krieger Institute) and Howard P. Wills (Juniper Gardens Children's Project)

School-Based Functional Behavioral Assessment and Intervention Across Multiple Settings BLAKE HANSEN (University of Kansas), Howard P. Wills and Debra M. Kamps (Juniper Gardens Children's Project)

Bringing Research to Practice: Training General Educators to Use Function-Based Support LYNNETTE CHRISTENSEN, Tyler Renshaw, James R. Young, and K. Richard Young (Brigham Young University)

The Effects of a Tiered Model of Function-Based Interventions in Elementary School Classrooms HOWARD P. WILLS (Juniper Gardens Children's Project), Blake Hansen (University of Kansas), and Debra M. Kamps (Juniper Gardens Children's Project)

364 Paper Session

5/31/2010

9:00 a.m.-10:20 a.m.

Texas Ballroom Salon E (Grand Hyatt)

EDC

Increasing Engagement and Self-Control: Innovative Strategies for Supporting Students in Elementary, Middle, and High School

Chair: Rick Shaw (Behavior Issues)

Functional Relation of High School Behavior Education Program and Academic Engagement for Escape Maintained High School Students (Applied Behavior Analysis)

JESSICA L. SWAIN-BRADWAY (University of Oregon)

Evidence-Based Practice in a Singapore Classroom: Managing Behavior and Learning (Service Delivery)

SHOBANA MUSTI-RAO and Carol Tan (National Institute of Education)

Classwide Interventions With Differential Reinforcement and Response Marking (Applied Behavior Analysis)

RICK SHAW (Behavior Issues), Sue Browder (Kent School District), and Heidi Maurer (KentWood High School)

Assessing Self-Control Training in Children With Attention Deficit Hyperactivity Disorder

(Applied Behavior Analysis)

CHRISTOPHER BLOH (Kutztown University)

365 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

Republic A (Grand Hyatt)

OBM; Applied Behavior Analysis

Organizational Behavior Management in Italy

Chair: Fabio Tosolin (AARBA)

Precision Teaching: "The State of the A" to Build Effective e-Learning. Historical and Methodological Issues and Applied Researches in Large Railway Companies and in a Helicopter Company in Italy

FABIO TOSOLIN, Adriano Bacchetta, Elena Algarotti, and Maria Gatti (AARBA)

From Teaching Machines to the Exploitation of Virtual and Augmented Reality: Role of Behavior Analysis to Support Manual Workers in Aerospace Industry Within European Project ManuVAR VAR GUIDO TOSOLIN and Alessandro Valdina (AARBA)

The Growth of Organizational Behavior Management in Italy and Europe: How to Involve Governmental, Institutional, Scientific and Productive Organizations on Disseminating Behavioral Safety and More

FABIO TOSOLIN (AARBA)

Behavior Based Safety as a Scientific Tool to Get Safety Measurable Results in the Workplace: The Application of Behavior Based Safety in a Glassworks

MARIA GATTI, Paola Silva, Carlo Sala Cattaneo, and Andrea Torretta (AARBA)

366 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

Republic B (Grand Hyatt)

OBM; Applied Behavior Analysis

Best Practices in Behavior Based Safety: Programs Accredited by the Cambridge Center for Behavioral Studies

Chair: Mark P. Alavosius (University of Nevada, Reno)

Sustaining World-Class Safety Performance Through Innovation

TIMOTHY D. LUDWIG (Appalachian State University), Dwight Harshbarger (Department of Community Medicine, West Virginia University), and Bill L. Hopkins (Auburn Emeritus)

A Gasoline Refinery's Behavioral Technologies for Sustained Excellence

MARK P. ALAVOSIUS (University of Nevada, Reno), Dwight Harshbarger (Department of Community Medicine, West Virginia University), and Bill L. Hopkins (Auburn Emeritus)

Back From the Brink: Using Behavioral Based Safety to Manage Safety After a Three-Fold Increase in Production

TIMOTHY D. LUDWIG (Appalachian State University) and Dwight Harshbarger (Department of Community Medicine, West Virginia University)

An Electrical Contractor Adopts and Adjusts a Proven System

MARK P. ALAVOSIUS (University of Nevada, Reno), Dwight Harshbarger (Department of Community Medicine, West Virginia University), and Timothy D. Ludwig (Appalachian State University)

367 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

213B (CC)

OTH; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kenneth MacAleese, Ph.D., BCBA

A Multi-State Discussion of Legislation, Licensure and Certification

Chair: Kenneth MacAleese (Advanced Child Behavior Solutions, LLC)

Florida: Misinformation, Missteps, and Mischief in Our Pursuit of Licensure for Behavior Analysts

JON S. BAILEY (Florida State University)

Nevada: A Case Study in Licensure of Behavior Analysts

KENNETH MACALEESE (Advanced Child Behavior Solutions, LLC), Josh Pritchard (University of Nevada, Reno), Kimberly Nix Berens (Center for Advanced Learning, Inc.), Erick M. Dubuque (University of Nevada, Reno), and Molly L. Dubuque (Advanced Child Behavior Solutions, LLC)

Texas: The Development of Funding for Applied Behavior Analysis

JEFFREY C. ENZINNA (Texana Center)

Missouri: The Path to Insurance Coverage for Applied Behavior Analysis

TODD M. STREFF (Great Strides Behavioral Consulting, Inc.)

#368 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

Texas Ballroom Salon F (Grand Hyatt)

TBA; Applied Behavior Analysis

BACB CE Offered, CE Instructor: Marcie Desrochers, Ph.D., BCBA

College Teaching: Techniques, Timing, and Technology

Chair: Christine Hoffner Barthold (University of Delaware)

Effect of Answer Format and Method of Review on Student Learning

MARCIE DESROCHERS and Jane Shelnutt (College at Brockport, State University at New York)

Bringing the Web-Cam to Applied Behavior Analysis Practicum: A Comparative Study of Traditional and Technological Practicum Supervision

CHERYL A. YOUNG (Montana State University Billings)

The Effect of One-Week Versus Six-Week Summer Courses on Learning Outcomes

DARLENE E. CRONE-TODD (Salem State College)

Not-Quite Programmed Instruction in Teaching Psychology Online

INNA GLAZ KANEVSKY (San Diego Mesa College)

369 Panel Discussion

5/31/2010

9:00 a.m.-10:20 a.m.

Bonham B (Grand Hyatt)

TPC; Theory

BACB CE Offered. CE Instructor: Janet Twyman, Ph.D., BCBA

Behavioral Interpretations of "Ideas Worth Spreading"

Chair: Janet S. Twyman (Headsprout)

DAVID C. PALMER (Smith College)

HENRY D. SCHLINGER (California State University, Los Angeles)

GREG STIKELEATHER (Palo Alto, California)

JANET S. TWYMAN (Headsprout)

370 Symposium

5/31/2010

9:00 a.m.-10:20 a.m.

214C (CC)

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Siri Ming, M.A., BCBA

Testing a Computer-Based Protocol for the Assessment of Generative Verbal Behavior in Children With Autism Spectrum Disorders

Chair: Siri Morris Ming (VB3)

Discussant: Caio F. Miguel (California State University, Sacramento)

Training and Assessing Relational Framing Precursors and Abilities: An Introduction to the Training and Assessment of Relational Precursors and Abilities

IAN T. STEWART (National University of Ireland, Galway)

Assessing Relational Framing Precursors and Abilities of Typically Developing Children SIRI MORRIS MING (VB3) and Carev A. Burgess (Plav ABA)

Assessing Relational Framing Precursors and Abilities of Children With Autism

JOHN D. MCELWEE (Pennsylvania Verbal Behavior Project), Tara Jane Rice (Chrysalis Academy / Play ABA), and Ken Smith (Pennsylvania Colonial Intermediate Unit 20)

#371 Symposium

5/31/2010

9:30 a.m.-10:50 a.m.

Seguin (Grand Hyatt)

CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Mark Harvey, Ph.D., BCBA

Implementation of Behavioral Skills Training in Community Settings

Chair: Mark T. Harvey (Florida Institute of Technology) Discussant: W. Joseph Wyatt (Marshall University)

Putting Out the Fire: Behavioral Skills Training and Teaching Fire Safety Skills

ANDREW J. HOUVOURAS and Patricia Rich (Brevard County Public Schools), and Alana Bellizzi and Mark T. Harvey (Florida Institute of Technology)

Blood Runs Red: Using Behavioral Skills Training to Teach a Child With Hemophilia to Care for Bleeds

RAYNA M. HOUVOURAS and Andrew J. Houvouras (Applying Behavior Concepts)

Teaching Parenting Tools Using Behavioral Skills Training

STACIE NEFF (private practice), and Bryon R. Neff (Florida Institute of Technology)

Join Us Tonight for the ABAI Social!

Monday, May 31

9:30 p.m.-1:00 a.m.

Lone Star Ballroom (Grand Hyatt)

Street Level, Henry B. Gonzalez Convention Center

The ABAI Social is a traditional favorite of students and professionals alike. Listen to live music in the early part of the evening and continue on into the night with a DJ spinning your favorite tunes. Dancing, conversation, and fun can be found at the ABAI Social.

#372 B. F. Skinner Lecture Series

5/31/2010 10:00 a.m.–10:50 a.m. Ballroom A (CC)

AAB; Applied Behavior Analysis

Reversing Brewing Behavior Problems in Dogs and Cats

Chair: Kennon A. Lattal (West Virginia University)

SOPHIA YIN (San Francisco Veterinary Specialists)



Sophia Yin, a 1993 graduate of the University of California, Davis (UC Davis) School of Veterinary Medicine, is the award-winning pet columnist for the San Francisco Chronicle and the author of The Small Animal Veterinary Nerdbook and How to Behave So Your Dog Behaves. She earned her Master's in animal science in 2001 from UC Davis where she studied vocal communication in dogs and worked with behavior modification in horses, giraffes, ostriches, and chickens. She currently teaches three upper division undergraduate courses in domestic animal behavior in the UC Davis Animal Science Department and supervises students in various animal training and behavior research projects. She and Sharper Image are co-developers of the

first remote-controlled, automated food reward device ever and professional dog training system marketed on a large scale.

Abstract: Veterinarians, shelter staff, and other pet handlers see unmanageable and aggressive companion animals daily. Such professionals do what they can to provide the best services, but the unfortunate fact is that if fear and unruly behaviors aren't recognized and addressed within the context in which they are exhibited, pets may exit with worse behavior than when they entered. In addition, although early intervention might ameliorate a problem, ignoring the signs may lead to inability to handle the animal in the future and could even result in euthanasia as the animal becomes increasingly difficult to manage and even dangerous on repeated visits. While the common assumption is that such problems are beyond the scope of general practice, a few simple modifications in how animals are handled in clinical environments, plus the use of a basic counter-conditioning technique can dramatically improve the pet's behavior and experience. Brewing behavioral issues in dogs and cats are best treated before they develop into recognizable problems. This presentation will highlight how body language and action affect the behavior of resident companion animals, and how behavior analysis teamed with an understanding of ethology can be used to prevent or treat a myriad of behavior problems.

373 Paper Session

5/31/2010 10:00 a.m.–10:50 a.m. Lone Star Ballroom Salon E (Grand Hyatt) EAB

Choice

Chair: Gabriel D. Searcy (Western Michigan University)

Matching and Dynamical Concurrent Schedules (Experimental Analysis)
ROBERT W. ALLAN (Lafayette College) and William L. Palva (Jacksonville State University)

Optimal Risky Choice: Does Amount of Variability Make a Difference? (Experimental Analysis) GABRIEL D. SEARCY, J. Adam Bennett, Maija M. Graudins, and Cynthia J. Pietras (Western Michigan University)

374 Paper Session

5/31/2010 10:00 a.m.–11:20 a.m. Lone Star Ballroom Salon C (Grand Hyatt)

EAB

Quantitative Look at Quality

Chair: J. J. Tomash (Swansea University)

Reinforcer Quality Matters: A Test of the Mathematical Principles of Reinforcement With Brushtail Possums (*Trichosurus Vulpecula*) and Domestic Hens (*Gallus Gallus Domesticus*) (Experimental Analysis)

Mizuho Osugi, Julie-Anne Bruce, LEWIS A. BIZO and Therese Mary Foster (University of Waikato)

A Parametric Evaluation of Percentile Implicit Association Test Schedules Using Log Survivor Plots (Experimental Analysis)

WENDY DONLIN-WASHINGTON (University of North Carolina, Wilmington), Mary E. Stallings (Murdoch Center), and M. Christopher Newland (Auburn University)

The Effect of Trial Number and UCS Ratio on Classically Conditioned Responses to Deception (Experimental Analysis)

J. J. TOMASH and Phil Reed (University of Wales Swansea)

375 Paper Session

5/31/2010 10:00 a.m.-11:20 a.m. Bonham C (Grand Hyatt) TPC

Behavioral Research: Some Conceptual Problems and Solutions

Chair: Richard I. Parker (Texas A&M University)

Visual Analysis of Data Plots and Effect Sizes: Is There Any Common Ground? (Theory)

RICHARD I. PARKER and Kimberly Vannest (Texas A&M University)

Transformation of Functions: Relational Frames of More-Than and Less-Than and the Implicit Relational Assessment Procedure (Experimental Analysis)

TAYLOR HARRIS, Amanda N. Adams, and Marianne L. Jackson (California State University, Fresno)

Why Behavioral Research Is Not Conducted at Many Universities and Clinical Settings: Problem-Solving Roadblocks (Theory)

ZINA A. ELURI and James T. Todd (Eastern Michigan University)

376 Paper Session

5/31/2010 10:30 a.m.–11:20 a.m. Republic B (Grand Hyatt) OBM

Organization Behavior Management Program Development and Implementation Strategies

Chair: Manuel A. Rodriguez (Continuous Learning Group, Inc.)

Miners Dig Behaviour: Organizational Behavior Management Application in a Northern Mine (Applied Behavior Analysis)

LAURA L. METHOT, Judith A. Johnson, Manuel A. Rodriguez, Kelly L. Therrien, and Susan Shaw (Continuous Learning Group, Inc.)

Behavior-Based Safety Implementation Strategies and Internship Opportunities (Applied Behavior Analysis)

SERGIO E. PINTO (B.E.S.T. Consulting, Inc.) and Tarek Abousaleh (Western Michigan University)

377 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

206AB (CC)

AUT; Applied Behavior Analysis

Use of Evidenced-Based Approaches for Teaching Adolescents With Autism Spectrum Disorders Functional Daily Living and Social-Communication Skills

Chair: Bonnie Kraemer (San Diego State University)

Discussant: Gregory S. MacDuff (Princeton Child Development Institute)

Teaching Adolescent Females With Autism to Self-Care During Menstruation Using Social Stories and Task Analysis

LESLEY KLETT and Yasemin Turan (San Diego State University)

Using Scripts Paired With Self-Monitoring to Increase Social Communication Skills in Adolescents With Autism

PAMELA JOHNSON and Bonnie Kraemer (San Diego State University)

School-Based Social Skills Training for Adolescents With High Functioning Autism

SHAYLA A. GREEN and Bonnie Kraemer (San Diego State University)

378 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

204AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Elizabeth Martineau, Ed.S., BCBA

Sure, Go Ahead and Stim! Reducing High-Frequency Ritualistic Behaviors in Children With Autism Using Delayed Permission

Chair and Discussant: Elizabeth Martineau (Nashoba Learning Group)

Can't Touch This: Reducing High-Frequency Touching and Tapping Behaviors Through Delayed Permission, Denied Permission, and Containment

JESSICA SLATON, Elizabeth Martineau, and Joshua Dahlin (Nashoba Learning Group)

The Weakest Link: Breaking Word Chains by First Transferring Control to a Teacher-Controlled Stimulus, Then Withdrawing That Stimulus

TARA L. MONTOURE, Robyn E. Stewart, and Benjamin Fisher (Nashoba Learning Group)

Can't Touch This, Revisited: Replicating the Use of a Delayed Permission Procedure to Reduce Repetitive Touching Behavior

CHANELLE HUME, Crystal Seagle, Elizabeth Martineau, and Joshua Dahlin (Nashoba Learning Group)

378a Symposium

5/31/2010

10:30 a.m. - 11:50 a.m.

201 (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Robert Ross, Ed.D., BCBA

Best Practices in Communication Instruction in Early Intensive Behavioral Treatment

Chair: Christine Eichelberger (BEACON CT)

Combining Picture Exchange Communication System With a Prompt Delay Procedure to Increase Vocalizations in Young Children With Autism

SUSAN A. RAPOZA-HOULE and Amy Muehlberger (Beacon Services)

A Deviation from the Picture Exchange Communication System Training Protocol: Do You Really Need Two Trainers?

AMBER L. LAVALLEY and Robert K. Ross (BEACON Services)

Using Noncontingent Reinforcement and Functional Communication Training in Reducing Attention-Maintained Perseverative Speech

RACHEL K. DECOSTA and Robert K. Ross (BEACON Services)

379 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

202AB (CC)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Kevin Cauley, M.Ed., BCBA

Recent Findings Using TAGteach in Diverse Populations and Applications Such as Autism and Commercial Fishermen

Chair: Theresa Mckeon (TAGteach International)

Discussant: Julie S. Vargas (B. F. Skinner Foundation)

The Combined Effects of TAGteach and Precision Teaching on Learning for Children With Autism

KEVIN S. CAULEY and Elizabeth Benedetto-Nasho (Step by Step Learning Group Inc.)

Creating and Following Directions in Hazardous Situations—TAGteach on the Bering Sea

THERESA MCKEON (TAGteach International)

The Use of TAGteach to Improve the Acquisition of Instruction Following in Children With Autism MARIDITH R. GUTIERREZ (Applied Behavior Consultants, Inc.)

380 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

203AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered, CE Instructor: Shawn Kenvon, M.A., BCBA

The Challenges of Running Behavior Plans: Can't We All Just Do What's Written?

Chair: Shawn E. Kenyon (The New England Center for Children)

Discussant: Ronnie Detrich (Wing Institute)

The Effects of Procedural Integrity Data Collection on the Implementation of a Behavior Program

KYLIE ROBERTS, Jonathan Seaver, and Shawn E. Kenyon (The New England Center for Children)

Increasing Procedural Integrity of Behavior Management Programs Through Group Feedback

JESSICA J. ALVERSON and Sorrel Ryan (The New England Center for Children)

Evaluating the Effects of Quizzes and Feedback on Procedural Integrity

COLLEEN O'GRADY and Shawn E. Kenyon (The New England Center for Children)

381 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

205 (CC)

AUT; Applied Behavior Analysis

The Use of Technology in the Effective Behavior Analytic Programming for Adolescences With Autism

Chair: Gloria M. Satriale (PAAL)

Discussant: Peter F. Gerhardt (Organization for Autism Research)

Use of Bluetooth Technology to Promote Independent Functioning in the Community: Targeting the Future

GLORIA M. SATRIALE, Kaori Nepo, and Avram Glickman (PAAL)

Use of PDA or Smartphone to Increase Independent Functioning of Adolescents With Autism AVRAM GLICKMAN, Kaori Nepo, and Gloria M. Satriale (PAAL)

The Use of Video Feedback and Bluetooth Data Collection to Improve Staff Performance KAORI NEPO, Gloria M. Satriale, and Avram Glickman (PAAL)

#382 Paper Session

5/31/2010 10:30 a.m.-11:50 a.m. 207AB (CC) AUT

Issues in the Understanding and Diagnosis of Autism

Chair: Jina Jang (Center for Autism and Related Disorders, Inc.)

An Analysis of Relations Between Challenging Behavior and Symptom Severity in a Large Sample of Children With Autism Spectrum Disorders (Applied Behavior Analysis)

Dennis Dixon, JINA JANG, Jonathan J. Tarbox, and Arthur E. Wilke (Center for Autism and Related Disorders, Inc.)

Comprehensive Contextual Assessment and Antecedent-Based Supports for Individuals With Autism and Complex Needs (Applied Behavior Analysis)

JOHN KOSMOPOULOS (York Central Hospital)

Toward an Account of Habituation Patterns in Young Children With Autism

(Experimental Analysis)

THOMAS G. SZABO, W. Larry Williams, Palwasha Ahad, and Jeffrey Hutsler (University of Nevada, Reno)

Infant Siblings of Children With Autism: Results of a Parent-Child Intervention

(Applied Behavior Analysis)

GRACE W. GENGOUX (University of California), Amanda P. Mossman (Yale University), and Katarzyna Chawarska (Yale Child Study Center)

383 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

Texas Ballroom Salon C (Grand Hyatt)

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Meeta Patel, Ph.D., BCBA

Further Advancements in the Assessment and Treatment of Feeding Problems in Children

Chair: Meeta R. Patel (Clinic 4 Kidz)

Using an Antecedent Assessment to Evaluate the Effects of a High- Probability Instructional Sequence and Food Fading in the Treatment of Feeding Problems in Children

NISSA WENDY GOLDBERG, Meeta R. Patel, Michelle L. Waddell, Jennifer Leigh King, and Aida Miles (Clinic 4 Kidz)

Treating Food and Liquid Refusal in an Adolescent With Asperger's Disorder

KEITH E. WILLIAMS (Penn State Hershey Medical Center), Michael P. Roth (The Pennsylvania State University, Harrisburg), and Candace M. Paul (Penn State Hershey Medical Center)

Use of Backward Chaining to Develop Self-Feeding Skills in Children With Developmental Disabilities

GEETIKA AGARWAL, David L. Jaquess, and William G. Sharp (Marcus Autism Center)

Use of Swallow Facilitation and a Chaser to Decrease Packing in Children With Feeding Disorders

CHARIS L. FARRELL, Valerie M. Volkert, Cathleen C. Piazza, Rebecca A. Groff, Jana Frese, and Carrie E. Combs (Munroe-Meyer Institute, University of Nebraska Medical Center)

384 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

Crockett C/D (Grand Hyatt)

CBM; Applied Behavior Analysis

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

Expanding the Scope of Applied Behavior Analysis: Interventions With Childhood Trauma, Pediatric Pain. Families. and Mental Health

Chair: Jeannie Golden (East Carolina University)

Treating Children With Trauma and Attachment Difficulties: Redefining Trauma-Based Therapy in Behavioral Terms

JEANNIE GOLDEN (East Carolina University)

Principles of Learning: Understanding and Treating Pediatric Procedural Pain

LYNN OLSON PAGE (Regent University)

Behavioral Marriage and Family Therapy: Factors for Successful Interventions

BRYAN CRISP (private practice)

A University and Community Partnership: Implementing Applied Behavior Analysis Within School-Based Mental Health Services

JEANNIE GOLDEN (East Carolina University)

#385 Paper Session

5/31/2010

10:30 a.m.-11:50 a.m.

Crockett A/B (Grand Hyatt)

CBM

Measuring Function and Change

Chair: David Denham Cotter (Western Michigan University)

Tracking Idiographic Behaviors in Clinical Outpatient Therapy: How Will the Journal of Applied Behavior Analysis Accept Us? (Applied Behavior Analysis)

CRISTAL E. WEEKS and Jonathan W. Kanter (University of Wisconsin-Milwaukee)

Psychometric Evaluation of the Valued Living Questionnaire: Comparing Distressed and Normative Samples (Service Delivery)

DAVID DENHAM COTTER, Jean L. Clore, Marchion Hinton, and Scott T. Gaynor (Western Michigan University)

The Relation Between Delay Discounting and Disordered Eating in College Women (Applied Behavior Analysis)

LINDSEY ALANNA MAYBERRY and Bryan K. Saville (James Madison University)

Assessing the Functions of Eating That Lead to Obesity (Applied Behavior Analysis)

ALYSSA N. WILSON (Southern Illinois University Carbondale); Becky L. Nastally, Nicholas Mui Ker Lik, and Adam D. Hahs (Southern Illinois University); Autumn N. Mckeel (Southern Illinois University Carbondale); Michael Bordieri (University of Mississippi); and Mark R. Dixon (Southern Illinois University)

386 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

217D (CC)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Rachel Thompson, Ph.D., BCBA

Recent Developments in Assessment

Chair: Rachel H. Thompson (Western New England College)

Assessment and Treatment of Arranging and Ordering in Individuals With Autism

NICOLE M. RODRIGUEZ, Rachel H. Thompson (Western New England College), Kevin J. Schlichenmeyer, Corey Scot Stocco, and William H. Ahearn (The New England Center for Children)

Variability in Activity Completion Among Children With Autism and Their Typical Peers

STACIE BANCROFT (New England Center for Children), Rachel H. Thompson (Western New England College), Claudia L. Dozier and Amy Harper (University of Kansas), and Tiffany C. Allard (The New England Center for Children)

The Effects of "Restricted Interests" on Caregiver Presentation of Items

COREY SCOT STOCCO (New England Center for Children), Rachel H. Thompson and Nicole M. Rodriguez (Western New England College), and Kevin J. Schlichenmeyer (The New England Center for Children)

A Description of Point-by-Point Decision Making by Experts and Board Certified Behavior Analysts

NICHOLAS R. VANSELOW and Rachel H. Thompson (Western New England College), and Allen J. Karsina (The New England Center for Children)

387 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

217B (CC)

DDA; Applied Behavior Analysis

Teaching Science Content to Students With Severe Developmental Disabilities and Autism

Chair: Fred Spooner (University of North Carolina at Charlotte)

Discussant: Diane Browder (University of North Carolina at Charlotte)

Identifying Evidence-Based Practice for Students With Severe Developmental Disabilities in Science Content

FRED SPOONER, Vicki F. Knight, Diane Browder, and Bree Jimenez (University of North Carolina at Charlotte)

The Effects of Peer-Mediated Embedded Instruction on Inclusive Inquiry Science for Students With Severe Disabilities

BREE JIMENEZ, Diane Browder, and Fred Spooner (University of North Carolina at Charlotte)

Effects of Supported Electronic Text on Science Vocabulary and Comprehension by Students With Autism Spectrum Disorders

VICKI F. KNIGHT, Fred Spooner, and Diane Browder (University of North Carolina at Charlotte)

388 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

217A (CC)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Louis Hagopian, Ph.D., BCBA

The Use of Stimulus Fading to Increase Meal-Time Behavior and Leisure Skills

Chair: Louis P. Hagopian (Kennedy Krieger Institute)

Discussant: Richard G. Smith (University of North Texas)

Acquisition of Cup Drinking Using Stimulus Fading

MELANIE H. BACHMEYER, David P. Wacker, Linda J. Cooper-Brown, and Joanna Wiese (University of Iowa)

Assessment of the Effectiveness of Function-Based Treatments and Spoon to Cup Fading in Increasing Mouth Cleans for Cup Drinking

REBECCA A. GROFF, Cathleen C. Piazza, Jason R. Zeleny, and Jack R. Dempsey (Munroe-Meyer Institute, University of Nebraska Medical Center)

Evaluating a Stimulus Control Fading Procedure to Teach Indoor Rock Climbing to Children With Autism

HANNAH KAPLAN, Tina Sidener, and Kenneth F. Reeve (Caldwell College), and David W. Sidener (Garden Academy)

389 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

Travis A/B (Grand Hyatt)

DEV; Applied Behavior Analysis

The Effects of the Acquisition of Behavioral Developmental Cusps on Learning and Teaching

Chair: R. Douglas Greer (Teachers College, Columbia University)

The Effects of Multiple Exemplar Instruction Across Saying and Writing

CARLY M. EBY, R. Douglas Greer, Lisa Dawn Tullo, and Katherine Anne Baker (Teachers College, Columbia University)

Effects of Books as Conditioned Reinforcers for Observing on Reductions in Stereotypy and Reading

LISA DAWN TULLO, Carly M. Eby, and Katherine Anne Baker (Teachers College, Columbia University)

Effects of Auditory Matching on the Emergence and Improvement of Echoics in Students With Autism Spectrum Disorders

JINHYEOK CHOI, Noor Younus Syed, Yin ping Chan, and R. Douglas Greer (Teachers College, Columbia University)

Effects of the Presence and Absence of the Naming Capability on Effective Instructional Presentations

ALISON M. CORWIN and R. Douglas Greer (Teachers College, Columbia University)

#390 B. F. Skinner Lecture Series

5/31/2010 10:30 a.m.-11:50 a.m. 103AB (CC) DEV: Theory

Behaviorism and the United Ivory Archipelago

Chair: Gary D. Novak (California State University, Stanislaus)

DAVID SLOAN WILSON (Binghamton University)



David Sloan Wilson is Distinguished Professor of Biology with a joint appointment in Anthropology at Binghamton University. He is best known for championing the theory of multilevel selection, which shows how adaptations can evolve at all levels of the biological hierarchy, with implications ranging from the origin of life to the nature of religion. He is author of nearly 200 scientific articles published in biology, anthropology, psychology, and philosophy journals. His academic books include *The Natural Selection of Populations and Communities* (1980), *Unto Others: The Evolution and Psychology of Unselfish Behavior* (with Elliott Sober; 1998), *Darwin's Cathedral: Evolution, Religion, and the Nature of Society* (2002),

and *The Literary Animal: Evolution and the Nature of Narrative* (co-edited with Jonathan Gottschall, 2005). His first book for a general audience was *Evolution for Everyone: How Darwin's Theory Can Change the Way We Think About Our Lives* (Delacorte, 2007), which Natalie Angier described as "a minor miracle, the near complete emulsifying of science and the real world." His next book will be published by Little, Brown and is titled *Evolving the City: An Evolutionist Contemplates Changing the World—One City at a Time.*

In addition to his own research and writing, Dr. Wilson is director of EvoS, a campus-wide program that strives to use evolutionary theory as a common language to create a single intellectual community, spanning all human related subjects in addition to the natural world.

Abstract: The Ivory Tower is more aptly called the Ivory Archipelago—many islands of thought with little communication among them. Each field (island) within psychology has its own history and special assumptions. One island's commonplace is another's heresy. The fields of evolutionary psychology and behavior analysis provide an especially strong contrast. The ideas associated with Skinner are central to behavior analysis, but rejected by evolutionary psychology as part of the "standard social science model." There is an urgent need to achieve a more consilient theoretical framework for psychology—to turn the Ivory Archipelago into the United Ivory Archipelago. I will argue that evolutionary theory provides the consilient framework for psychology, as it does for the biological sciences, but that it must go beyond the current field of evolutionary psychology and include a healthy measure of behaviorism. The consilient theory must do justice to both elaborate genetic innateness and impressive open-ended behavioral and cultural flexibility.

#391 Panel Discussion

5/31/2010 10:30 a.m.-11:50 a.m.

Lone Star Ballroom Salon F (Grand Hyatt)

EAB; Experimental Analysis

Is There Still a Place for Basic Researchers in ABAI?

Chair: Dean C. Williams (University of Kansas)

CAROL PILGRIM (University of North Carolina, Wilmington)

MARC N. BRANCH (University of Florida)

M. JACKSON MARR (Georgia Institute of Technology)

MICHAEL PERONE (West Virginia University)

392 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

Texas Ballroom Salon A (Grand Hyatt)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kerri Milyko, M.A., BCBA

The Marriage of Percentile and Precision: Shaping Academic Behaviors Using Percentile Schedules

Chair: Jeffrey Gesick (University of North Texas)

Discussant: Henry S. Pennypacker (University of Florida)

A Case for Incorporating Percentile Schedules Into Precision Teaching Practices: A Systematic Approach to Shaping Response Frequencies

JEFFREY GESICK (University of North Texas), Kerri K. Milyko (University of Nevada, Reno), and Kimberly Nix Berens (Center for Advanced Learning, Inc.)

Bringing Basic Science Into an Applied Setting: Using the Percentile Schedule to Take the Art Out of Shaping

MOLLY HALLIGAN and Kerri K. Milyko (University of Nevada, Reno), Kimberly Nix Berens (Center for Advanced Learning, Inc.)

Dissecting the Percentile Schedule Equation: Evaluating the Effects of Various Densities of Reinforcement

KERRI K. MILYKO (University of Nevada, Reno) and Kimberly Nix Berens (Center for Advanced Learning, Inc.)

393 Paper Session

5/31/2010

10:30 a.m.-11:50 a.m.

Texas Ballroom Salon E (Grand Hyatt)

FDC

Strategies for Improving Student Outcomes in Higher Education

Chair: Ramona Houmanfar (University of Nevada, Reno)

The Effects of Differential Reinforcement Procedures on the Quiz Submission of College Students (Applied Behavior Analysis)

MELODY BERKOVITS (The Graduate Center of the City University of New York) and Alicia M. Alvero (Queens College, The City University of New York)

Using On-Line Mastery Quizzing to Improve Essay Writing Skills (Applied Behavior Analysis)

Megan Knight, HEATHER M. MCGEE, and Amy E. Scrima (Western Michigan University)

Increasing the Effectiveness of Interteaching: Capitalizing on the Testing Effect

(Applied Behavior Analysis)

TONYA LAMBERT and Bryan K. Saville (James Madison University)

An Analysis of Goal Setting and Values-Based Training Modules on Student Retention Rates (Applied Behavior Analysis)

JARED A. CHASE, Ramona Houmanfar, and Jennifer Plumb (University of Nevada, Reno)

#394 Paper Session

5/31/2010

10:30 a.m.-11:50 a.m.

Texas Ballroom Salon D (Grand Hyatt)

FDC

Conceptual and Practical Issues in Selecting and Analyzing School-Based Interventions

Chair: Gary L. Cates (Illinois State University)

Toward a Behavior Analytic Method of Identifying Effective Instructional Reading Interventions (Service Delivery)

GARY L. CATES (Illinois State University) and Kristin N. Johnson-Gros (Eastern Illinois University)

Examining Models for Academic Interventions: Emphasis on Academic Response Patterns (Service Delivery)

KRISTIN N. JOHNSON-GROS (Eastern Illinois University) and Gary L. Cates (Illinois State University)

Enhancing School-Wide Positive Behavior Support Through Structured Direct Observation of the Classroom Ecology (Applied Behavior Analysis)

PHILIP L. CONCORS and Karen M. Zeltman (ABC Consultants, LLC), Vincent Winterling (Winterling Consultants), and Karen Woods (ABC Consultants, LLC)

Examining Discrepancies in Applied Data (Applied Behavior Analysis)

KIM KILLU (University of Michigan-Dearborn) and Kimberly P. Weber (Gonzaga University)

#395 Paper Session

5/31/2010

10:30 a.m.-11:50 a.m.

Texas Ballroom Salon B (Grand Hyatt)

EDC

Instructional Strategies for Learners With Exceptional Needs

Chair: Bridget Fleming (Simmons College)

An Examination of Behavioral Intervention and Outcomes Beyond the

Child With Autism (Applied Behavior Analysis)

JANICE DONEY FREDERICK, Ginger R. Wilson, and Rebecca S. Raas (The ABRITE Organization)

Teaching Appropriate Play Skills in Young Children With Special Needs

(Applied Behavior Analysis)

BRIDGET FLEMING (Simmons College)

Web Design and Accommodations for Persons With Disabilities (Service Delivery)

BELINDA DAVIS LAZARUS (University of Michigan, Dearborn)

396 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

Republic A (Grand Hyatt)

OBM; Applied Behavior Analysis

Current Laboratory and Applied Studies in Organizational Behavior Management

Chair: Julie M. Slowiak (University of Minnesota Duluth)

The Impact of Evaluation and Pay Conditions on Feedback Solicitation in the Workplace

JULIE M. SLOWIAK, Ashley Nuetzman, Lauren Anthony, Paul Fursman, and Karl Harkins (University of Minnesota Duluth)

A Comparison of Three Training Methods on the Acquisition and Retention of Automotive Product Knowledge

RHIANNON M. FANTE (Stephen F. Austin State University), Barbara Bucklin (Ardent Learning), Lori H. Diener (Performance Blueprints), and Alyce M. Dickinson (Western Michigan University)

Increasing Safe Crossing Behaviors of Pedestrians on a University Campus

AJAL B. PATEL (University of Texas at Arlington), and Joshua A. Staley and Rhiannon M. Fante (Stephen F. Austin State University)

The Effects of Sign Prompts to Encourage Hand Washing

ORA L. DAVIS, D'oreall Johnson, Shylo Brandenburg, and Rhiannon M. Fante (Stephen F. Austin State University)

#397 Panel Discussion

5/31/2010

10:30 a.m.-11:50 a.m.

Texas Ballroom Salon F (Grand Hyatt)

TBA; Theory

BACB CE Offered, CE Instructor: Charles Merbitz, Ph.D., BCBA

Accreditation and Licensure: Defining and Supporting the Future of Applied Behavior Analysis

Chair: Charles T. Merbitz (Chicago School of Professional Psychology)

LINDA J. PARROTT HAYES (University of Nevada, Reno)

PATRICK M. GHEZZI (University of Nevada, Nevada)

LIBBY M. STREET (Central Washington University)

MICHAEL J. CAMERON (Simmons College)

398 Panel Discussion

5/31/2010

10:30 a.m.-11:50 a.m.

Bonham B (Grand Hyatt)

TPC; Theory

Professional Development Series: Translation of Behavioral Momentum and Resurgence Theories to Differential Reinforcement Programs

Chair: Jeffrey R. Luke (University of Iowa)

GREGORY A. LIEVING (Kennedy Krieger Institute)

HENRY S. ROANE (SUNY, Upstate Medical University)

TIMOTHY A. SHAHAN (Utah State University)

CAROL ANN DAVIS (University of Washington)

399 Symposium

5/31/2010

10:30 a.m.-11:50 a.m.

214C (CC)

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Daniel Shabani, Ph.D., BCBA

Research on Verbal Relations

Chair: Daniel B. Shabani (California State University, Los Angeles)

Establishing Operations and Listener Behavior

ROBERT R. PABICO (Center for Behavior Analysis and Language Development), and Daniel B. Shabani. Rachel Adler. and Erika Myles (California State University. Los Angeles)

The Effects of Listener and Speaker Training on the Formation of Equivalence Classes

EVELYN C. SPRINKLE, Lesley A. Macpherson, Krisann E. Schroeder, Jared T. Coon, and Caio F. Miguel (California State University, Sacramento)

Rule-Governed Behavior: Further Analysis of a Procedure for Teaching Children With Autism a Preliminary Repertoire of Rule-Following

CARRIE KATHLEEN ZUCKERMAN, Jonathan J. Tarbox, Michele R. Bishop, Melissa L. Olive (Center for Autism and Related Disorders, Inc.), and Denis P. O'Hora (National University of Ireland, Galway)

The Effects of Single-Tact Training on Naming and Categorization by Children With Autism VISSY V. KOBARI-WRIGHT, Sonya Gotts, and Caio F. Miguel (California State University, Sacramento)

400 Paper Session

5/31/2010

11:00 a.m.-11:20 a.m.

Lone Star Ballroom Salon E (Grand Hyatt)

EAB

Dwarf Hamsters

Chair: Gwen Lupfer-Johnson (University of Alaska Anchorage)

Effects of Flavor Variety and Social Housing on Weight Gain in Juvenile Dwarf Hamsters (*Phodopus Campbelli*) (Experimental Analysis)

JENNIFER LYNNETTE LACASSE, Gwen Lupfer-Johnson, and Eric S. Murphy (University of Alaska Anchorage)

401 Invited Presenter

5/31/2010

11:00 a.m.-11:50 a.m.

Ballroom A (CC)

BPH; Experimental Analysis

Drug Reinforcing Effects: Establishment and Measurement

Chair: Karen G. Anderson (West Virginia University)

RICHARD A. MEISCH (University of Texas Health Science Center in Houston)



Richard A. Meisch published his first drug self-administration paper in 1967, and has continued to conduct drug self-administration studies to the present. In 1970 he completed an MD-Ph.D. program (Ph.D. in pharmacology and MD) at the University of Minnesota, and subsequently a postdoctoral fellowship in behavioral pharmacology and a residency in psychiatry at the same institution. Since 1988 he has been a professor of psychiatry and behavioral sciences at the University of Texas Health Science Center in Houston. His research has remained focused on drug self-administration studies in humans, rhesus monkeys, rats, and mice. A number of routes of

administration have been explored. In addition to the IV route he has used the oral, subcutaneous, and intraperitoneal routes. Research interests include procedures to establish drug reinforcing effects and to measure the magnitude of the effects. Methodological interests include the interpretation of drug self-administration data and development of novel experimental designs and procedures. In studying these topics his research has crossed into areas such as polydrug abuse, behavioral economics, food restriction, behavioral genetics, and the generality of findings across humans, monkeys, and rodents.

Abstract: Orally delivered drugs are more difficult to establish as reinforcers than intravenously delivered drugs for at least three reasons: (1) aversive taste, (2) low volume consumed including low drug intake (mg of drug/kg of body weight), and (3) long delay between drinking and onset of central nervous system effects. Nevertheless, a broad range of orally delivered drugs can be established as effective reinforcers for rhesus monkeys. Moreover, some of these drugs will also serve as reinforcers for rats and mice. Strategies for establishing drugs as reinforcer via the oral route will be discussed as well as an explanation for the marked effectiveness of these drugs when taken by mouth. New methods have been developed for measuring the magnitude of reinforcing effects will be described. The findings with these new methods are consistent with findings from choice studies. Although choice procedures are the "gold standard" for evaluating relative reinforcing effects, counter-intuitive findings emerge under some choice parameters. These findings will be shown to be instances of a larger analytic perspective.

402 Panel Discussion

5/31/2010

11:00 a.m.-11:50 a.m.

Seguin (Grand Hyatt)

CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Janet Montgomery, M.S., BCBA

The Applied Behavior Analysis Crusades: Notes From the Front Lines

Chair: Janet L. Montgomery (Florida Institute of Technology)

KRISTIN K. MYERS (Florida Tech)

COREY L. ROBERTSON (Florida Institute of Technology)

CINDY SCHMITT (Florida Institute of Technology)

403 Paper Session

5/31/2010

11:00 a.m.-11:50 a.m.

Lone Star Ballroom Salon D (Grand Hyatt)

EAB

Theory and Application of the Experimental Analysis of Behavior

Chair: Sarah G. Ross (North Carolina State University)

Developing an Approach-Avoidance Model of Human Anxiety in the Laboratory

(Experimental Analysis)

STEVEN ROBERT GANNON and Bryan T. Roche (National University of Ireland, Maynooth)

Using Single-Subject and Small-N Experimental Designs: A Historical and Contemporary Analysis (Applied Behavior Analysis)

SARAH G. ROSS and John C. Begeny (North Carolina State University)

404 Poster Session

5/31/2010 12:00 p.m.–1:30 p.m. Exhibit Hall A (CC) AUT

AUI

1. An Evaluation of Mentor Feedback on Masters Candidate Skills Educating Preschoolers With Autism Spectrum Disorders (DDA; Applied Behavior Analysis)

YASEMIN TURAN and Laura J. Hall (San Diego State University), and Hillary Whiteside (The Institute for Effective Education)

2. A Parent Education Program to Further Enhance the Developmental Growth of Infants At-Risk for Autism (DDA: Applied Behavior Analysis)

CASANDRA C. NGUYEN and Erin McNerney (Autism Spectrum Therapies)

3. Using Video Feedback to Improve Natural Environment Teaching Training for Direct Care Staff (EDC; Applied Behavior Analysis)

ANNETT L. ALLEN and Domonique Y. Randall (The Shape of Behavior)

4. The Effects of Verbal Feedback on Staff Performance in a Clinical Setting

(OBM; Applied Behavior Analysis)

DANIELLE LISE LAFRANCE and Diana Lynn Morgan (Therapeutic Pathways, Inc.)

5. Training School Personnel to Implement Positive Behavior Support Plans

(TBA; Applied Behavior Analysis)

DARYN KALMUS (Autism Spectrum Therapies)

6. Effects of Computer-Assisted Instruction on Procedural Integrity for Inexperience Therapists During Generalization Training Trials (TBA; Applied Behavior Analysis)

NITASHA DICKES, Tiffany Kodak, Wayne Fisher, Kelly J. Bouxsein, and Andrea Clements (Munroe-Meyer Institute, University of Nebraska Medical Center),

7. Evaluating Sensory Integration Procedures Using a Reversal Design: A Lack of Treatment Effect (DDA; Applied Behavior Analysis)

JENNIFER SMITH and Robert K. Ross (BEACON Services)

8. Educational Strategies Used for Children With Autism: A Review (EDC; Service Delivery) LAWRENCE K. AMETEPEE, Morgan Chitiyo, and Jonathan Chitiyo (Southern Illinois University Carbondale)

10. A Comparison of Most to Least Prompting and No-No-Prompting During Discrete Trial Training (EDC; Applied Behavior Analysis)

TAMI S. SANBORN (The Groden Center)

11. Outcomes of Behavioural Interventions at a Centre Combined With Mainstream Placement for Children With Autism (Service Delivery)

ALISON SHARLAND (Highfield Centre), Sigmund Eldevik (Akershus University College), and J. Carl Hughes (Bangor University, Wales)

12. Who Are the Folks Most Commonly Implementing, Collecting Data, and Supervising Behavior Plans of Individuals With Autism? (Service Delivery)

ELLIE KAZEMI, Alyssa Rylander, Robert W. Burns, Marnie Nicole Shapiro, Amanda Valencia, Yesenia Larios, Meline Pogosjana, and Melissa Navar (California State University, Northridge)

13. Increasing Reading Comprehension Skills Using High School Level Textbooks in a Special Education Classroom (EDC; Applied Behavior Analysis)

AINSLY DUFF (The Chicago School of Professional Psychology) and Tara A. Glavin (Hope Institute Learning Academy)

14. Teaching Functions to a Child With Autism Using of Multiple Learning Channels (EDC: Service Delivery)

ELYSE REYNOLDS (FEAT of Washington), Kelly J. Ferris (Organization for Research and Learning), and Michael Fabrizio (FEAT of Washington)

15. Evaluating the Effects of Using Aberrant Behavior as a Reinforcer and Nonverbal Praise to Address the Echolalia of a Student With Autism During Work Sessions (Applied Behavior Analysis)

LAUREN C. WASANO and Kim Romick (STE Consultants, LLC)

16. Equivalence Class Formation by Adolescents With Asperger's Disorder

(VRB; Experimental Analysis)

ANDREW R. RILEY (Western Michigan University), Linda A. LeBlanc (Auburn University), and Brian J. Feeney (Western Michigan University)

17. The Effects of Priming on Academic Acquisition of a Boy With Autism in an Inclusive Educational Setting (Applied Behavior Analysis)

DONNA C. CHANEY, Joel P. Hundert, and Shawn Brumby (Behaviour Institute)

18. A Clinical Evaluation of Response Interruption and Redirection on Vocal Stereotypy in a Preadolescent With Autism (DDA; Applied Behavior Analysis)

LESLEY A. MACPHERSON, Jessica Love, and Caio F. Miguel (California State University, Sacramento)

19. Evaluation of Client Location and Preferred Items on Head Weaving

(DDA; Applied Behavior Analysis)

WILLIAM J. HIGGINS (Munroe-Mever Institute, University of Nebraska Medical Center).

Terry S. Falcomata (University of Texas at Austin), Kasey Stephenson (Munroe-Meyer Institute, University of Nebraska Medical Center), and Henry S. Roane (State University of New York, Upstate Medical University)

20. Stimulus Fading, Positive Reinforcement, and Extinction to Treat Food-Related Packing (DDA; Service Delivery)

LAURA GORMLEY, Kristen A. Maglieri, and Rita Honan (Trinity College Dublin), and Ciara Tolan (Stepping Stones ABA School for Children with Autism)

21. A Practitioner's Guide to Implementing Differential Reinforcement of Other Behaviors Among Students With Autism (EDC; Applied Behavior Analysis)

LEAH C. GONGOLA (Youngstown State University), Rosie Daddario (Kent State University), and Dru Perren (Youngstown State University)

22. The Effects of Functional Communication Training and Progressive Delays to Reinforcement on Problem Behavior and Task Compliance (Applied Behavior Analysis)

ALFRED BREWIN IV and Michelle Ennis Soreth (Rowan University)

23. Response Interruption and Redirection as Treatment for Vocal Stereotypy in Children With Autism (Applied Behavior Analysis)

MEGAN DUFFY CASSELLA (Garden Academy), Tina Sidener (Caldwell College), David W. Sidener (Garden Academy), and Patrick R. Progar (Caldwell College)

24. The Effects of Response Interruption and Redirection and Differential Reinforcement of Other Behaviors on Vocal Stereotypy in Children With Autism (Applied Behavior Analysis)

MARY ELIZABETH GARTLAND (The May Institute), and Courtney Fleming and Sheila R. Alber-Morgan (The Ohio State University)

25. Can't Touch This (VRB; Applied Behavior Analysis)

TARA A. GLAVIN (Hope Institute Learning Academy), Lorraine M. Bologna (The Chicago School of Professional Psychology), and Brooke Owens and Robyn Fisher (The Chicago School of Professional Psychology)

26. A Comparison of Random Versus Fixed Order Functional Analyses

(DDA; Applied Behavior Analysis)

KRISTEN SILLIMAN (California State University, Sacramento)

27. Changing of Preferences Over Time: Is It True? (EDC: Applied Behavior Analysis)

CHERYL J. DAVIS (Consultant), Michele D. Brock (Crossroads School for Children), Kristin McNulty (Crossroads School for Children), and William Timothy Courtney and Mary Rosswurm (Little Star)

28. The Effects of Response Blocking and Restraint on the Assessment of Competing Stimuli for Severe Self-Injury (Applied Behavior Analysis)

DENISE KUREK and Heather K. Jennett (Kennedy Krieger Institute)

29. Teaching Perspective-Taking to Children With Autism Spectrum Disorders

(DDA: Applied Behavior Analysis)

KERRI L. WALTERS and Victoria Sobie (University of Manitoba), and C. T. Yu and Jacklyn M. Caners (St. Amant Research Centre, University of Manitoba)

30. Exploring a Social Skills Intervention for Children With Autism Using a Video Modeling Procedure (DDA; Applied Behavior Analysis)

LOUISE CRITCHLEY and Angelika Anderson (Krongold Centre, Monash University)

31. A Follow-Up Study: Pivotal Response Training on Social Skills of One Preschool Child With Autism (EDC: Applied Behavior Analysis)

SHU-HWEI KE (SEEK Education, Inc.-Taiwan), Hua Feng (National Changhua University of Education), and Shu-Feng Kuo (SEEK Education, Inc.-Taiwan)

32. The Use of Discrete Trial Instruction With Mastery Interspersals to Teach Joint Attention Behavior (EDC; Applied Behavior Analysis)

ANDREA CHAIT (Pathways Strategic Teaching Center), Sheila Quinn, Samantha Sandland, Alexandra Pereira, and Carin Heaney (Salve Regina University), Katherine Jensen (Pathways Strategic Teaching Center), and Jennifer L. Marshall (Trudeau Center)

33. Training and Generalization of Social Skills in a Student With Asperger's Syndrome (Applied Behavior Analysis)

RYAN GOVER and Gordon A. DeFalco (Evergreen Center)

34. Using of Differential Reinforcement to Increasing Eye Contact and Attention Seeking in Children With Autism (VRB; Applied Behavior Analysis)

AUDREY ALBERSTADT, Meg Napolitono-Evans, E. J. Lee, and Carlos F. Aparicio (The Aurora School)

35. Increasing Vocal Initiations to Play by Individuals With Autism Through the Use of Video Modeling (DDA; Applied Behavior Analysis)

MARCUS A. LOZANO, Sharon A. Reeve, Kenneth F. Reeve, and Tina Sidener (Caldwell College)

36. A Comparison of Video Priming and Simultaneous Video Modeling to Teach Play Skills to Children With Autism (EDC; Applied Behavior Analysis)

KIMBERLY SANCHO (Garden Academy), Tina Sidener (Caldwell College), Sharon A. Reeve (Caldwell College), and David W. Sidener (Garden Academy)

37. Utilizing Speaker Immersion and Communication Packages to Increase Verbal Behavior and Decrease Unsafe Behaviors (EDC; Applied Behavior Analysis)

JOHN TOLSON, Alexis Reeb, Kitti South, and Adam S. Warman (The Faison School for Autism)

38. Video Modeling Paired With Schedules to Teach a Student With Autism to Request a Break (EDC; Applied Behavior Analysis)

JANET A. BUTZ (Collaborative Autism Resources & Education), and Greg Ryan and Debra Cummins Roth (Tomball Intermediate School District)

39. Comparison of Prompting Procedures on Intraverbal Behavior on Children With Autism (Applied Behavior Analysis)

JENNIFER LYNN JORANDBY, Stephany Kristina Reetz, Chelsea B. Hedquist, Amanda Buchmeier, Kathryn R. Haugle, Kathryn Larson, and Kevin P. Klatt (University of Wisconsin, Eau Claire)

40. Response Priming in a Young Child With Autism: Duplicating Vocal Responses Facilitates Vocal Imitation (Applied Behavior Analysis)

LEIF ERIK NIELSEN, Jennifer A. Bonow, and Patrick M. Ghezzi (University of Nevada, Reno)

- 41. A Comparison of The Verbal Behavior Milestone and Placement Program in Typically Developing Children and Children on the Autism Spectrum (VRB; Applied Behavior Analysis) ASHLIE LINDER GRILL and Kassi J. VanderPloeg (Florida State University), and Gina Marie Ballone (Brilliant Minds)
- 42. Using Applied Behavior Analysis Strategies to Improve Motor Coordination of a Child With Autism in Competitive Swimming (CSE; Applied Behavior Analysis)

LAN LIU-GITZ and Stacy L. Carter (Texas Tech University) and Joseph Bales (Texas Tech University Health Science Center)

43. Teaching Cooking Skills Using Video Modeling With Teens With Autism

(EDC: Applied Behavior Analysis)

ANNE K. RYE and Bonnie Kraemer (San Diego State University)

44. Evaluating the Effectiveness of a Photographic Schedule to Teach Adults With Autism to Use an Apple iPod (Applied Behavior Analysis)

MELISSA ANGLESEA (Alpine Learning Group) and Peter M. Vietze (Institute for Basic Research)

45. A Comparison of Acoustical (Clicker) and Visual (Token) Conditioned Reinforcers for Teaching Children With Autism (EDC; Applied Behavior Analysis)

NORA IANNACCONE (San Diego State University)

46. The Effects of Conditioning Looking at Faces as a Reinforcer on Observing Responses (EDC; Applied Behavior Analysis)

Dolleen-Day Keohane, R. Douglas Greer, Jacqueline Maffei-Lewis, KARLEE D. MILLER, and Lisa Dawn Tullo (Teachers College, Columbia University)

405 Poster Session

5/31/2010

12:00 p.m.-1:30 p.m.

Exhibit Hall A (CC)

BPH

47. The Impact of Amphetamine on Resistance-to-Extinction Following Single-Schedule Training (EAB: Experimental Analysis)

STEPHEN H. ROBERTSON and Sherry L. Serdikoff (James Madison University)

48. Effects of D-Amphetamine on Delay Discounting With Different Baselines

(EAB; Experimental Analysis)

CHRISTOPHER KREBS and Karen G. Anderson (West Virginia University)

49. Does Continued Access Alter Economic Demand and Reinstatement? A Comparison of Methamphetamine and Food (EAB; Experimental Analysis)

Chad M. Galuska (College of Charleston), Kelly M. Banna (Medical University of South Carolina), LENA VAUGHN WILLSE (College of Charleston), and Noushin Yahyavi-Firouz-Abadi and Ronald E. See (Medical University of South Carolina)

50. A Choice Reaction-Time Procedure for Assessing the Neurobehavioral Effects of Drugs and Toxicants With Rats (EAB; Experimental Analysis)

YUSUKE HAYASHI, James M. Antonini, and Oliver Wirth (National Institute for Occupational Safety and Health)

51. Effects of Acute and Repeated Administration of Diazepam on Delay Discounting in Lewis and Fischer 344 Rats (EAB; Experimental Analysis)

SALLY HUSKINSON, Amber Barse, and Karen G. Anderson (West Virginia University)

52. Do Stimulant Medications for Attention Deficit Hyperactivity Disorder Enhance Learning? A Test of the Incremental Repeated Acquisition of Responses Procedure With Adults Who Benefit From Medication (EAB; Experimental Analysis)

DAVID M. TREJO and Marshall L. Dermer (University of Wisconsin-Milwaukee)

53. Discriminative Stimuli of Neuroactive Steroids and Benzodiazepines Are Similar but Not Identical in Rats

XIANG BAI (University of Texas Health Science Center at Austin) and Lisa R. Gerak (University of Texas HSC-H)

54. The Relative Contributions of Norepinephrine and Dopamine Transport Inhibition on Signal Detection in Rats (EAB; Experimental Analysis)

ELIZABETH C. FEIT, Brenda L. McKee, and Sarah E. Eggenberger (University of Wisconsin-Madison)

55. The Role of Dopamine in Time-Based and Effort-Based Optimal Foraging, Decision-Making Paradigms in Rats (EAB; Experimental Analysis)

BRENDA L. MCKEE, Elizabeth C. Feit, and Sarah E. Eggenberger (University of Wisconsin-Madison)

56. Motivational and Attention Deficits in a Rat Model of Fetal Alcohol Syndrome

(EAB: Experimental Analysis)

SARAH E. EGGENBERGER, Echo Rufer, Elizabeth C. Feit, Brenda L. McKee, Elliott M. Paletz, and Susan Smith (University of Wisconsin-Madison)

57. Alcohol-Reinforced Responding as a Function of Schedule and Rate of Reinforcement (EAB; Experimental Analysis)

AMY ELLERBE, Jennifer Lynnette LaCasse, Gwen Lupfer-Johnson, and Eric S. Murphy (University of Alaska, Anchorage)

58. Absence of Learning and Memory Impairments in Female Rats Following Repeated Administration of Dextromethorphan During Adolescence (Experimental Analysis)

AMY DURGIN and Alan D. Poling (Western Michigan University)

59. Effects of Alcohol Preload on Alcohol's Reinforcing Efficacy

in College Students (Applied Behavior Analysis)

MEGAN B. BLACK and Sherry L. Serdikoff (James Madison University)

60. The Antimalarial Mefloquine Does Not Share Discriminative Stimulus Properties With Uncompetitive NMDA Antagonists (EAB; Experimental Analysis)

RODNEY D. CLARK (Allegheny College), Emily Jutkiewicz and James H. Woods (University of Michigan), Katy Orchowski (Allegheny College)

406 Poster Session

5/31/2010

12:00 p.m.-1:30 p.m.

Exhibit Hall A (CC)

CBM

61. The Effects of Auditory Stimulation on Repetitive Behavior (Applied Behavior Analysis) DANIELLE BROOME, Amanda Bosch, Timothy R. Vollmer, and Andrea Zawoyski (University of Florida)

62. Home and Car Environmental Tobacco Smoke Exposure in Rural Outpatients Psychiatric Smokers and Nonsmokers (Service Delivery)

Maureen Kathleen Flynn, NICKI JEANE, and Tom Lombardo (University of Mississippi)

63. The Most Effective Variable of Squiggle Game for Promoting Participants' Communicative Behaviors (Experimental Analysis)

KAORI GOTO and Tetsumi Moriyama (Tokiwa University)

64. Using Differential Reinforcement of Other Behavior to Increase Seatbelt Compliance (Applied Behavior Analysis)

EMILY BARBA, Robert N. Davidson, and Katharine Gutshall (Center for Autism and Related Disorders, Inc.)

65. Utilizing Redirection and Noncontingent Reinforcement to Treat Physical Aggression in an Adult Male With an Anoxic Brain Injury (Service Delivery)

GLENN ADRIAN (Neurobehavioral Program) and James C. K. Porter (Brock University)

66. The Assessment and Treatment of Feeding Problems in Children: A Home-Based Approach to Treatment (AUT; Applied Behavior Analysis)

JENNIFER LEIGH KING, Meeta R. Patel, Michelle L. Waddell, Nissa Wendy Goldberg, and Aida Miles (Clinic 4 Kidz)

67. Increasing Feeding Skills in Children With Severe Oral Motor Deficits and Dysphagia MICHELLE L. WADDELL, Meeta R. Patel, Jennifer Leigh King, Nissa Wendy Goldberg, and Aida Miles (Clinic 4 Kidz)

68. Using Time-Out as an Effective Treatment Intervention for Feeding Problems in Children (AUT; Applied Behavior Analysis)

NISSA WENDY GOLDBERG, Meeta R. Patel, Michelle L. Waddell, Jennifer Leigh King, and Aida Miles (Clinic 4 Kidz)

69. Increasing Self-Feeding of Table Texture Food Using an Avoidance Procedure (Applied Behavior Analysis)

JENNIFER M. KOZISEK, Valerie M. Volkert, Lara Barnett, and Erin K. Feind (Monroe-Meyer Institute, University of Nebraska Medical Center)

70. Benefits of the SpecialNeeds Feeder With Infants With Pediatric Feeding Disorders (Applied Behavior Analysis)

CANDICE M. JOSTAD, Cathleen C. Piazza, Valerie M. Volkert, Rebecca A. Groff, Charis L. Farrell, Jason R. Zeleny, Heather J. Kadey, and Victoria Stewart (Munroe-Meyer Institute, University of Nebraska Medical Center)

71. Use of a Flipped Spoon and Chin Prompt to Increase Swallowing (Applied Behavior Analysis) JACK R. DEMPSEY, Cathleen C. Piazza, and Rebecca A. Groff, Jennifer M. Kozisek (Munroe-Meyer Institute, University of Nebraska Medical Center)

72. The Effect of Texture Manipulation on Swallowing in a Child With a Feeding Disorder (Applied Behavior Analysis)

JASON R. ZELENY, Cathleen C. Piazza, and Heather J. Kadey (Munroe-Meyer Institute, University of Nebraska Medical Center)

73. Using a Changing Criterion Design to Promote Fitness and Weight Loss in an Overweight Adult (CSE; Applied Behavior Analysis)

STEPHEN RAY FLORA (Youngstown State University)

74. Effects of a Multidisciplinary Camp Program on Obesity, Eating Self-Efficacy, and Habits in Overweight Children (CSE; Service Delivery)

Minhee Kim, HYUNSUN AHN, Joo-hee Kim, and Boo Yeol Choi (Yonsei University), and Justin Y. Jeon (Department of Sport and Leisure Studies, Yonsei University)

75. Mindful Eating (CSE; Applied Behavior Analysis)

RITA S. WOLPERT (Caldwell College)

76. A Behavioral Approach to Increasing Exercise Performance in Obese Teens Diagnosed With Developmental Disabilities (DDA: Applied Behavior Analysis)

VICTORIA IVORY PARKS (The Chicago School of Professional Psychology) and Tara A. Glavin (Hope Institute Learning Academy)

77. The Effect of Behavioral Contingency Management on Nutritional and Exercise Related Behaviors and Weight Loss (EDC; Applied Behavior Analysis)

CAROL BRADLEY, Robin Rumph, Glen L. McCuller, Michael Walker, Chris Ninness, Evelyn Sauceda, and Elizabeth Kelly (Stephen F. Austin State University)

78. Developmentally-Based Baseball Training: A Preliminary Examination of Personal Goal Setting for a 9-Year-Old Boy (Applied Behavior Analysis)

CHARLES HORACE VENNIE (The Pennsylvania State University) and Kimberly A. Schreck (The Pennsylvania State University, Harrisburg)

79. The Back for Action Program: A Single-Case Component Analysis of the Effects of Self-Monitoring, Feedback, and Consultation Based on a Contextual and Functional Assessment (CSE; Service Delivery)

MELANIE S. BURKHARDT (School of Nursing and Midwifery, Curtin University) and David J. Leach (School of Psychology, Murdoch University)

407 Poster Session

5/31/2010 12:00 p.m.-1:30 p.m. Exhibit Hall A (CC) CSE

80. Conditioning a Tactile Stimulus as a Reinforcer (AUT; Applied Behavior Analysis)

IRA RINN and Tina Sidener (Caldwell College), Dawn Buffington Townsend (The Institute for Educational Achievement), and Kenneth F. Reeve (Caldwell College)

81. Individualized Parent Training in the Home (CBM; Applied Behavior Analysis)

SARA R. MAJOR and Kathleen M. Hine (Life Span Institute, University of Kansas) and Roger Stanley (University of Kansas)

82. Generalized Results of Behavior Support Training (CBM; Applied Behavior Analysis)

ROGER STANLEY (University of Kansas), and Kathleen M. Hine and Sara R. Major (Life Span Institute, University of Kansas)

83. Chronic Fatigue Syndrome: Toward a Standardized Spanish Instrument—Preliminary Results of Its Prevalence in Several Cities of Mexico (DDA; Applied Behavior Analysis)

NORMA COFFIN and Monica Alvarez Zuñiga (Universidad Nacional Autónoma de México), Leonard A. Jason (De Paul University), Francisca Bejar Nava, Francisca Bejar Nava, Lourdes Jimenez Renteria, and Constanza Miralrio Medina (Universidad Nacional Autónoma de México)

84. Unknown Versus Known Offenders (Service Delivery)

MELISSA NAYAR, Meline Pogosjana, Amanda Valencia, Gina Romano, and Ellie Kazemi (California State University, Northridge)

85. The Effect of Feedback on Professional Communication With Women in Drug Treatment (Applied Behavior Analysis)

BRITTANY M. BISHOP (Temple University), Mary Louise E. Kerwin (Rowan University), and Donald A. Hantula (Temple University)

86. Teaching Speed-Dating Social Skills to College Students Who Are Gay or Lesbian (Applied Behavior Analysis)

JAYE K. LUKE, Laura D. Fredrick, and Franco Dispenza (Georgia State University)

87. Use of Lottery Tokens to Increase Replacement Behaviors in Multiple Settings (Applied Behavior Analysis)

MARK NEESE (Applied Behavioral Advancements), Susan Reed (Florida Institute of Technology), Cynthia Powers (Spalding University), George Walter Throne (Cedar Lake Lodge), Joyce A. Colwell (Spalding University), and Carolyn Estep Book (Florida Institute of Technology)

88. Interrelationship Between Welfare Worker and Client for Implementing Person-Centered Welfare Services (TPC; Applied Behavior Analysis)

NOBUHIRO WATANABE and Tetsumi Moriyama (Tokiwa University)

89. An Analysis of Reported Distal Data Collection Methods Utilized in Intervention Research Studies (TPC; Applied Behavior Analysis)

KIMBERLY CROSLAND, Glen Dunlap, and Bryon R. Neff (University of South Florida)

90. An Assessment of Value Orientation in Applied Behavior Analysis

(TPC; Applied Behavior Analysis)

GUNN LOKKE and Jon A. Lokke (Østfold University College Norway) and Erik Arntzen (Akershus University College)

91. Attention Values in the Journal of Applied Behavior Analysis and Other Clinical Journals (TPC; Applied Behavior Analysis)

GUNN LOKKE and Jon A. Lokke (Østfold University College Norway), and Erik Arntzen (Akershus University College)

408 Poster Session

5/31/2010

12:00 p.m.-1:30 p.m.

Exhibit Hall A (CC)

DDA

92. Using Noncontingent Reinforcement to Increase Compliance With Wearing Prescription Prostheses (AUT; Applied Behavior Analysis)

SARAH M. RICHLING (University of Nevada-Reno), John T. Rapp, Regina A. Carroll, Jeannette Smith, Aaron Nystedt, and Brooke Siewert (St. Cloud State University)

93. Solving Aversive Adaptation in the Treatment of Case-Hardened Knee-and-Fist-to-Head by Gradually Expanding the Treatment Period (AUT: Applied Behavior Analysis)

MATTHEW L. ISRAEL, Susan M. Parker, and Nathan Blenkush (Judge Rotenberg Center)

94. An Evaluation of the Relationship Between Self-Injury and Self-Restraint

(AUT; Applied Behavior Analysis)

KATIE CHAMBERLIN, Bianca Pizzo, and Denise Marzullo Kerth (Bancroft)

95. Functional Analysis of Self-Injury Maintained by Automatic Reinforcement: Assessing the Use of Protective Equipment and Response Blocking (Applied Behavior Analysis)

AMBER BORKOSKI, SungWoo Kahng, Nicole Lynn Hausman, and Nicole Elizabeth Marchetto (Kennedy Krieger Institute)

96. A Review of Applied Behavior Analysis Approaches to Self-Injurious Behavior in Lesch-Nyhan Syndrome (Theory)

CHRISTELLE FABIOLA GARZA, Alfonso G. Garza and Frederick A. Ernst (University of Texas-Pan American), and Luis Carlos Ortega Tamez (Centro Neuropsicologico CENEPI)

97. One Year Follow-Up: Treatment of Aggressive Pubescent Female in Home Setting (AUT; Applied Behavior Analysis)

LACEY R. BAILEY (Help Services, Inc.) and Richard M. Foxx (The Pennsylvania State University)

98. The Effect of Augmentative Communication on Appropriate Communication in Preschool Children With Disabilities (EDC; Applied Behavior Analysis)

DAWN M. ROBINSON, Tonya Bybee, Katheryn Herfurth, Betty Fry Williams, and Dana J. Stevens (Whitworth University)

99. A Comparison of Two Methods to Teach Auditory-Auditory Identity Matching to Persons With Severe Developmental Disabilities (EDC; Applied Behavior Analysis)

SANDRA SALEM (St. Amant Research Centre, University of Manitoba), Lee MacPherson (University of Manitoba), Toby L. Martin (St. Amant Research Centre, University of Manitoba), Jon Viel and Garry L. Martin (University of Manitoba), C. T. Yu (St. Amant Research Centre, the University of Manitoba), and Aynsley K. Verbeke (University of Manitoba)

100. Evaluating the Role of Generalization on Untrained Functional Communication Mands (Applied Behavior Analysis)

RACHEL C. MAHER, Patricia F. Kurtz, and John M. Huete (Kennedy Krieger Institute)

101. Choice Behavior as a Function of Exposure to Contingencies (AUT; Applied Behavior Analysis) KENNETH SHAMLIAN and Michael E. Kelley (University of Southern Maine), Joanna Lomas (The Marcus Autism Center), Robert S. Pabico (Center for Behavior Analysis and Language Development), and Henry S. Roane (State University of New York, Upstate Medical University)

102. Behavior Treatment of Adaptive Decline in Adults With Down Syndrome (DEV: Applied Behavior Analysis)

AMY K. RODRIQUEZ (MHMRA of Harris County), Dorothea C. Lerman and Jennifer N. Fritz (University of Houston-Clear Lake), and Deborah L. Grossett (The Center-Houston)

103. Teaching Toilet Training to Developmentally Delayed Individuals

(AUT; Applied Behavior Analysis)

MICHELLE HARRINGTON and Jill Hunt (Judge Rotenberg Center)

104. A Comparison of Differential Reinforcement With and Without Textual Prompts to Increase Conversational Verbal Behavior (Applied Behavior Analysis)

LAUREN A. CHERRYHOLMES, James F. McGimsey, and Kimberly Ecott (AdvoServ)

409 Poster Session

5/31/2010 12:00 p.m.–1:30 p.m. Exhibit Hall A (CC)

105. The Effects of Testing Procedures on Results of Transfer of Stimulus Function Tests

(AAB; Experimental Analysis)

ERICA FEUERBACHER and Jesus Rosales-Ruiz (University of North Texas)

106. Further Behavioral Economic Analyses of Choice (AUT; Applied Behavior Analysis)
CASEY J. CLAY, Jamie Leigh Lebowitz, and Jason C. Bourret (The New England Center for Children)

107. A Simultaneous Approach to Functional Communication Training and Generalization in the Treatment of Destructive Behavior Maintained by Multiple Functions

(DDA; Applied Behavior Analysis)

TODD M. OWEN (University of Nebraska Medical Center), Caitlin J. Smith and Kasey Stephenson (Munroe-Meyer Institute, University of Nebraska Medical Center), Terry S. Falcomata (University of Texas at Austin), and Henry S. Roane (State University of New York, Upstate Medical University)

108. Using Equivalence Procedures With Class-Specific Reinforcers and Responses to Teach Math to Young Children (EDC: Applied Behavior Analysis)

RACHEL KOLB, Carol Pilgrim, Ashley Blackwell, William Hogan, Whitney Luffman, Jenna Peterson, and Minela Subasic (University of North Carolina, Wilmington)

109. The Effect of Adding a Common Delay to a Probability Discounting Task

(Experimental Analysis)

SHAWN R. CHARLTON and Bradley Gossett (University of Central Arkansas)

110. Feeding History and Genotype Increase Survival of Rats Exposed to Contingencies of Food Restriction and Food-Related Travel (Experimental Analysis)

W. DAVID PIERCE, Abdoulaye Diane, and Donald C. Heth (University of Alberta), James C. Russell and Spencer D. Proctor (Alberta Institute of Human Nutrition)

111. Suppression of Schedule-Induced Drinking in Rats by a Lick-Lever Withdrawal Contingency (Experimental Analysis)

ANGELES PEREZ-PADILLA and Ricardo Pellón (Universidade Naciónal de Education a Distancia)

112. Exclusive Preference Does Not Readily Develop When Rats Respond on Concurrent Ratio Schedules of Wheel-Running Reinforcement (Experimental Analysis)

TERRY W. BELKE (Mount Allison University)

113. Concurrent Token Production Schedules in Rats: Assessing Sensitivity to the Token Reinforcer Ratio (Experimental Analysis)

TRAVIS RAY SMITH and Blake A. Hutsell (Southern Illinois University Carbondale), Melissa J. Swisher (University of North Texas), and Eric A. Jacobs (Southern Illinois University Carbondale)

114. Within-Session Positive Behavioral Contrast as an Animal Model of Pathological Gambling (Experimental Analysis)

SHAWN SEYEDAIN-ARDABILI, Benjamin J. Parker, and Cam L. Melville (McNeese State University)

115. Rapid and Slow Changes in Choice Behavior Under Frequently Changing Concurrent-Chains Schedules (Experimental Analysis)

TAKU ISHII and Takayuki Sakagami (Keio University)

116. The Effects of Differential Reinforcement of Other Behavior Schedules as a Function of Initial Interval Length: A Translational Study With Rats (Experimental Analysis)

ALYSSA MARTIN, Dorothea C. Lerman, and Lindsay Evans (University of Houston-Clear Lake), Jonathan R. Miller (University of Kansas), and Lillie Wilson (University of Houston-Clear Lake)

117. Enhancing Equivalence Class Formation in Preschool Children and Individuals With Mental Retardation With an Extensive Pretraining (Experimental Analysis)

PRISCILA CRESPILHO GRISANTE and Julio C. De Rose (Universidade Federal de São Carlos)

118. Aversive Control of Betta Splendens Behavior Using Water Disturbance

(Experimental Analysis)

HERNAN CAMILO HURTADO PARRADO, Joseph J. Pear, Praepun Khattiyakornjaroon, and Kimberly Froese (University of Manitoba)

119. Temporal Regulation in Children Using Differential-Reinforcement-of-Low-Rates (Experimental Analysis)

MÉLISSA GAUCHER and Jacques Forget (Université du Québec a Montréal), and Céline Clément (Université de Strasbourg)

120. The Relation Between Impulsive Choice and Cardiovascular Reactivity (Experimental Analysis) JAMES W. DILLER, Connor H. Patros, and Michael M. Gale (Eastern Connecticut State University)

121. Comparison of Operant Behavior by Individual Goldfish and Schooled Zebra Fishes (TPC; Experimental Analysis)

TODD HILLHOUSE and Paul Thomas Andronis (Northern Michigan University)

122. Instructional Programming for Generalized Sound-Print Relations: Towards Augmentative Communication for Individuals With Low Speech Intelligibility (VRB; Experimental Analysis) ANNA C. SCHMIDT, Nancy C. Brady, and Kathryn Saunders (University of Kansas)

123. Effects on Stimulus Equivalence Test Performance of Varying the Delay in Delayed Matching-to-Sample (VRB; Experimental Analysis)

CHRISTOFFER EILIFSEN, Erik Arntzen, and Felix Hognason (Akershus University College)

410 Poster Session

5/31/2010

12:00 p.m.-1:30 p.m.

Exhibit Hall A (CC)

EDC

124. Scientific Analysis of Texts and Verbal Skills in College Students

(TBA; Applied Behavior Analysis)

MARIA DEL REFUGIO LOPEZ GAMIÑO and Maria Luisa Cepeda Islas (FES Iztacala UNAM), and Carlos Santoyo (Universidad Nacional Autónoma de México)

125. Text Analysis, Web-Based Reading, and Learning Transfer: The Case of Scientific Articles (TBA; Applied Behavior Analysis)

DIANA L. MORENO (Universidad Nacional de Mexico), and Guadalupe Rendon Ruezga and Maria Luisa Cepeda Islas (FES Iztacala UNAM)

126. The Effects of Teacher Errors Using Data-Based Decision Strategies on Students' Rate of Skill Acquisition (AUT; Applied Behavior Analysis)

SARAH HIVELY and Dana M. Zavatkay (Marcus Autism Center)

127. The Effects of Intertrial Interval Duration on Maladaptive Behaviors, Compliance, and Acquisition (AUT; Applied Behavior Analysis)

NICOLE LYNN VITKAUSKAS (Boston ABA)

128. The Effects of a Direct Instruction Reading Program on Students Diagnosed With Learning and Behavioral Challenges (DDA; Applied Behavior Analysis)

Charles Johnson, David Goodwin, Lachelle Clemons, Emily Eckert, and LINDA G. GARRISON-KANE (Missouri State University)

129. Identifying Antecedent Events Correlated With High and Low Levels of Problem Behavior in School Settings: Using Visual Analysis of Data Collected With Descriptive Assessment (Applied Behavior Analysis)

LISA PAANANEN, John T. Rapp, Nairim C. Rojas Ramirez, Sarah M. Richling, and Aaron R. Nystedt (St. Cloud State University)

130. The Collateral Reductive Effect of Three Mathematics Instructional Strategies on Challenging Student Behaviors (Applied Behavior Analysis)

JO A. WEBBER and Glenna Billingsley (Texas State University)

131. Teaching Check Writing to Adolescents With Special Needs (Applied Behavior Analysis) ALONNA MARCUS, Terry J. Page, Daniel Davis, and Maynard Caulk (AdvoServ)

132. Jump Start: An Early Intervention Plan to Help Struggling High School Freshman Students Achieve (Applied Behavior Analysis)

RICK SHAW (Behavior Issues), and Joe Potts and Tracy Habrel (Kent School District)

133. Using Multiple Targets and Variables for the Complexity of School Consultations: An Example (Applied Behavior Analysis)

TODD F. HAYDON, William Hunter, and David W. Barnett (University of Cincinnati)

134. The Functional Relationship Between Social Skills of Preschool Children and Teacher Activities (TBA; Applied Behavior Analysis)

MARCO W. SALAS-MARTINEZ, Esperanza Ferrant Jimenez, Cintia Sarai Aguilar Salazar, and Claudia Nakazona Peña (Universidad Veracruzana)

135. Teaching Adults Literacy Skills Through the Digital Method Based on Applied Behavioral Principles (TBA; Applied Behavior Analysis)

MARCO W. SALAS-MARTINEZ, Marisol Barreda Cano, Esperanza Ferrant Jimenez, Martin Ortiz Beno, Rafael Jacome Serena, and Enrique Zepeta García (Universidad Veracruzana)

136. Behavior Analytic Strategies in Postsecondary Instruction: A Quantitative and Qualitative Review (TBA; Applied Behavior Analysis)

MICHELLE TURAN (University of Windsor), and Chrystal E.R. Jansz and Mana Ebrahimi (Mohawk College)

137. Evidence-Based Interventions for the Most Common Problem Behaviors in Classrooms in the United States (TPC; Experimental Analysis)

JUDITH R. HARRISON and John Davis (Texas A&M University)

138. University Partnerships: The Effects of Coaching in an Urban Alternative Education Charter School (Service Delivery)

MAURA MCGREGOR, Temple Sharese Lovelace, and Jessie Gluck (Duquesne University)

139. Effects of Self-Management of Behavior and Schoolwide Positive Behavior Support in an Urban Third-Grade Classroom (Applied Behavior Analysis)

TEMPLE SHARESE LOVELACE, Jessie Gluck, and Maura McGregor (Duquesne University)

411 Panel Discussion

5/31/2010 1:30 p.m.–2:20 p.m. 201 (CC)

AUT; Applied Behavior Analysis

Applied Behavior Analysis in Theory and Practice: Practical Implications of Coordinating Efforts Between Clinics and University Internships

Chair: Kristine Turko (Mount Union College)

JULIE KNAPP (Cleveland Clinic Center for Autism)
MICHAEL J. MANOS (Cleveland Clinic Center for Autism)
ALLISON NEWMAN (Cleveland Clinic Center for Autism)

412 Invited Presenter

5/31/2010 1:30 p.m.–2:20 p.m. 103AB (CC)

OBM; Applied Behavior Analysis

The Evolution of Behavioral Consulting: Shaping Comprehensive Applications of Organizational Behavior Management Technologies

Chair: Alicia M. Alvero (Queens College, The City University of New York)

JUDY L. AGNEW (Aubrey Daniels International)



Judy Agnew is a Vice President and Senior Consultant with Aubrey Daniels International. For 18 years she has specialized in designing behavior based business solutions. Her Ph.D. in applied behavior analysis combined with a myriad of consulting experiences enables her to develop customized behavior based interventions that are well grounded in the science of behavior. Dr. Agnew has worked in industries as diverse as oil and gas, food and non-food manufacturing, mining, forest products, distribution, assembly, and retail. This range of industries has provided her with experience dealing with diverse employee populations and a wide range of organizational issues. Some of her clients include PECO Energy, Shell Oil,

Barrick Goldstrike Mines, Assurant Health, The Orange County Register, Kroger, Wal-Mart, Potlatch, Toro, and M&T Bank.

Abstract: In the early days of organizational behavior management (OBM)—and the early days of Aubrey Daniels International (ADI)—client interventions were relatively simple. The focus was on identifying important behaviors that drove business improvement, measuring those behaviors and results, and implementing rather rudimentary feedback and reinforcement systems. The positive reinforcement was often in the form of supervisory praise and small tangibles. This simple model was and remains extremely powerful. Through the years, this basic approach has been the foundation of many of our interventions and has produced some remarkable successes. Some of ADI's early client data will be presented as representative of this approach. As with any good system, this basic approach has evolved. At ADI (as with all those implementing OBM) we have gone beyond the basics to apply more advanced behavioral principles to our client work. Some of these attempts have been successful and some have not. Most of these changes and improvements occur as a result of the gradual tweaking of processes and tools over several years. This talk will highlight some of the changes in interventions over the past 30 years at ADI. Some of the changes to be discussed include: helping performers tap into natural reinforcers for their behavior, helping clients become better observers of the impact of their own behavior, coaching for rapid and sustained change, fluency training for critical skills, better systems analyses, a focus on the verbal community in the workplace, better understanding the cultural context, and transferring ADI technology fully to our clients as part of our core mission. Brief case studies and sample client data will be presented.

413 Paper Session

5/31/2010 1:30 p.m.–2:20 p.m. Bonham B (Grand Hyatt) TPC

Perspectives on Culture: Radical Behaviorism, Interbehaviorism, Buddhism, and Hinduism Chair: Todd A. Ward (University of Nevada, Reno)

A Comparison of Radical Behaviorism, Buddhism, and Hinduism: An Inquiry (Theory)
TODD F. HAYDON (CECH. University of Cincinnati)

Radical Behavioral and Interbehavioral Perspectives on Culture: Systemization and Integration for the 21st Century (Theory)

TODD A. WARD and Ramona Houmanfar (University of Nevada, Reno)

414 Invited Tutorial

5/31/2010 1:30 p.m.–2:20 p.m. Ballroom A (CC)

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Andrew Bondy, Ph.D., BCBA

The Unusual Suspects: Myths and Misconceptions About the Picture Exchange Communication System

Chair: Caio F. Miguel (California State University, Sacramento)

ANDREW S. BONDY (Pyramid Educational Consultants)



Andrew S. Bondy, Ph.D. has over 40 years experience working with children and adults with autism and related developmental disabilities. He served for over twelve years as the Director of the Delaware Autistic Program. He has taught numerous university-level courses for teachers and specialists regarding autism, behavior analysis, curriculum design, effective instruction, and functional communication training. He has presented regional, national, and international workshops concerning educational, behavioral, and communicative issues pertaining to preschool children through adults with autism.

Abstract: The first presentations about the Picture Exchange Communication System (PECS) were offered at ABAI conventions in 1987. The foundation for the system and its teaching protocol are found in Skinner's analysis of verbal behavior. Since that time, research and interest about PECS has expanded significantly—at the 2009 convention there were 15 papers and posters about and involving PECS. Publications about the system and its protocol also have increased notably with over 60 publications worldwide. Despite this popularity—or perhaps because of this popularity—myths and misconceptions about PECS and its use abound. These range from early questions, such as "Can we do PECS and applied behavior analysis?" to recent comments such as, "You can't do PECS and verbal behavior." While there is an emphasis upon manding early in the protocol, practitioners often do not move toward tacting and intraverbal use. There also are ongoing concerns about the relationship between PECS and speech development, including confusion about augmentative communication effects. We will review these and other concerns about PECS and its use.

415 Symposium

5/31/2010

1:30 p.m.-2:50 p.m.

204AB (CC)

AUT: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Mandy Rispoli, Ph.D., BCBA

Social and Communicative Interventions for Individuals With Autism or Developmental Disabilities Chair: Mandy J. Rispoli (Texas A&M University)

Speech Generating Devices in Communication Interventions for Individuals With Developmental Disabilities: A Review of the Literature

SIGLIA PIMENTEL HÖHER and Mandy J. Rispoli (Texas A&M University), Jessica Hetlinger Franco (San Antonio Autism Community Network), and Russell Lang (University of California, Santa Barbara)

The Use of Video Modeling to Teach Social Behaviors to College Students With Autism Spectrum Disorders

ROSE A. MASON, Mandy J. Rispoli, and Jennifer B. Ganz (Texas A&M University)

Improving Social Behavior of Individuals with Autism Through the Use of Self-Monitoring AMY KATHLEEN HEATH, Jennifer B. Ganz, and John Davis (Texas A&M University)

A Meta-Analytic Application of IRD to Evaluate Augmentative and Alternative Communication Systems with Individuals with Autism

JENNIFER B. GANZ (Texas A&M University). Theresa Earles-Vollrath (University of Central Missouri), Amy Kathleen Heath, Richard I. Parker, Mandy J. Rispoli, and Jaime Duran (Texas A&M University)

416 Symposium

5/31/2010 1:30 p.m.-2:50 p.m.

202AB (CC)

AUT: Service Delivery

BACB CE Offered. CE Instructor: Diane Sainato, Ph.D.

Scaling Up: Intervention Models for Students With Autism From Classroom to State

Chair: Diane M. Sainato (The Ohio State University)

Increasing Social Interactions of Young Students With Autism: Effectiveness of a Conversational Flipbook

DEBBY HUDSON (Seattle Pacific University) and Ilene S. Schwartz (University of Washington)

Project Task: Transition for Children With Autism to School From Kindergarten

DIANE M. SAINATO (The Ohio State University), Sunhwa Jung (Otterbein College), Rebecca Morrison (Oakstone Academy), and Judah Axe (Simmons College)

Elementary DATA: Team Based Training for Identification and Delivery of Services to Students With Autism Spectrum Disorder

CAROL ANN DAVIS, Ilene S. Schwartz, and Penny Lynn Williams (University of Washington)

A State-Wide Model for Behavioral Services for Young Children With Autism

ANN N. GARFINKLE (University of Montana)

417 Symposium

5/31/2010

1:30 p.m.-2:50 p.m.

203AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Sabrina Daneshvar, Ph.D., BCBA

Assessment and Teaching of Abstract and Complex Social Behaviors to Children With Autism

Chair: Sabrina D. Daneshvar (Autism Spectrum Therapies)

The Development of Perspective Taking and Lying in Typically Developing Individuals and Individuals With Autism

JENNIFER BURKE (Autism Spectrum Therapies)

The Assessment of Socially Abstract Behavior in Children With Autism

SARA GOMEZ (Autism Spectrum Therapies)

Teaching Discrimination of Abstract Social Behaviors to Children With Autism and/or Developmental Disabilities

CAITLIN ELIZABETH O'BOYLE (Autism Spectrum Therapies)

Video Modeling as a Group Instructional Strategy: The Effectiveness in Teaching Perspective Taking Skills to Children With Autism

EVE R. RASMUSSEN and Sabrina D. Daneshvar (Autism Spectrum Therapies)

418 Symposium

5/31/2010

1:30 p.m.-2:50 p.m.

206AB (CC)

AUT; Applied Behavior Analysis

The Application of Behavior Analytic Methodologies at a Center for Children and Adolescents Diagnosed With Autism

Chair: Patrick E. McGreevy (Patrick McGreevy, Ph.D., P.A.)

Using Precision Teaching Across the Verbal Operants

LAURA GRANT (Applied Behavior Center for Autism)

Teaching Covert Verbal Behavior to Mediate Social Skills

JANINE SHAPIRO (Applied Behavior Center for Autism)

Creating a Transitional Classroom for Children on the Autism Spectrum

KYLE M. MITCHELL QUINN (Applied Behavior Center for Autism)

Facilitating Peer Manding Sessions With Children With Different Response Forms

ALISON ANDERSON (Applied Behavior Center for Autism)

419 Paper Session

5/31/2010 1:30 p.m.–2:50 p.m. 205 (CC) AUT

Building Rapport and Teaching Language

Chair: Alyson Padgett (California State University, Fresno)

Noncontingent Reinforcement as a Model for Building Rapport in Early Intervention for Children With Autism (Applied Behavior Analysis)

ALYSON PADGETT and Amanda N. Adams (California State University, Fresno)

Teaching Spontaneous Commenting Across Three Children With Autism Spectrum Disorders (Applied Behavior Analysis)

STEPHEN GALLAGHER and Deborah Ging (University of Ulster)

The Effectiveness of Video Modeling Versus Direct Instruction for Teaching Gestural Communication to Children With Autism Spectrum Disorder (Applied Behavior Analysis) ANDREA M. GRAVES and France Benton (Cleveland Clinic Center for Autism), James R. Stacks (Truck A & M. Hairospite, Company), and Victoria Company, Leglia Singleir, and Italia Krasa

(Texas A&M University–Commerce), and Victoria Gamber, Leslie Sinclair, and Julie Knapp (Cleveland Clinic Center for Autism)

The Effects of Self-Management Training on Social Communication Skills of a Junior High School Student With Autism (Applied Behavior Analysis)

HUA FENG (National Changhua University of Education) and Chia-yang Lu (National Chia-yi School for Mentally Retarded)

420 Paper Session

5/31/2010 1:30 p.m.–2:50 p.m. 207AB (CC) AUT

Reducing Stereotypy of Individuals With Autism

Chair: Senny Schnell (The Ohio State University)

Stereotypic Behaviors and Young Children With Autism Spectrum Disorders: Early Identification and Intervention (Applied Behavior Analysis)

Diane M. Sainato and SENNY SCHNELL (The Ohio State University)

Use of Simplified Habit Reversal to Treat Thumb Sucking in an Adolescent Diagnosed With Autism (Applied Behavior Analysis)

AMY BARANEK, Bethany L. Condo, James K. Luiselli, and Hanna C. Rue (The May Institute)

Response Blocking and Response Redirection as a Treatment for Stereotypy (Applied Behavior Analysis)

LINA SLIM-TOPDJIAN (ASAP—A Step Ahead Program, LLC)

421 Symposium

5/31/2010

1:30 p.m.-2:50 p.m.

Texas Ballroom Salon C (Grand Hyatt)

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michele Wallace, Ph.D., BCBA

Advancing the Assessment and Treatment of Pediatric Feeding Disorders

Chair: Megan D. Aclan (The Chicago School, Los Angeles)

Discussant: Michele D. Wallace (California State University, Los Angeles)

Validation of the Screening Tool of Feeding Problems Within Autism Spectrum Disorders

KATHARINE GUTSHALL and Taira Lanagan (Center for Autism and Related Disorders, Inc.), and Courtney Lanagan (FirstSteps for Kids, Inc.)

Acquisition of Chewing in Children With Autism Utilizing a Changing Criterion Design

TAIRA LANAGAN, Katharine Gutshall, and John Galle (Center for Autism and Related Disorders, Inc.)

Treating Feeding Disorders Without the Use of Escape Extinction

KATHARINE GUTSHALL, Taira Lanagan, and Nichole Swansfeger (Center for Autism and Related Disorders, Inc.), and Megan D. Aclan (The Chicago School, Los Angeles)

422 Panel Discussion

5/31/2010

1:30 p.m.-2:50 p.m.

Crockett C/D (Grand Hvatt)

CBM; Applied Behavior Analysis

Professional Development Series: Clinical Behavior Analysis Round Table

Chair: Sabrina Darrow (University of Nevada, Reno)

WILLIAM C. FOLLETTE (University of Nevada, Reno)

JONATHAN W. KANTER (University of Wisconsin-Madison)

SCOTT T. GAYNOR (Western Michigan University)

KELLY G. WILSON (University of Mississippi)

423 Paper Session

5/31/2010

1:30 p.m.-2:50 p.m.

Crockett A/B (Grand Hyatt)

CBM

Treatment Research

Chair: Jack A. Apsche (The Apsche Center at North Spring Behavioral Healthcare)

Behavioral Activation Treatment of Anxiety: An Application of Clinical Behavior Analysis (Applied Behavior Analysis)

JARROD S. TURNER (Murdoch University, Australia)

Mode Deactivation Therapy: Evidence-Based Contextual Treatment for Adolescents

(Service Delivery)

JACK A. APSCHE (Apsche Center)

The Effect of a Metacognitive Intervention for Veterans Diagnosed With Mild Traumatic Brain Injury (Applied Behavior Analysis)

JULIA KAY WAID-EBBS (Brain Rehabilitation Research Center)

424 Panel Discussion

5/31/2010

1:30 p.m.-2:50 p.m.

Seguin (Grand Hyatt)

CSE; Applied Behavior Analysis

Professional Development Series: Going Green With Behavior Analysis

Chair: Angelica A. Aguirre (California State University, Fresno)

PAUL CHANCE

DONALD HUNSAKER (California State University, Fresno)

CRISS WILHITE (California State University, Fresno)

MARK P. ALAVOSIUS (University of Nevada, Reno)

425 Symposium

5/31/2010

1:30 p.m.-2:50 p.m.

217D (CC)

DDA; Applied Behavior Analysis

BACB CE Offered, CE Instructor: Jason Bourret, Ph.D., BCBA

Further Advances in the Assessment and Treatment of Severe Problem Behavior

Chair: Jason C. Bourret (New England Center for Children)

Assessing Problem Behavior Reported to Be Evoked by Noise

ALLISON JOSEPHINE CASTILE and Jason C. Bourret (The New England Center for Children)

Pain Sensitivity, Self-Injurious Behavior, and the Prader-Willi Syndrome

GRIFFIN W. ROOKER, Brian A. Iwata, and Erin Camp (University of Florida)

Competing Contingencies for Escape: Effects of Negative Reinforcement Quality

JENNIFER LYNN HAMMOND (Stanford University), Brian A. Iwata, Jill M. Harper, and Tara A. Fahmie (University of Florida)

Consistency of Differential Reinforcement of Other Behavior and Noncontingent Reinforcement Schedules Implemented by Direct Care Staff Members

MEAGAN GREGORY and Brian A. Iwata (University of Florida)

426 Symposium

5/31/2010

1:30 p.m.-2:50 p.m.

217A (CC)

DDA; Applied Behavior Analysis

Further Assessment of Techniques for Establishing and Maintaining Acquisition of Alternative, Socially Appropriate Behavior

Chair: Michael E. Kelley (University of Southern Maine)

Group Teaching Strategies for Promoting Acquisition, Maintenance, and Generalization of Functional Communication and Self-Control Repertoires With Preschool Children

KEVIN C. LUCZYNSKI, Gregory P. Hanley, Jonathon Drew, Lauren Beaulieu, and Nicole M. Rodriguez (Western New England College)

Using Evocative Situations to Teach Social Skills in a Hospital-Based Playroom

JENNIFER DAWN MAGNUSON, Charles S. Gulotta, and Peter Girolami (Kennedy Krieger Institute)

An Evaluation of Persistence of Mands Following Functional Communication Training

KELLY M. VINQUIST, Joel Eric Ringdahl, David P. Wacker, Anuradha Salil Kumar Dutt, Patrick Romani, Nizete Ly Valles, and Haley Whittington (University of Iowa)

A Translational Approach for Evaluating the Effects of Signals on Response Persistence

NICOLE DEROSA and Michael E. Kelley (University of Southern Maine), Dorothea C. Lerman (University of Houston-Clearlake), Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), and Henry S. Roane (State University of New York, Upstate Medical University)

427 Paper Session

5/31/2010 1:30 p.m.–2:50 p.m. 217B (CC) DDA

Applications of Behavior Analysis Across Populations

Chair: Christina M. Peters (ReMed Rehabilitation)

Cognitive and Adaptive Behavior Outcomes of Behavioral Intervention for Young Children With Intellectual Disability (Applied Behavior Analysis)

SIGMUND ELDEVIK (Akershus University College), Erik Jahr (Akershus University Hospital), Svein Eikeseth (Akershus University College), Richard P. Hastings (Bangor University, Wales), and J. Carl Hughes (Bangor University, Wales)

Application of Behavior Analytic Principles and Procedures With Survivors of Brain Injury in Continuum-Based Programming (Applied Behavior Analysis)

CHRISTINA M. PETERS, Chris M. Schaub (ReMed Rehabilitation)

A Behavior Analytic Approach to Assessment and Awareness- Building for Survivors of Traumatic Brain Injury (Applied Behavior Analysis)

CHRISTINA M. PETERS and Chris M. Schaub (ReMed Rehabilitation)

Teaching Daily Living Skills to Seven Individuals With Severe Intellectual Disabilities: A Comparison of Video Prompting to Video Modeling (Applied Behavior Analysis)

HELEN I. CANNELLA-MALONE, Courtney Fleming, Yi-Chieh Chung, Geoffrey Wheeler, Abby Basbagill, and Angella Harjani Singh (The Ohio State University)

428 Symposium

5/31/2010

1:30 p.m.-2:50 p.m.

Texas Ballroom Salon A (Grand Hyatt)

EDC; Applied Behavior Analysis

Educational Application of Stimulus Equivalence Methodology

Chair: Russell W. Maguire (Simmons College)
Discussant: Michael J. Cameron (Simmons College)

The Instruction of Multiplication and Division Skills via Equivalence Class Formation MARYJOYCE PERSSON, Russell W. Maguire, and Michael J. Cameron (Simmons College)

The Formation of Equivalent Classes of Geometric Stimuli Following Group Instruction CLAIRE SUMNER, Russell W. Maguire, and Michael J. Cameron (Simmons College)

Forming Classes of Equivalent Geographical Stimuli

MARYJOYCE PERSSON, Russell W. Maguire, and Michael J. Cameron (Simmons College)

429 Paper Session

5/31/2010 1:30 p.m.–2:50 p.m. Texas Ballroom Salon D (Grand Hyatt) EDC

Advances in Reading Instruction for Diverse Learners

Chair: Gwendolyn Cartledge (The Ohio State University)

Investigating the Relationship Between Naming Speed and Acquiring Blending Skills Among Students with Intellectual Disabilities (Applied Behavior Analysis)

DAWN H. DAVIS, Laura D. Fredrick, Phillip Gagné, and Rebecca E. Waugh (Georgia State University)

Examining Reading Instruction for Students with Moderate Intellectual Disabilities Using Visual Analysis and Growth Modeling (Applied Behavior Analysis)

DAWN H. DAVIS, Phillip Gagné, Regina Haardörfer, and Rebecca E. Waugh (Georgia State University)

Reducing Reading Risk for Young Urban Learners with Computer Assisted Instruction (Service Delivery)

GWENDOLYN CARTLEDGE, Lenwood Gibson, Starr E. Keyes, and Porsha Robinson (The Ohio State University)

430 Panel Discussion

5/31/2010

1:30 p.m.-2:50 p.m.

Texas Ballroom Salon F (Grand Hyatt)

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Christopher Perrin, M.S.Ed., BCBA

Professional Development Series: Practicing What You Teach: Behavioral Approaches to College Instruction

Chair: Christopher J. Perrin (The Ohio State University)

BRYAN K. SAVILLE (James Madison University)

THOMAS S. CRITCHFIELD (Illinois State University)

NANCY A. NEEF (The Ohio State University)

KATE KELLUM (University of Mississippi)

431 Paper Session

5/31/2010 1:30 p.m.–2:50 p.m. 214C (CC) VRB

Conceptual Issues in Verbal Behavior

Chair: Sam Leigland (Gonzaga University)

Intention Attribution and the Functional Analysis of Psychological Terms (Theory)

PAUL D. NEUMAN and Suzanne Mischell Nangle (Brvn Mawr College)

Varying Time Scales in the Control of Mentalistic Verbal Behavior in Human Observers (Experimental Analysis)

SAM LEIGLAND (Gonzaga University)

Skinner's Analysis of the Verbal Community (Theory)

MARK L. SUNDBERG (Sundberg and Associates)

432 Special Event

5/31/2010 2:00 p.m.–2:50 p.m. Bonham C (Grand Hyatt) TPC; Theory

Honorina the Life of Sidney W. Bijou

Chair: Gary D. Novak (California State University, Stanislaus)

JACOB L. GEWIRTZ (Florida International University)

PATRICK M. GHEZZI (University of Nevada)

HAYNE W. REESE (West Virginia University)

433 Symposium

5/31/2010

2:00 p.m.-3:20 p.m.

Lone Star Ballroom Salon D (Grand Hyatt)

EAB; Experimental Analysis

Development of the Implicit Relational Assessment Procedure for Use as a Treatment Outcome Measure

Chair: Alix Timko (Towson University)

The Separable Functions of Smoking Versus Quitting-Related Beliefs: An Examination of Implicit Versus Explicit Expectations

NIGEL AUGUSTINE VAHEY (National University of Ireland, Maynooth), Eugene Dunne, Kelly Kamel, Alix Timko, and Elizabeth Katz (Towson University), and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Implicit Measurement of Internalization of the Thin Ideal

ADRIENNE JUARASCIO, Evan Forman, Meghan Butryn, James D. Herbert, and Michael R. Lowe (Drexel University)

Implicit Assessment of Body Image: How Thin Do I Want to Be?

KERRY C. WHITEMAN, Amy Neal, and Lauren Cubitt (Towson University), Caitlin Starling (Kenyon College), and Alix Timko (Towson University)

Using the Implicit Relational Assessment Procedure to Measure Acceptance of Anxiety

CHAD E. DRAKE (University of South Carolina Aiken), Jason Brian Luoma (Portland Psychotherapy Clinic, Research, & Training Center, PC), Amy Neal, Kerry C. Whiteman, William Ahern, and Alix Timko (Towson University)

434 Symposium

5/31/2010

2:00 p.m.-3:20 p.m.

Lone Star Ballroom Salon C (Grand Hyatt)

EAB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Tonya Davis, Ph.D., BCBA

A Further Examination of Functional Analysis Methodologies

Chair: Tonya Nichole Davis (Baylor University)

Discussant: Christina L. Fragale (Meadows Center for Preventing Educational Risk)

The Effects of a Functional Analysis on Subsequent Classroom Behavior

LISA FUENTES (University of North Texas), Tonya Nichole Davis (Baylor University), and Shannon Durand (University of North Texas)

A Comparison of Brief Versus Traditional Functional Analyses

SHANNON DURAND (University of North Texas), Tonya Nichole Davis (Baylor University), and Lisa Fuentes (University of North Texas)

Functional Analysis of Elopement: A Comparison of Traditional and Latency Functional Analyses

TONYA NICHOLE DAVIS (Baylor University), Wendy A. Machalicek (University of Wisconsin-Madison), Lisa Fuentes and Shannon Durand (University of North Texas), and Sarah Sifford and Jessica Semons (Baylor University)

435 Symposium

5/31/2010

2:00 p.m.-3:20 p.m.

Lone Star Ballroom Salon F (Grand Hyatt)

EAB; Experimental Analysis

Environmental Variables in Animal Short-Term Memory

Chair: Yusuke Hayashi (University of Kansas)

Quantification of the Development of Steady-State Performance Under a Delayed Matching-to-Sample Procedure

BRIAN D. KANGAS, Meredith S. Berry, and Marc N. Branch (University of Florida)

Time as an Environmental Variable in Delayed Matching-to-Sample

K. GEOFFREY WHITE (University of Otago)

Effects of Ordinal Position of Fixed- and Variable-Ratio Schedules on Delayed Matching-to-Sample Performance in Pigeons

YUSUKE HAYASHI (University of Kansas), Chata A. Dickson (The New England Center for Children) and Michael Perone (West Virginia University)

The Impact of Environmental Factors on Short-Term Remembering in the Pigeon

Manish Vaidya, JONATHAN E. FRIEDEL, and Caleb D. Hudgins (University of North Texas)

436 Symposium

5/31/2010

2:00 p.m.-3:20 p.m.

Lone Star Ballroom Salon E (Grand Hvatt)

EAB; Experimental Analysis

The Molar-Molecular Debate: A Further Discussion on the Unresolved Issue

Chair: Toshikazu Kuroda (West Virginia University)

Discussant: William M. Baum (University of California, Davis)

Molar and Molecular Analyses of Choice and Timing

RANDOLPH C. GRACE (University of Canterbury) and Elizabeth Grace Evel Kyonka (West Virginia University)

Effects of the Disruption in Correlation Under a Variant of Correlated Reinforcement Schedule

TOSHIKAZU KURODA and Kennon A. Lattal (West Virginia University)

Evolutionary Behavior Dynamics Causally Generates Both Molar and Molecular Properties of Behavior

ANDREI POPA and Jack J. McDowell (Emory University)

437 Symposium

5/31/2010

2:00 p.m.-3:20 p.m.

Texas Ballroom Salon B (Grand Hyatt)

EDC: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Marta Leon, Ph.D., BCBA

The Design, Testing, and Implementation of Headsprout Reading Comprehension

Chair: Melinda Sota (Headsprout)

Design of a Reading Comprehension Program: Building Learner Repertoires

MARTA LEON, T. V. Joe Layng, Victoria Ford, Melinda Sota, April Heimlich Stretz, Hirofumi Shimizu. Cassie Donish, and Janet S. Twyman (Headsprout)

Design of a Reading Comprehension Program: Data Collection

HIROFUMI SHIMIZU, Melinda Sota, and Janet S. Twyman (Headsprout)

Formative Evaluation of a Reading Comprehension Program: From First Draft to Public

APRIL HEIMLICH STRETZ, Melinda Sota, and Marta Leon (Headsprout)

Implementation of a Reading Comprehension Program: The Role of the Teacher

PAMELA G. OSNES, Janet A. Webb, Janet S. Twyman, Melinda Sota, Marta Leon, and T. V. Joe Layng (Headsprout)

438 Symposium

5/31/2010

2:00 p.m.-3:20 p.m.

Texas Ballroom Salon E (Grand Hyatt)

EDC; Applied Behavior Analysis

Evidence-Based Practice in Practice

Chair: David W. Test (University of North Carolina, Charlotte)
Discussant: Timothy A. Slocum (Utah State University)

A Framework for Identifying Evidence-Based Practices

DAVID W. TEST (University of North Carolina at Charlotte)

Applying Secondary Transition Evidence-Based Practices and Predictors

APRIL L. MUSTIAN (NSTTAC)

Using Professional Judgment to Guide Practice

VALERIE L. MAZZOTTI (NSTTAC)

439 Invited Tutorial

5/31/2010

2:30 p.m.-3:20 p.m.

Ballroom A (CC)

BPH; Experimental Analysis

BACB CE Offered. CE Instructor: Suzanne Mitchell, Ph.D.

An Introduction to Using Genetics in Combination With Behavior Analysis to Understand Drug Abuse

Chair: Jesse Dallery (University of Florida)

SUZANNE H. MITCHELL (Oregon Health and Science University)



Suzanne H. Mitchell, Ph.D., is an Associate Professor at Oregon Health and Science University (OHSU) in the Behavioral Neuroscience and Psychiatry departments. She obtained her undergraduate degree at the University of Hull, England and her Ph.D. at State University of New York at Stony Brook. Her research at OHSU uses lesion techniques and imaging to examine the basic neural processes involved in decision-making, including impulsive and risky decision making. Other research areas of interest include learning, cognition, and drug abuse. Dr. Mitchell has published extensively and lectures internationally on these topics.

Abstract: The tutorial will first provide an introduction to behavioral genetics. This introduction will outline the basics of population genetics and will describe different gene mapping methods. Then I will discuss how selective breeding, classical genetic crosses and inbred strain research in animals can be used to identify the amount of variation in behavior that can be attributed to genetics rather than environmental influences. I will also review techniques used with humans, including family history and genome-wide association studies. After discussing the positive and negative features of the various techniques, I will discuss examples of findings using different genetic mouse models that provide information about the shared genetics between self-control (delay discounting and behavioral inhibition) with alcohol drinking, alcohol withdrawal and sensitivity to the stimulating effects of methamphetamine. These examples will be used to demonstrate the critical role of behavioral phenotypes and operational definitions of behavior in moving this area of research forward. Implications of these findings for human drug-using populations will be assessed as well as the limitations of animal phenotypes.

440 B. F. Skinner Lecture Series

5/31/2010 2:30 p.m.-3:20 p.m. 103AB (CC) TPC; Theory

Evolutionary Bedfellows: Skinner and Darwin

Chair: Ted G. Schoneberger (Stanislaus County Office of Education)

STUART SILVERS (Clemson University)



Stuart Silvers received his MA from Michigan State University and his Ph.D. from the University of Pittsburgh. He specializes in philosophy of cognitive science, philosophy of mind, and philosophy of science. He has been a Senior Fulbright Scholar and Visiting Research Professor at the University of the Basque Country, Spain and Visiting Scholar at the University of Arizona. He has authored more than 40 articles in scholarly journals (including Philosophy of Science, The British Journal for the Philosophy of Science, Inquiry, Philosophical Psychology, and Metaphilosophy) and anthologies, edited a book on mental representation, and lectured widely in Europe, Canada, and the US. Before joining the Clemson faculty in 1989, he held the

Professorial Chair in Theory of Knowledge and Philosophy of Science at Tilburg University, The Netherlands and prior to that he has been a member of the faculty in the Philosophy Departments at The University of Leiden, The Netherlands, California State University Fullerton, the University of Florida, and the University of Pittsburgh.

Abstract: In 1975 the philosopher Dan Dennett explained, in an article similarly titled, "Why the Law of Effect Will Not Go Away." Thorndike's learning principle he notes "assumed centrality in Hull's behaviorism as the 'law of primary reinforcement' and in Skinner's as the 'principle of operant conditioning' (footnoting that "Skinner explicitly identifies his principle with the law of effect in *Science and Human Behavior* (1953), p. 87"). The spotty history of getting the law "to do enough work" in explaining learning, however, has not led behaviorists to abandon or replace it because, Dennett says, "There is something right in their conviction... that the Law of Effect is not just a good idea but the only possible good idea for this job." Naturally, Dennett rectifies the errant ad hoc efforts to rescue the law from countless counterexamples. Here I use Dennett's view as a scaffold to examine a recent alternative to evolutionary psychology's nativist massive modularity of mind hypothesis (the "Swiss-Army knife" model) and philosopher of biology Kim Sterelny's theory of ecological and epistemic engineering and "scaffolded learning" in his book, *Thought in a Hostile World*. The law finds its explanatory niche in evolutionary psychology emphasizing the hominid brain's developmental plasticity in explaining our distinctive learning capacity. I think Fred Skinner might approve. I start with the MM thesis, then the alternative.

441 Symposium

5/31/2010 2:30 p.m.–3:50 p.m. 201 (CC) AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Adel Najdowski, Ph.D., BCBA

Teaching Social Behavior to Children With Autism

Chair: Adel C. Najdowski (Center for Autism and Related Disorders, Inc.)

Teaching Children With Autism to Infer Others' Desires

ADEL C. NAJDOWSKI, Emily L. Barnoy, and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Teaching Children With Autism When to Raise Their Hand During Group Instruction

Shaireen M. Charania (Kinark Child and Family Services), LINDA A. LEBLANC and James E. Carr (Auburn University), Narmatha Sabanathan (Central East Autism Program), Inas A. Ktaech (Kinark Child and Family Services), and Kristen Gunby (Central East Autism Program)

Teaching Children With Autism to Respond to Facial Expressions Using Video Modeling

JUDAH AXE and Christine Evans (Simmons College)

Using Scripts and Varied Teacher Responses to Promote Novel Bids for Joint Attention in Young Children With Autism

JOY S. POLLARD (Utah State University), Alison M. Betz (Munroe-Meyer Institute, University of Nebraska Medical Center), and Thomas S. Higbee (Utah State University)

442 Symposium

5/31/2010

2:30 p.m.–3:50 p.m.

Republic B (Grand Hyatt)

OBM; Applied Behavior Analysis

Behavior Analysis and Traffic Safety: Evidence-Based Solutions

Chair: Ron Van Houten (Western Michigan University)

An Analysis of a Contingency Program on Designated Drivers at a College Bar

RICHARD KAZBOUR and Jon S. Bailey (Florida State University)

Using Pedal Resistance to Increase Seatbelt Use

RON VAN HOUTEN and Bryan W. Hilton (Western Michigan University), and Richard Schulman (The Deaccelerator Corporation)

Assessing the Effect of Standard and Rapid Flashing Stutter Beacons on Motorists' Speeding Behavior

MICHELLE J. VANWAGNER and Ron Van Houten (Western Michigan University)

Reducing Following Too Closely in a Driving Simulator by Prompts, Goal Setting, and Feedback MICHELLE LYNN ARNOLD and Ron Van Houten (Western Michigan University)

443 Symposium

5/31/2010

2:30 p.m.-3:50 p.m.

Bonham B (Grand Hyatt)

TPC: Service Delivery

BACB CE Offered. CE Instructor: Junelyn Lazo, Ph.D., BCBA

Case Studies in the Critical Components to Implementing an Effective Applied Behavior Analysis Program Across Different Cultures

Chair: Junelyn Lazo (Center for Behavioral Sciences, Inc.)
Discussant: Joyce C. Tu (Center for Behavioral Sciences, Inc.)

Successful and Critical Components in Implementing an Applied Behavior Analysis Program Within the Asian American Community

JOHANNA F. LORCA (Center for Behavioral Sciences, Inc.)

Successful and Critical Components in Implementing an Applied Behavior Analysis Program Within the Middle Eastern Community

TRICIA M. CANTON (Center for Behavioral Sciences, Inc.)

Successful and Critical Components in Implementing an Applied Behavior Analysis Program Within the Hispanic Community

RHYSA MORENO (Center for Behavioral Sciences, Inc.)

444 Panel Discussion

5/31/2010

3:00 p.m.-3:50 p.m.

205 (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Richard Foxx, Ph.D., BCBA

Long-Term Reduction of Self-Injurious and Aggressive Behavior of Individuals With Autism

Chair: Richard M. Foxx (The Pennsylvania State University)

KATIE ALLEN (ABLE Developmental Clinic) CLAYTON R. CEA (Behavioral Services of Tennessee)

CARLOS V. GONZALEZ (Behavioral Services of Tennessee)

445 Panel Discussion

5/31/2010

3:00 p.m.-3:50 p.m.

203AB (CC)

AUT; Applied Behavior Analysis

Gaining Learner Instructional Control Without Blocking Escape, Forced Physical Prompts, or Nagging

Chair: Robert Schramm (Institute Knospe-ABA)

BENNO BOECKH (Institute Knospe-ABA)

ALLISON KANE (Kane ABA Consulting)

SILVA VARTOOMIAN KLEINFELD (University of Maryland, Baltimore County)

446 Symposium

5/31/2010

3:00 p.m.-4:20 p.m.

Lone Star Ballroom Salon A (Grand Hyatt)

AAB; Applied Behavior Analysis

Behavior Analytic Approaches to the Analysis of Canine Behavior

Chair: Ronald Allen (Simmons College)

Discussant: Russell W. Maguire (Simmons College)

Canine "Calming" Signals: Can Humans Use Them to Influence Fear and Anxiety Behaviors in Shelter Dogs?

TERRI BRIGHT (Simmons College)

Teaching Dogs to Run an Obstacle Course via Errorless Instruction: A Replication

JENNIFER A. LOVEJOY (Ipswich Public Schools) and Russell W. Maguire and Michael J. Cameron (Simmons College)

Applying Advanced Behavior Analytic Approaches to Domestic Canines

TERRI BRIGHT and Ronald Allen (Simmons College)

447 Paper Session

5/31/2010

3:00 p.m.-4:20 p.m.

202AB (CC)

AUT

Teaching Self-Care and Safety Skills to Individuals With Autism

Chair: Suzanne Engel (University of Rochester Medical Center)

Urinary Continence Training With Persons With Autism Using a Wireless Moisture Alarm

(Applied Behavior Analysis)

Daniel W. Mruzek (University of Rochester Medical Center), Stephen McAleavey (University of Rochester), and SUZANNE ENGEL (University of Rochester Medical Center)

Using Stimulus Equivalence and One-More-Than Procedures to Teach Functional Purchasing Skills to Adolescents With Autism (Applied Behavior Analysis)

REBECCA SHARP and Angela M. Arnold Saritepe (University of Auckland)

Use of Video Modeling to Teach Self-Help Skills in Individuals With Autism

(Applied Behavior Analysis)

MAYU FUJIWARA (STAR, Inc.)

Examining the Safety of Children With Autism Spectrum Disorder: Parent Survey Results

(Applied Behavior Analysis)

TOBY J. HONSBERGER (Renaissance Learning Center), and Jack Scott (Florida Atlantic University)

448 Paper Session

5/31/2010 3:00 p.m.-4:20 p.m. 204AB (CC) AUT

Treatment of Problem Behavior Among Individuals With Autism

Chair: Melissa Nayar (Center for Autism and Related Disorders, Inc.)

A Review of Research on Function-Based Treatment of Challenging Behavior in Individuals With Autism Spectrum Disorders, Ages 8-21 (Applied Behavior Analysis)

Jonathan J. Tarbox, MELISSA NAYAR, Betty Tia, Romelea Manucal, Elle Mendoza, and Wendy Madrid (Center for Autism and Related Disorders, Inc.)

Comparing the Function of Maladaptive Behaviors Determined Through the Use of a Highly Structured Antecedent-Behavior-Consequence Data Collection System and a Full Functional Analysis (Applied Behavior Analysis)

PAUL W. HEERING, Jason Zeigler, Christopher Aghjayan, and Gordon A. DeFalco (Evergreen Center)

Using Functional Behavioral Assessment to Design an Intervention Package of Social Story and Self-Management (Applied Behavior Analysis)

Chi Man Lui (Monash University), ANGELIKA ANDERSON (Krongold Centre, Monash University), and Dennis W. Moore (Monash University)

Intensive Behavioral Treatment of Socially-Reinforced Self-Injurious Behavior in a Youth With Autism (Applied Behavior Analysis)

Amy Marie Lockney, HOLLY HENNESSEY, Francine Dimitriou, Leslie Sinclair, and Thomas Frazier (Cleveland Clinic Center for Autism)

449 Paper Session

5/31/2010 3:00 p.m.-4:20 p.m. 206AB (CC) AUT

Academic and Social Interventions for Children With Autism

Chair: David F. Cihak (University of Tennessee)

Using Video Self-Modeling to Improve Transitional Behaviors for Students With Autism Spectrum Disorders

DAVID F. CIHAK (University of Tennessee)

Teaching Social Activities to Children With Autism Using Video Modeling

(Applied Behavior Analysis)

MARIA ELIZABETH FELIX-LONERGAN and Jennifer Wolfson-Cheron (New England Center for Children)

Using Video-Modeling to Teach Sight Words to a Child With Autism (Applied Behavior Analysis) Holly Hennessey, AMY M. BOSSICK, Francine Dimitriou, Leslie V. Sinclair, and Tom Frazier (Cleveland Clinic Center for Autism)

Generalizing Social Skills Through Self-Monitoring and Token Economy (Service Delivery) JULIE KNAPP, Carolline A. Turnbull, Jocelyn Eskenazi, Colleen Muhvic, and Amanda Presto (Cleveland Clinic Center for Autism)

450 Symposium

5/31/2010

3:00 p.m.-4:20 p.m.

Crockett C/D (Grand Hyatt)

CBM; Service Delivery

Assessment of Key Process Variables in Acceptance and Commitment Therapy

Chair: Aditi Sinha (University of North Texas)

Measuring Valuing Using the Meta-Valuing Measure

AMANDA C. ADCOCK, Cicely Taravella LaBorde, and Amy Murrell (University of North Texas)

Validation of the Avoidance and Fusion Questionnaire for Youth With an Adult Sample

ADITI SINHA, Jonathan Schmalz, Amanda C. Adcock, Cicely Taravella LaBorde, Ben Ray Graham, and Amy Murrell (University of North Texas)

The Bull's Eye Values Assessment With At-Risk Adolescents

VAISHNAVI KAPADIA, Amy Murrell, and Ryeshia Jackson (University of North Texas)

We Are Measuring Something, but What Is It Really About?

JONATHAN SCHMALZ, Karen Michelle O'Brien, and Amy Murrell (University of North Texas)

451 Symposium

5/31/2010

3:00 p.m.-4:20 p.m.

Texas Ballroom Salon C (Grand Hyatt)

CBM: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Ruth Hurst, Ph.D., BCBA

Delay Discounting: New Reports on Attention Deficit Hyperactivity Disorder, Autism, Unusual Occupations, SES, and Differential Responding to Commodities

Chair: Mark R. Dixon (Southern Illinois University)

The Relationship Between Attention Deficit Hyperactivity Disorder Status, Delay Discounting, and Additional Measures of Impulse Control

RUTH M. HURST, Hayden O. Kepley, and Melissa Livermore (University of North Carolina, Wilmington)

The Association Between Delay Discounting and a Measure of Autism Characteristics in Adults Molicea Livermore, EMILY L. RAYTED, Buth M. Hurst, and Hayden O. Konloy (University of North)

Melissa Livermore, EMILY L. BAXTER, Ruth M. Hurst, and Hayden O. Kepley (University of North Carolina, Wilmington)

Discounting Different Commodities: One Rate Fits Some but Not All

JEFFREY N. WEATHERLY, Heather K. Terrell, and Adam Derenne (University of North Dakota)

Delay Discounting by Questionable Professions: Exotic Dancers, Homeless, and Illegal Migrants MARK R. DIXON (Southern Illinois University)

452 Paper Session

5/31/2010

3:00 p.m.-4:20 p.m.

Crockett A/B (Grand Hyatt)

CBM

Medical and Service Setting Issues

Chair: Annette Griffith (University of Nebraska-Lincoln)

Use of Behavioral Data in the Management of Psychotropic Medications for Youth in Residential Treatment (Service Delivery)

ANNETTE GRIFFITH (University of Nebraska-Lincoln), Douglas F. Spellman and Jonathan C. Huefner (Boys Town Outpatient Behavioral Pediatric and Family Services), Laurel Leslie (Tufts Medical Center), Michael H. Epstein (University of Nebraska-Lincoln), and Nirbhay N. Singh (ONE Research Institute)

Behavioral Management of Pediatric Medical Regimens: Translating Theory Into Practice and Addressing Nonadherence (Service Delivery)

LISA M. TODD (Wayne State University School of Medicine)

An Analysis of Potential Predictors of Caregiver Compliance (Applied Behavior Analysis)

ANJALI VAN DRIE and Jill Emmick (Behavior Analysis and Therapy, Inc.) and Ryan Mathew Curran, David Garcia, and Stephen P. Starin (Behavior Analysis, Inc.)

453 Panel Discussion

Practice Board Sponsored Event

5/31/2010

3:00 p.m.-4:20 p.m.

Seguin (Grand Hyatt)

CSE; Service Delivery

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

Behavior Analyst Licensure: Current Status in States With Licensure Laws

Chair: Michael Weinberg (Orlando Behavior Health Services, LLC)

KIMBERLY NIX BERENS (Center for Advanced Learning, Inc.)

JIM BOUDER (The Vista School)

MICHAEL F. DORSEY (Endicott College)

JOHN SCIBAK (Massachusetts House of Representatives)

MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

454 Symposium

5/31/2010

3:00 p.m.-4:20 p.m.

217A (CC)

DDA: Applied Behavior Analysis

BACB CE Offered. CE Instructor: John Borrero, Ph.D., BCBA

Some Effects of Reinforcer Delay and Reinforcement Rate in the Acquisition or Maintenance of Behavior

Chair: John C. Borrero (University of Maryland, Baltimore County)

Examination of Effects of Increasing Rate of Exposure to Training Trials on Response Acquisition MELISSA EZOLD and Jason C. Bourret (New England Center for Children)

A Comparison of Mixed and Multiple Schedules in the Treatment of Severe Problem Behavior ALISON M. BETZ and Wayne Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), Henry S. Roane (State University of New York, Upstate Medical University), and William J. Higgins (Munroe-Meyer Institute, University of Nebraska Medical Center)

An Evaluation of Response Rates Under Progressively Increasing Delays to Reinforcement JOLENE R. SY and Timothy R. Vollmer (University of Florida)

Delayed Food Supports More Responding Than Delayed Tokens

YANERYS LEON (Kennedy Krieger Institute), John C. Borrero (University of Maryland, Baltimore County), and Iser Guillermo DeLeon (Kennedy Krieger Institute)

455 Paper Session

5/31/2010 3:00 p.m.-4:20 p.m. 217B (CC) DDA

Training Paraprofessionals Working With Individuals With Development Disabilities

Chair: Linda Teikari (Institute for Applied Behavior Analysis)

A Comparison of Hands-On Staff Training and Staff Training Based on a Teaching Manual on the Acquisition of Appropriate Staff and Client Skills (Applied Behavior Analysis)

LINDA TEIKARI (Institute for Applied Behavior Analysis) and Svein Eikeseth (Akershus University College)

The Effects of Training Paraprofessionals to Embed Discrete Learning Trials Into Ongoing Classroom Activities (Applied Behavior Analysis)

MICHELLE A. HICKMAN (Buffalo State College)

Acceptance and Commitment Training to Address Burnout and Stress in Staff Caring for Clients With Intellectual Disabilities (Service Delivery)

SCOTT BETHAY and Kelly G. Wilson (University of Mississippi)

456 Symposium

5/31/2010

3:00 p.m.-4:20 p.m.

Travis A/B (Grand Hyatt)

DEV; Service Delivery

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

From Joint Attention to Social Referencing: Two Major Developmental Deficits in Autism

Chair and Discussant: Gary D. Novak (California State University, Stanislaus)

Joint Attention and the Establishment of Generalized Conditioned Reinforcers

PER HOLTH and Sissel Lork (Akershus University College)

Behavioral Evaluation of States of Engagement During Play in Children With Autism

REBECCA P. F. MACDONALD (New England Center for Children), Emily E. Wheeler (University of Massachusetts Medical Center), and William V. Dube (University of Maryland Medical System)

Moving Beyond Joint Attention: The Analysis of the Social Referencing Response in Identifying Autism

MARTHA PELAEZ (Florida International University)

457 Symposium

5/31/2010

3:00 p.m.-4:20 p.m.

Texas Ballroom Salon A (Grand Hyatt)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Cynthia Anderson, Ph.D.

Behavior Analysis in the Classroom: Interventions to Decrease Problem Behavior and Enhance Learning

Chair: Cynthia M. Anderson (University of Oregon)

An Evaluation of the Good Behavior Game in Kindergarten Classrooms

JEANNE DONALDSON and Timothy R. Vollmer (University of Florida), Tangala Krous (Davenport, IA School District), Susan E. Downs (Davenport Community Schools), and Kerri Berard (University of Florida)

Design, Implementation, and Evaluation of a Secondary Interventions for Students Whose With Escape-Maintained Problem Behavior

JESSICA TURTURA, Cynthia M. Anderson, and Justin Boyd (University of Oregon)

An Evaluation of Preference for Reinforcement or Response Cost Conditions

CRISTINA M. WHITEHOUSE, Timothy R. Vollmer, and Rocio Cuevas (University of Florida)

Enhancing Pre-Literacy Instruction With the Good Behavior Game

BILLIE JO RODRIGUEZ and Cynthia M. Anderson (University of Oregon)

458 Symposium

5/31/2010

3:00 p.m.-4:20 p.m.

Texas Ballroom Salon D (Grand Hyatt)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Sara Bicard, Ph.D., BCBA

Oldies but Goodies: School Applications of Classic Research in Applied Behavior Analysis Chair and Discussant: Sara C. Bicard (University of Memphis)

Using Individualized Interdependent Group Oriented Contingencies With Students With Emotional Disorders

MEGAN HUBBARD, Sara C. Bicard, David Bicard, and Laura Baylot Casey (University of Memphis)

Using Interventions Informed by Functional Behavior Assessment to Decrease Time Out of Class CLINTON SMITH. Sara C. Bicard. and David Bicard (University of Memohis)

Applying the Good Behavior Game to Increase Teachers' Praise Rates

CLINTON SMITH, David Bicard, and Sara C. Bicard (University of Memphis)

459 Symposium

5/31/2010

3:00 p.m.-4:20 p.m.

Texas Ballroom Salon F (Grand Hyatt)

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Christopher Perrin, M.Ed., BCBA

Supporting Student Learning: Recent Research in College Instruction

Chair: James Nicholson Meindl (The Ohio State University)

Discussant: Kate Kellum (University of Mississippi)

Measuring and Reducing College Students' Procrastination of Studying

CHRISTOPHER J. PERRIN, Jonathan Ivy, James Nicholson Meindl, Alayna T. Haberlin, Nancy A. Neef, and Neal Miller (The Ohio State University)

Programming for Generalization: A Component Analysis of a Review Session in a Behavior Modification Course

WESLEY H. DOTSON (University of Kansas)

Assessing Generalization: Creating an Evaluation of Student Ability to Analyze Realistic Treatment Descriptions

WESLEY H. DOTSON (University of Kansas)

460 Invited Tutorial

5/31/2010

3:30 p.m.-4:20 p.m.

Ballroom A (CC)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gregory Hanley, Ph.D., BCBA

A Tutorial on Objective Methods for Determining the Values of Those We Serve for the Things We Recommend as Behavior Analysts

Chair: Jennifer M. Asmus (University of Wisconsin-Madison)

GREGORY P. HANLEY (Western New England College)



Gregory Hanley, Ph.D., BCBA, has over 19 years experience applying the principles of learning to improve socially important behaviors of children and adults with and without disabilities. Dr. Hanley is currently an Associate Professor of Psychology and Director of the Behavior Analysis Doctoral Program at Western New England College. Dr. Hanley has published over 50 articles in peer-reviewed journals in areas such as the assessment and prevention of problem behavior, teaching tactics for young children, and evidence-based values. Dr. Hanley is a Senior Associate Editor for *Behavior Analysis in Practice* and its next Editor, and a past Associate Editor of *The*

Behavior Analyst and of the Journal of Applied Behavior Analysis. He was the 2006 recipient of the B. F. Skinner New Researcher Award by Division 25 (Behavior Analysis) of the American Psychological Association and was appointed a Fellow of the Association in 2007.

Abstract: The adoption of effective behavioral interventions and teaching strategies for young children is largely influenced by the extent to which stakeholders find the procedures appropriate and the effects important. Stakeholder values have been described as indices of social validity in applied behavior analysis, and these have typically been collected via indirect measurement. This reliance on verbal descriptions of values has inadvertently marginalized young children and adults with severe language impairments from full participation in the social validation process. In this tutorial, strategies for empirically deriving the values of people with limited language abilities for interventions, teaching tactics, or habilitative and educational contexts will be described.

461 Invited Presenter

5/31/2010 3:30 p.m.-4:20 p.m. 103AB (CC)

OTH; Applied Behavior Analysis

A Behavioral Contingency Analysis of Deception, Property, Financial Bubbles, and Ponzi Schemes Chair: David A. Eckerman (University of North Carolina at Chapel Hill)

FRANCIS MECHNER (The Mechner Foundation)



Francis Mechner received his doctorate in 1957 from the Columbia University Psychology Department. He remained a member of the department's teaching faculty until 1960, and continued to conduct basic and applied research in the fields of learning and educational technology until the present time. In 1959 he developed a formal language for codifying simple behavioral contingencies, a language he has since upgraded and applied in a diverse range of fields. Dr. Mechner developed various implementations of self-paced individualized instruction for grades K-12, medical education, and industrial training. As a consultant to UNESCO he led projects for the modernization of science teaching in South America and

Asia. In 1969-70 he worked on the original design and prototyping of the Sesame Street television programs, and later developed innovative early childhood development programs for Pennsylvania, Georgia, Alabama, and Nebraska. Dr. Mechner's experience in economics and finance stems from his having founded and built, since 1960, a dozen business enterprises, each based on some innovative technology. The financial proceeds of these have funded the Mechner Foundation, which conducts research in learning and behavioral technology. Some of Dr. Mechner's publications and accomplishments in music, art, languages, and chess are cited in the website www.mechnerfoundation.org.

Abstract: By slicing economic and financial concepts along a different plane than does mainstream economic analysis, behavioral contingency analysis reveals different features, among them the behavioral dynamics that were involved in the financial upheaval of 2008. This approach is based on applying a formal language for the codification of behavioral contingencies to an analysis of the concepts of property, property transfer, value, risk, deception, and consensus. Property is seen to be a set of behavioral contingencies related to some entity, rather than the entity itself. These contingencies include the actions available to "owners" and "non-owners," the consequences of those actions, and the effective values of those consequences (taking into account probabilities and time delays). Property transfers, such as securitization, the creation of derivatives, the bundling of asset-backed obligations, money laundering, and Ponzi schemes—all instances of broader categories like aggregation, partitioning, and multiple-stage transfers—involve alteration of the behavioral contingencies that define the transferred property. Such alteration usually entails an associated clouding and blurring of those contingencies, making the often-touted goal of "transparency" unachievable. The usually intentional result of such property transfers is deception—the deceived party misperceiving or mispredicting the value attribute of a consequence, usually to its detriment.

462 Symposium

5/31/2010

3:30 p.m.-4:50 p.m.

Lone Star Ballroom Salon E (Grand Hyatt)

EAB; Experimental Analysis

Conditioned Reinforcement

Chair: Eric A. Thrailkill (Utah State University)

Resistance to Change and Relapse of Observing

ERIC A. THRAILKILL and Timothy A. Shahan (Utah State University)

The Signaling Function of Conditional Reinforcers

NATHALIE JEANNE BOUTROS, Michael C. Davison, and Douglas Elliffe (University of Auckland)

Determination of Value: A Quasidynamic Linear-Operator Model

ELIZABETH GRACE EVEL KYONKA (West Virginia University)

An Assessment of Specific Versus Generalized Reinforcing Functions of Tokens

LEONARDO ANDRADE (University of Florida) and Timothy D. Hackenberg (Reed College)

463 Symposium

5/31/2010

3:30 p.m.-4:50 p.m.

Lone Star Ballroom Salon D (Grand Hvatt)

EAB; Experimental Analysis

The Mouse That Roared: Critical Roles for Behavior Analysis in the Genetic Revolution

Chair: Jonathan W. Pinkston (UT Health Science Center at San Antonio)

Assessing Discounting in Adolescent and Adult Mice: Strain-Related Differences in Life-Persistent Impulsivity

JONATHAN W. PINKSTON (UT Health Science Center at San Antonio) and R. J. Lamb (University of Texas HSC-H)

Thinking Outside the (Skinner) Box: The Evolution of the Experimental Analysis of (Mouse) Behavior

TROY J. ZARCONE (University of Rochester Medical Center)

Strain and Species Differences in an Incremental Repeated Acquisition Procedure

JORDAN M. BAILEY, Jennifer M. Johnson, Kristen Amanda Spencer, and M. Christopher Newland (Auburn University)

Mouse Models With Short-Term Memory Deficits: The Use of a Titrating Delayed Matching-to-Position Procedure

MIRANDA NICOLE REED, Karen H. Ashe, and James P. Cleary (University of Minnesota)

464 Symposium

5/31/2010

3:30 p.m.-4:50 p.m.

Lone Star Ballroom Salon C (Grand Hyatt)

EAB; Experimental Analysis

Advances in Computer Technology to Conduct Laboratory Experiments

Chair: Michael Perone (West Virginia University)

Discussant: Dean C. Williams (University of Kansas)

Real-Time Experimental Control via Visual Basic: Is It a Viable Alternative to MED-PC? MICHAEL PERONE (West Virginia University)

A Laboratory Course in Experimental Analysis Supported by Visual Basic

ANNE M. FOREMAN (West Virginia University), Jessica Everly (University of Pittsburgh at Greensburg), and Michael Perone (West Virginia University)

A Touch-Screen Apparatus Using Visual Basic in the Animal Laboratory

ADAM T. BREWER, Rochelle R. Smits, Patrick S. Johnson, Monica T. Francisco, Jeff S. Stein, and Gregory J. Madden (University of Kansas)

465 Symposium

5/31/2010

3:30 p.m.-4:50 p.m.

Lone Star Ballroom Salon F (Grand Hyatt)

EAB; Experimental Analysis

Behavior Analytic Explorations of Cognition

Chair: Louise A. McHugh (Swansea University)

Derived Relational Transfer of Contextual Control Over Nonarbitrary Relational Responding: A Possible Model of Pragmatic Verbal Analysis

IAN STEWART (National University of Ireland, Galway), Dermot Barnes-Holmes (National University of Ireland, Maynooth), Louise A. McHugh (Swansea University), and Denis O'Hora (National University of Ireland, Galway)

Multiple Determinants of Transfer of Evaluative Function After Conditioning With Free-Operant Schedules of Reinforcement

CHARLOTTE N. DACK, Louise A. McHugh, and Phil Reed (University of Wales Swansea)

Temporal Predictability Facilitates Human Causal Learning

JAMES WILLIAM GREVILLE and Marc Buehner (Cardiff University)

Comparing Implicit Relational Assessment Procedure, Implicit Association Test, and Electromyography as Implicit Measures of Anti-Fat Prejudice

Sarah Roddy (National University of Ireland, Galway), IAN T. STEWART (National University of Ireland, Galway), and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

466 Symposium

5/31/2010

3:30 p.m.-4:50 p.m.

Texas Ballroom Salon B (Grand Hyatt)

EDC; Applied Behavior Analysis

Evaluating and Supporting the Use of Headsprout Early Reading With Diverse Learners

Chair: Bethan Williams (Bangor University)

Discussant: Pamela G. Osnes (Headsprout)

Evaluating Headsprout Early Reading With Children With English as an Additional Language in a Mainstream School

MICHAEL BEVERLEY (School of Psychology, Bangor University) and J. Carl Hughes (Bangor University, Wales)

Headsprout Early Reading With Children With a Diagnosis of Autism

CORINNA F. GRINDLE and J. Carl Hughes (Bangor University, Wales), Kath Huxley (Westwood ABA Class), and Maria Saville and Melissa M. Urquidi (Bangor University)

Evaluating Headsprout Early Reading With Children With Learning Disabilities

BETHAN WILLIAMS and J. Carl Hughes (Bangor University, Wales) and Michael Beverley (School of Psychology, Bangor University)

467 Paper Session

5/31/2010

3:30 p.m.-4:50 p.m.

Texas Ballroom Salon E (Grand Hyatt)

EDC

Building Fluency at School: Reading, Mathematics, and Beyond

Chair: Dennis Rose (University of Auckland)

The Effects of Fluent Performance on the Generalization and Maintenance of Reading Skills and the Maintenance of Spelling Skills

DENNIS ROSE (University of Auckland)

The Effects of Reading Racetracks and Other Game-Like Activities on Fluent Decoding Skills DENNIS ROSE (University of Auckland)

An Overview of Some Curricular Components and Considerations for Building Basic Math Tool Skill Fluency

GEOFFREY H. MARTIN and Kent Johnson (Morningside Academy)

Beyond "I Got It": Moving From Acquisition to Adaptation

DOREEN J. FERKO (California Baptist University), Suzanne Robinson (California State University, Fullerton), and Judith Sylva (California State University, San Bernardino)

468 Symposium

5/31/2010

3:30 p.m.-4:50 p.m.

214C (CC)

VRB: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Tina Sidener, Ph.D., BCBA

Verbal Behavior Applications With Children and Older Adults

Chair: Tina Sidener (Caldwell College)

Teaching Mands for Location to Children With Language Delays via Manipulation of Motivating Operations and a Script Fading Procedure

MELISSA A. HOWLETT, Tina Sidener, and Patrick R. Progar (Caldwell College), and David W. Sidener (Garden Academy)

The Effects of a Visual Problem-Solving Strategy on Complex Categorization Task Performance APRIL KISAMORE (Western New England College) and James E. Carr (Auburn University)

An Assessment of Self-Echoic Behavior

JOHN W. ESCH and Barbara E. Esch (Esch Behavior Consultants, Inc.), and Jordan D. McCart and Anna I. Petursdottir (Texas Christian University)

Evaluation of Verbal Behavior in Older Adults

AMY GROSS, R. Wayne Fugua, and Todd Allen Merritt (Western Michigan University)

469 Panel Discussion

5/31/2010

4:00 p.m.-4:50 p.m.

205 (CC)

AUT: Service Delivery

BACB CE Offered. CE Instructor: Robert Ross, Ed.D., BCBA

Early Intensive Behavioral Intervention: Family Characteristics Affecting Choice of Service Intensity and Child Outcomes

Chair: Robert F. Littleton Jr. (Evergreen Center)

ROBERT F. LITTLETON JR. (Evergreen Center)

STEVEN WOOLF (BEACON Services)

ROBERT K. ROSS (BEACON Services)

470 Paper Session

5/31/2010

4:00 p.m.-4:50 p.m.

203AB (CC)

AUT

International Evaluations of Applied Behavior Analysis Programming

Chair: Sigmund Eldevik (Akershus University College)

Analysing and Extending the Evidence-Base for Behavioural Interventions for Children With Autism (Applied Behavior Analysis)

SIGMUND ELDEVIK (Akershus University College), Richard P. Hastings (University of Wales Bangor), J. Carl Hughes (Bangor University, Wales), Erik Jahr and Svein Eikeseth (Akershus University College), and Scott C. Cross (Lovaas Institute)

Science and the Treatment of Autism: Bringing SIMPLE STEPS to Europe $\label{eq:steps} % \begin{center} \begi$

(Applied Behavior Analysis)

Michael Keenan (University of Ulster) and KAROLA DILLENBURGER (Queen's University Belfast)

471 Paper Session

5/31/2010 4:00 p.m.–4:50 p.m. Republic B (Grand Hyatt) OBM

Assessment in Organizational Behavior Management

Chair: Ramona Houmanfar (University of Nevada, Reno)

Cooperation in a Simulated Work Environment: Assessing the Interaction Between Rules and Pay for Performance (Experimental Analysis)

SHARLET D. RAFACZ and Ramona Houmanfar (University of Nevada, Reno)

A Review of the Use of Functional Assessment in Organizational Behavior Management (Applied Behavior Analysis)

KRYSTYNA A. ORIZONDO-KOROTKO, Amy Gross, and John Austin (Western Michigan University)



472 Special Event

5/31/2010 5:00 p.m.–5:50 p.m. Ballroom A (CC)

ABAI Presidential Address: Steps to Take and Missteps to Avoid on the Quest for Mainstream Relevance

PATRICK C. FRIMAN (Father Flanagan's Girls and Boys Town)



Patrick C. Friman received his Ph.D. from the University of Kansas under the late Montrose M. Wolf. He is the current Director of the Behavioral Pediatrics and Family Services Program at Father Flanagan's Boys' Home and the former Director of Clinical Training and Associate Chairman of Psychology at the University of Nevada at Reno. He is currently a Clinical Professor in the Department of Pediatrics at the University of Nebraska School of Medicine and, in addition to the University of Nevada, he was formerly on the faculties of Johns Hopkins, University of Pennsylvania, and Creighton Schools of Medicine. He is the current Editor of the *Journal of Applied Behavior Analysis*, the most influential applied journal in the field of behavior analysis. He is also on the editorial boards of eight other

peer reviewed journals. He has published more than 150 scientific articles and chapters and two books. The primary focus of his scientific and clinical work in is in the area of behavioral pediatrics and behavioral medicine. Dr. Friman's work in behavioral pediatrics has concentrated on 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 a broad range of child health-related behavior problems that first present in pediatric medical settings, but that are either outside the core curriculum used to train physicians or require more time for evaluation and treatment than is typically available in well child visits. A primary goal of his research is to demonstrate the powerful role behavior analysis can play in the assessment and treatment of health related behavior problems that present in primary care. An example involves a paper on solving bedtime problems published in the *Archives of Pediatrics and Adolescent Medicine*. Widespread interest in the paper resulted in its presentation at a large press conference in New York City sponsored by the American Medical Association where Dr. Friman was introduced to the press by the Surgeon General of the United States at that time, Dr. David Satcher. Dr. Friman's work in behavioral medicine has concentrated on early disease detection, environmental factors that influence male spermatogenesis, and adherence to medical treatment regimens.

Abstract: Behavior analysis is a generic science and Skinner's vision was for it to become a mainstream science relevant to most, if not all, human concerns, both major and minor. Clearly, his vision has not been realized, despite the fact that behavioral analysis has produced numerous extraordinary findings in both basic and applied domains. Those outside the field continue to view its general relevance to basic or applied knowledge of human affairs as very limited. The behavior analytic approach to human behavior, however sexy and satisfying it may be to its few adherents (recall Skinner's lament, "We happy few, but why so few?"), is simply not sexy or satisfying to everyone else. Among the many plausible reasons for this state of affairs is that its best known basic science findings have been obtained from studying rats and pigeons and its best known applied science findings from studying persons with developmental disabilities. But there are multiple other possibilities. Behavior analysis employs an arcane language even when discussing mundane subjects. Furthermore, although that language is eminently capable of capturing the dynamics of behavior—its primordial subject matter—it seems completely incapable of capturing the aesthetics of that subject matter. Its adherents exhibit a deep mistrust of, and even contempt for, the treasured concepts used by the masses to discuss and explain their lives. Although behavior analysts eschew mentalism, many engage in it when talking about or to their critics. There are still other possibilities that explain behavior analysis's lack of prominence, but space limitations and reader patience bid me stop. In my presidential address I will suggest some steps to take and missteps to avoid as we happy few slowly, but inexorably, trudge forward in our quest for mainstream relevance, the rightful context for the extraordinary science of behavior analysis.

473 Poster Session

5/31/2010 6:00 p.m.–7:30 p.m. Exhibit Hall A (CC)

1. Using Video Modeling and Video Feedback in Training Paraprofessionals to Teach Daily Living Skills to Children With Autism (DDA: Applied Behavior Analysis)

SHERRY ANN CASTANEDA and Yasemin Turan (San Diego State University)

2. Providing Consultation Services With the Use of Interactive Video Technology

(DDA; Applied Behavior Analysis)

NADIA E. RAED and James F. McGimsey (AdvoServ)

3. The Effects of Parents and Student-Therapists Training Program in Naturalistic Intervention Procedures for Children With Autism (EDC; Applied Behavior Analysis)

YUNO TAKEUCHI, Hitomi Kuma, Yoshiko Hara, and Jun'ichi Yamamoto (Keio University, Japan)

4. Service and Educational Needs of Chinese American Families With a Child With an Autism Spectrum Disorders (EDC; Service Delivery)

XIUCHANG HUANG (Duquesne University)

5. Training Parents to Train In-Home Support Staff: A Descriptive Case Study

(TBA; Service Delivery)

JESSICA M. CAMP (Behavioral Dimensions, Inc.) and Timothy R. Moore (University of Minnesota)

6. Evaluation of a Self-Instructional Package for Teaching Discrete-Trials Teaching to Tutors (TBA; Applied Behavior Analysis)

KENDRA THOMSON, Sandra Salem, Kristen Campbell, Daniela Fazzio, Garry L. Martin, and C. T. Yu (St. Amant Research Centre, University of Manitoba)

7. Implementation of "Sensory Diet": Failure to Demonstrate Treatment Effects

(DDA; Applied Behavior Analysis)

LAURA D'ANTONA and Robert K. Ross (BEACON Services)

8. Using a Sensory-Diet-Approach to Reduce Stereotypic Behaviors

(DDA; Applied Behavior Analysis)

MICHELLE WOOLWINE, Lucy Vanessa Martinez, J. E. Lee, and Carlos F. Aparicio (The Aurora School)

- 9. Quantifying Measures of Intensity in Early Intervention (DDA; Applied Behavior Analysis)
 Anibal Gutierrez Jr. (University of Miami), FIORELLA SCAGLIA (Nova Southeastern University), Mary
 Pawlowski (Nova Southeastern University), Melissa N. Hale and Michael Alessandri (University of
 Miami), and Stephen P. Starin and David Garcia (Behavior Analysis, Inc.)
- 10. Family Characteristics That Contribute to Successful Interventions for Autism (Applied Behavior Analysis)

KYLE PEER, Emily B. Bisen-Hersh, Abbi Campbell, and Philip N. Hineline (Temple University)

11. Outcome Research of Comprehensive, Intensive, Behavioral Treatment Program for Young Children With Autism: Randomized Control Trial Study (Applied Behavior Analysis)

YOSHIAKI NAKANO (Tokyo Seitoku University), Takahiro Yamamoto, Maiko Miyazaki, Mari Kashio, and Akiko Kato (Japanese Institute for Education and Treatment)

12. The Acquisition of Stimulus Equivalence Through the Use of Computer Software (EDC; Applied Behavior Analysis)

JILL HUNT and Michelle Harrington (Judge Rotenberg Center)

13. Using Fluency-Based Instruction to Teach Paraphrasing Skills to a 5-Year-Old Boy With Autism (EDC; Service Delivery)

SARA GOLDSTEIN (FEAT of Washington), Kelly J. Ferris (Organization for Research and Learning), and Michael Fabrizio (FEAT of Washington)

14. The Effects of Voice Output on Word Identification Acquisition and Generalization During Discrete Trial Training (Applied Behavior Analysis)

LAWRENCE L. LOCKWOOD and Gordon A. DeFalco (Evergreen Center)

15. Effects of Choice-Based Activity Schedules on On-Task Behavior in Children With Autism (Applied Behavior Analysis)

KRISTIE LYNN MURANO (Garden Academy), Tina Sidener and Sharon A. Reeve (Caldwell College) and David W. Sidener (Garden Academy)

16. Generalizing Direction Following With a Child With Autism: With Peers and Around the Classroom (EDC; Service Delivery)

ELIZABETH B. SNYDER (FEAT of Washington), Kelly J. Ferris (Organization for Research and Learning), and Michael Fabrizio (FEAT of Washington)

17. The Treatment of Vocal Stereotypy Using Response Interruption and Redirection (DDA: Applied Behavior Analysis)

ALLISON GENOVESE, Christina Marie Boyd-Pickard, and Bill Leveillee (RCS Learning Center)

18. Differential Reinforcement of a Replacement Behavior to Reduce Aggression of an Adolescent With Severe Autism (DDA; Applied Behavior Analysis)

Kelli Adams, Whitney Randall, and BETTY FRY WILLIAMS (Whitworth University)

19. The Use of Self-Management and Delayed Reinforcement to Reduce Maladaptive Behavior in a 14-Year-Old Autistic Boy (EAB; Service Delivery)

VIVIENNE GANGA and Nicole Knudtson (Autism Spectrum Therapies)

20. Decreasing Disruptive Behavior Through the Use of Differential Reinforcement of Diminishing Rates of Behavior (EDC; Applied Behavior Analysis)

ADRIENNE J. FREY, Jennifer N. Amoroso, Jean Hirst, Cathleen M. Albertson, John Bennett, and Justin Royer (Devereux CARES)

21. The Effects of a Self-Management Treatment Package on Stereotypic Behavior (Service Delivery)

CARON COSSER, Mary Tinsley, and Stacey L. Shook (Northwest Behavioral Associates)

22. The Effects of Noncontingent Reinforcement in the Treatment of Rumination (Applied Behavior Analysis)

REGINA A. CARROLL, John T. Rapp, and Tasha M. Rieck (St. Cloud State University)

23. Use of a Multiple Schedule Thinning Procedure to Fade Access to Matched Stimuli Which Reduced the Rate of Automatically Maintained Stereotypy (Applied Behavior Analysis) ERIC FRANTINO (Johns Hopkins University), Jennifer L. Thorne (Johns Hopkins Medical Institute), and Zachary Fisher (Johns Hopkins University)

- 24. Treatment of Severe Behavior in a Young Boy With Autism (Applied Behavior Analysis) KATHRYN M. PETERSON (Help Services Inc.) and Richard M. Foxx (The Pennsylvania State University)
- 25. Using the Parent as the Experimenter in Home-Based Functional Analyses: Advantages and Limitations in Application (EAB; Applied Behavior Analysis)

GINA T. CHANG and Andrea Ridgway (Autism Spectrum Therapies)

26. Further Demonstration of Noise as an Establishing Operation for Negative Reinforcement (EAB; Applied Behavior Analysis)

Eric Boelter and JESSICA ANN BOISJOLI (Kennedy Krieger Institute)

27. Comparison of Assessment Methods for Indentifying Preferred Topographies of Attention (Applied Behavior Analysis)

MAUREEN KELLY, Eileen M. Roscoe, and Katurri Phillips (The New England Center for Children)

28. A Functional Analysis of Pica: Distinguishing Between Satiation, Habituation, and Extinction Effects During Extended Alone Conditions (Applied Behavior Analysis)

ALEXANDRA MARIA VLAHOGIANNIS, Shara Marrero, Yair Kramer, and Kimberly Sloman (Douglass Developmental Disabilities Center, Rutgers, the State University of New Jersey)

29. Teaching Joint Attention and Imitation in the Comprehensive Early Intervention for Children With Autism (DDA; Applied Behavior Analysis)

JUN'ICHI YAMAMOTO, Yoshiko Hara, Airi Katoh (Keio University, Japan)

- **30. Video Modeling: Teaching Social Skills to a Child With Autism** (DDA; Applied Behavior Analysis) Crystal Chee Ching Chiu (Monash University) and ANGELIKA ANDERSON (Krongold Centre, Monash University)
- 31. Teaching Social Interactions to Students Using Augmentative and Alternative Communication Devices Through Video Modeling (EDC; Applied Behavior Analysis)

Bonnie Kraemer and CHRISTINE W. DALY (San Diego State University)

32. Increasing Social Skills in Students With High-Functioning Autism in Inclusion Settings (EDC; Applied Behavior Analysis)

STEPHANIE L. HART, Devender Banda, Stephanie Sokolosky, and Lan Liu-Gitz (Texas Tech University), and Maud Selasie Dogoe (Central Michigan University)

- **33.** Use of Script Fading to Teach Conversation Exchanges (Applied Behavior Analysis) VIRGINIA S. WONG (Hawthorne Country Day School)
- **34.** Teaching a Child With Autism to Respond Appropriately to Others' Emotions (VRB; Applied Behavior Analysis)

KATHLEEN MULCAHY, Christine Soliva, and Marla Saltzman (Autism Behavior Intervention, Inc.)

35. Using Stimulus Fading to Teach Word Search Completion With an Individual With Autism (EDC; Service Delivery)

JOSEPH H. CIHON (Special School District of St. Louis County), Sarah Smugala (Loyola University of Chicago), and Traci M. Cihon (University of Northern Texas)

36. Token Systems: An Evaluation of Token Delivery and Removal Procedures (EDC; Applied Behavior Analysis)

ARIELLA HABER, Kristine Fais, Nicole K. Steber, Keller MacMath, Gilah Haber, and Robert K. Ross (BEACON Services)

- 37. The Effects of Auditory Matching on the Emergence and Improvement of Echoic Responses With Kindergarten Students Diagnosed With Developmental Disabilities (EDC; Applied Behavior Analysis) Jinhyeok Choi and NOOR YOUNUS SYED (Teachers College, Columbia University)
- 38. The Use of Multiple Schedules of Reinforcement to Increase Participation With Nonpreferred Activities (EDC; Applied Behavior Analysis)

COURTNEY BLOOM (Shabani Institute), Rachel Adler and Erika Myles (California State University, Los Angeles), Robert R. Pabico (Center for Behavior Analysis and Language Development), and Daniel B. Shabani (California State University, Los Angeles)

39. Teaching Adolescents With Autism to Request Additional Supplies During Vocational Tasks Using an iPod Touch (Applied Behavior Analysis)

MELISSA KAHN, Deanna Cappiello, Kathryn Gately, Karissa Masuicca, Jaime A. DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

40. Using Video Modeling With Video Feedback to Teach Students With Autism to Make Comments (Applied Behavior Analysis)

LEIGH ANN S. WHEAT and Brandi M. Castillo (The Shape of Behavior)

- **41. Teaching Echoic Behavior in Children With Autism** (VRB; Applied Behavior Analysis) RUBY J. LEWIS and Melissa Kay Chevalier (May Institute)
- **42.** Teaching Tooth Brushing to Developmentally Disabled Individuals (DDA; Applied Behavior Analysis)

MICHELLE HARRINGTON and Jill Hunt (Judge Rotenberg Center)

43. The Use of the MP4 Player Watch to Promote Independence and Social Acceptance in Adolescents With Autism in the Local Fitness Club (EDC; Applied Behavior Analysis)
GLORIA M. SATRIALE (PAAL), Peter F. Gerhardt (Organization for Autism Research), and Kaori Nepo and Avram Glickman (PAAL)

44. Comparing Point-of-View Versus Scene Video Modeling: In the Teaching of Daily Living Skills

(EDC: Applied Behavior Analysis)

AMIE HAHN and Nathan C. Hahn (BEACON Services), Cheryl Archer (BEACON Services of Connecticut), and Robert K. Ross (BEACON Services)

45. Ethnicity Reporting Practices for Empirical Research in Three Autism-Related Journals (Theory)

NIGEL PIERCE, Christina L. Fragale, Jeannie Marie Aguilar, Pamela White, and Mark F. O'Reilly (Meadows Center for Preventing Educational Risk)

46. An Evaluation of Responding During Generalization Training Trials With Computer-Assisted Instruction or One-on-One Instruction (DDA; Applied Behavior Analysis)

ANDREA STEARNS, Tiffany Kodak, Wayne Fisher, and Kelly J. Bouxsein (Munroe-Meyer Institute, University of Nebraska Medical Center)

47. Effect of Performance Feedback in In-Home Settings on Appropriate Tone and Audibility of Speech of Children With Autism (Applied Behavior Analysis)

CHISATO KOMATSU, Andrea Ridgway, Glenda Ramos, and Aghavni Jouharian (Autism Spectrum Therapies)

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48. Development of a Functional Analytic Psychotherapy Analogue Protocol: Brief Relationship **Enhancement** (EAB; Applied Behavior Analysis)

GARETH I. HOLMAN, Kevin Haworth, and Sarah Liu (University of Washington), Mavis Tsai (independent practice), and Robert J. Kohlenberg (University of Washington)

49. Functional Analytic Psychotherapy Therapist Training: A Behavioral Rationale and Preliminary Data (TBA: Applied Behavior Analysis)

SARAH LIU, Gareth I, Holman, Kevin Haworth, and Mary D. Plummer (University of Washington). Mavis Tsai (independent practice), and Robert J. Kohlenberg (University of Washington)

50. Comparison of Process Analyses in Five Clients Utilizing the Functional Analytic Psychotherapy Rating Scale (TPC: Applied Behavior Analysis)

KATHRYN S. HOLMAN, Cristal E. Weeks, and Jonathan W. Kanter (University of Wisconsin-Milwaukee)

51. The Use of Restraint-Diminution, Aversives, and Reinforcement in the Treatment of a Homicidal Female (Applied Behavior Analysis)

NATHAN BLENKUSH, Matthew L. Israel, and Susan M. Parker (Judge Rotenberg Center)

52. Is the Behavioral Progress Made at Judge Rotenberg Educational Center Sustainable and Generalizable? A Follow-Up Study of Former Judge Rotenberg Educational Center Students (Service Delivery)

NICK LOWTHER, Joseph Assalone, Rosemary Silva, Robert Von Heyn, and Matthew L. Israel (Judge Rotenberg Center)

53. The Effects of a Brief Group Intervention for Adolescent Females With Anger Using a Modified **Dialectical Behaviour Therapy Skills Training (Service Delivery)**

TANYA N. DOULEH, Amy E. Naugle, Scott T. Gaynor, Tara Elizabeth Adams, Alyssa Kalata, Marchion Hinton, and Matthew T. Jameson (Western Michigan University)

54. Examining Experiential Avoidance in an Adult Clinical Sample (Service Delivery)

WANDA L. SMITH (McMaster University)

55. Group Contingencies in Addiction Treatment: Effect of Direct Observation of Target Behaviors by Group Members (BPH; Applied Behavior Analysis)

MARY LOUISE E. KERWIN (Rowan University), Beth J. Rosenwasser, Carolyn M. Carpenedo and Kimberly C. Kirby (Treatment Research Institute)

56. Re-Examining the Role of Alcohol in Sexual Assault: A Behavioral Perspective

(CSE; Applied Behavior Analysis)

THOMAS A. BRIGHAM, Samantha Swindell, John Tarnai, and Raymond O. Sacchi (Washington State University)

57. Promoting Positive Parenting Practices in Physically Abused Children

(CSE; Applied Behavior Analysis)

CYNTHIA ROSAS ALQUICIRA (Universidad Nacional de México)

58. Evaluation of Skill Maintenance and External Validity in a Behavioral Parent Training Program (CSE; Service Delivery)

ANDREW SCHERBARTH, Amy Murrell, Richard G. Smith, Vaishnavi Kapadia, Barbara Carlson, Michelle Lamancusa, Carla M. Smith, and Ryan J. Brackney (University of North Texas)

59. Can Mindfulness Training Enhance Court-Mandated Parent Coaching? (TPC; Service Delivery) ALISON BEAUVAIS CARRIS and Christine Gerhold (Chicago School of Professional Psychology), Melinda Delilah Hammond (Wheaton College), Kate Noth and Kevin Zalizniak (Illinois Institute of Technology), and Daniel J. Moran (Trinity Services, Inc.)

60. An Application of the Matching Law in Maltreatment of Children

(CSE; Applied Behavior Analysis)

AGUSTIN JAIME NEGRETE CORTES (Universidad Nacional de México)

61. Direct Instruction: Training and Maintaining Treatment Integrity

(CSE: Applied Behavior Analysis)

KATHLEEN M. HINE and Sara R. Major (Life Span Institute, University of Kansas), and Roger Stanley (University of Kansas)

62. Behavioral Sleep Intervention for a Typically Developing Adolescent With Delayed Sleep Phase and Depression (Service Delivery)

Katherine Simpson Spencer, VALERIE PAASCH, Renee Corbett, Leanna J. Herman, Adrianna M. Amari, and Keith J. Slifer (The Kennedy Krieger Institute)

63. Utilizing a Systematic Desensitization Intervention Plan to Teach a Severely Brain Injured Client to Tolerate Male Caregivers During Personal Care (Experimental Analysis)

GLENN ADRIAN and James C. K. Porter (Neurobehavioral Program)

64. The Effectiveness of Proactive Relaxation Strategies Used by Residential Youth (Service Delivery)

AMANDA MARIE MCLEAN (Boys Town Outpatient Behavioral Pediatric and Family Services) and Jennifer L. Resetar Volz (Dr. Azarcon and Associates, LLC)

65. EEG Neurofeedback: A Safe and Efficacious Non-Drug Operant Training Method for Children With Attention Deficit Hyperactivity Disorder (DDA; Service Delivery)

LYNDA KIRK (Austin Biofeedback & EEG Neurotherapy Center)

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6:00 p.m.-7:30 p.m.

Exhibit Hall A (CC)

DDA

66. Parent Survey of Risk Factors for Problem Behavior in Children With Developmental Disabilities (CBM: Applied Behavior Analysis)

RACHEL ROBERTSON, Joseph H. Wehby, and Lynnette Henderson (Vanderbilt University)

67. Discounting of Delayed Outcomes of Treatments for Problem Behavior by Parents of Children With Developmental Disabilities (Applied Behavior Analysis)

ALLISON O'HARA, Nathan A. Call, and Addie Jane Findley (Marcus Autism Center)

68. Evaluating the Influences of Training Procedures on Staff and Client Behavior (EDC; Applied Behavior Analysis)

KAIL GRAHAM and Maria Quintero (MHMRA of Harris County), Dorothea C. Lerman (University of Houston-Clearlake), and Deborah L. Grossett (The Center-Houston)

69. Training Staff to Implement Incidental Teaching Using a Multi-Component Package (EDC; Applied Behavior Analysis)

CRYSTAL MARIE WISSINGER and Jennifer Dawn Magnuson (Kennedy Krieger Institute)

70. Environmental Enrichment in Adult Day Treatment (OBM; Service Delivery)

SARAH M. DUNKEL-JACKSON and James W. Jackson (Southern Illinois University), Kyosuke Kazaoka, Erica D. Pozzie, and Amie Clarke (Trinity Services, Inc.), and Stephanie Perkins (Southern Illinois University)

71. An Evaluation of the Utility of an Abbreviated Behavior Plan Supplement (Applied Behavior Analysis)

BIANCA PIZZO, Eric Eberman, Denise Marzullo Kerth, Frances A. Perrin, Rachel E. Sari, Lauren F. Troy, and Christina M. Vorndran (Bancroft)

72. Budget Cuts in California: Is the Reduction of Hours Effective for Children With Developmental Delays? (EDC; Service Delivery)

HAILY CHOUN, Junelyn Lazo, Joyce C. Tu, and Johanna F. Lorca (Center for Behavioral Sciences, Inc.), and Cynthia L. Boyle (University of Kansas)

73. Literature Review of the Latest 30 Years of Vocational Research With People With Developmental Disabilities

DAPHNA EL-ROY (Eden II Programs)

74. A Review of the Literature in Developmental Disabilities and Behavior Analysis Over the Past Nine Years (EDC: Applied Behavior Analysis)

LAUREN A. MAHONEY (Eden II School for Autistic Children) and Niall James Toner and Frank R. Cicero (Eden II Programs)

75. Reducing Perseverative Speech Through Reinforcer Satiation in Two Individuals With Developmental Disabilities (AAB: Service Delivery)

MICHELE TRAUB, Suzanne T. Cole, Cynthia B. Simonds, and David M. Wilson (Devereux New Jersey)

76. Assessment and Treatment of Escape-Maintained Object Mouthing

(AUT; Applied Behavior Analysis)

SETH B. CLARK, SungWoo Kahng, Nicole Lynn Hausman, and Joseph Wakeman-Linn (Kennedy Krieger Institute)

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EAB

77. Contingencies-Shaped Behavior and Rule-Governed Behavior: Children With and Without Perserverative Developmental Disorder (AUT; Experimental Analysis)

MELANIE LABERGE (L'Université du Québec a Montréal), Céline Clément (Université de Strasbourg), and Jacques Forget and Melina Rivard (L'Université du Québec a Montréal)

78. A Modified Functional Analysis of Inappropriate Behavior Exhibited by Siblings (AUT; Applied Behavior Analysis)

G. JOSEPH SCHLERETH, Jennifer Dawn Magnuson, and Peter Girolami (Kennedy Krieger Institute)

- **79.** Assessing Motivation in Children Using a Progressive Ratio Task (DEV; Experimental Analysis) JOHN J. CHELONIS (National Center for Toxicological Research), Seth A. Osborn (University of Arkansas at Little Rock), Claire R. Gravelin (The College at Brockport, State University of New York), and Merle G. Paule (National Center for Toxicological Research)
- 80. The Effect of Extra Credit and Interactive Response Systems on In-Class Exam Performance (EDC; Applied Behavior Analysis)

SAMANTHA SWINDELL and Thomas A. Brigham (Washington State University)

- 81. Social Discounting for Gains and Losses (Experimental Analysis)
- SHAWN R. CHARLTON and Lori Parker (University of Central Arkansas)
- 82. A Response-Bout Analysis of Human Random-Interval Schedule Performance (Experimental Analysis)
- J. ADAM BENNETT, Megan E. McLean, and Cynthia J. Pietras (Western Michigan University)
- 83. Social Behavior in Situations of Uncertainty and Risk (Experimental Analysis)

STEPHANIE STILLING, Amber L. Watts, and Cynthia J. Pietras (Western Michigan University)

84. Experimental Manipulation of Delay Discounting: Implications for Subsequent Gambling-Like Behavior (Experimental Analysis)

JEFF S. STEIN, Patrick S. Johnson, Monica T. Francisco, Adam T. Brewer, Shannon L. Tierney, and Gregory J. Madden (University of Kansas)

85. Effects of a Response Dependent Reinforcement History on Response Rate Under Response Independent Reinforcement and on Reestablishment Under Response Dependent Reinforcement (Experimental Analysis)

KARINA BERMUDEZ and Carlos A. Bruner (Universidad Nacional Autónoma de México)

86. Between-Session Positive Behavioral Contrast as an Animal Model of Pathological Gambling (Experimental Analysis)

SHAWN SEYEDAIN-ARDABILI, Benjamin J. Parker, and Cam L. Melville (McNeese State University)

87. Comparing Functional Outcomes Between Verbal and Tangible Concurrent Operants
Assessments (Applied Behavior Analysis)
JEFFREY R. LUKE and Joel Eric Ringdahl (University of Iowa)

88. Foraging for Food in Closed and Open Economies: Changes in Global Prey Density (Experimental Analysis)

ROBERTO P. MACIEL and Felipe Cabrera (Universidad Autónoma de Guadalajara)

89. Bringing Rats Back to Work: Effects of Delivering a Qualitatively Novel Reinforcer on Response Reinstatement (Experimental Analysis)

TOSHIKAZU KURODA (West Virginia University), Alicia Roca (Universidad Nacional Autónoma de México), and Tariq Najih Al-Dwaikat and Kennon A. Lattal (West Virginia University)

- **90. The Schedule-Induced Deprivation and the Sharing Game** (Experimental Analysis) BRADLEY GOSSETT and Shawn R. Charlton (University of Central Arkansas)
- 91. The Effects of Jackpot Reinforcers Under a Switching-Key Concurrent Schedule (Experimental Analysis)

EZRA GARTH HALL, Toshikazu Kuroda, and Kennon A. Lattal (West Virginia University)

- **92.** "Psychological Appetite" or Schedule-Induced Deprivation (TPC; Experimental Analysis) APRIL M. BECKER and Jesus Rosales-Ruiz (University of North Texas)
- 93. Reinforcers Signal Future Contingencies of Reinforcement (TPC; Experimental Analysis)
 SARAH J. COWIE, Michael C. Davison, and Douglas Elliffe (University of Auckland), and Jason Landon
 (Auckland University of Technology)
- 94. Reactive and Active Language Upon Rule-Governed Behavior (VRB; Experimental Analysis)
 SUCEL MORAN ROMERO and Emilio Ribes Iñesta (Universidad Autónoma de Guadalaiara)
- 95. Extinction Differences Between Trained and Novel Responses Controlled by Compound Stimuli in Rats (VRB; Experimental Analysis)

FREDY A. MORA GÁMEZ (Fundación Universitaria Konrad Lorenz)

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5/31/2010 6:00 p.m.–7:30 p.m. Exhibit Hall A (CC) EDC

96. Use of Brief Experimental Analysis to Determine the Best Intervention for Increasing Sight Word Acquisition and Maintenance (DDA: Applied Behavior Analysis)

AMY BARANEK (The May Institute), Daniel Mark Fienup (Queens College, The University of New York), Nicole L. Dion and Gary M. Pace (The May Institute)

97. Efficacy of a Personal Frequency Modulation Device in the Classroom for a Child With Pervasive Developmental Disorder and Auditory Processing Disorder (Service Delivery) KELLEY MARTIN (Children's Medical Center Dallas) and Adam Feinberg (The May Institute)

98. An Experimental Analysis of Case Order Difficulty With Simulation in Developmental Disabilities Software (DDA; Applied Behavior Analysis)

MARCIE DESROCHERS (SUNY, Brockport), Jill Papke (College at Brockport, State University of New York), and Darlene E. Crone-Todd (Salem State College)

99. The Effect of Instructor Self-disclosure on Preservice Teachers' Knowledge and Dispositions (DEV; Service Delivery)

CARRIE FITZGERALD, Laura Geraci, and Barbara Mallette (State University of New York, Fredonia)

100. Practice-Based Evidence: Behavioral Applications in General Education Settings (TBA; Applied Behavior Analysis)

LAWRENCE J. MAHEADY and Michael Jabot (State University of New York, Fredonia)

101. Assessing Inter-Observer Agreement and Accuracy in Training and Acquisition of Experimental Functional Analysis Skills (TBA; Applied Behavior Analysis)
JON A. LOKKE (Østfold University College Norway), Lars Rune Halvorsen (Akershus University

College), Gunn Lokke (Østfold University College Norway), and Erik Arntzen (Akershus University College)

102. More Data on the Changeability of Misconceptions in Behavior Analysis Among Students (TPC: Theory)

JON A. LOKKE and Gunn Lokke (Østfold University College Norway) and Erik Arntzen (Akershus University College)

103. Functional Assessment and Intervention of Escape and Attention Maintained Aggressive Behavior in the Classroom (CBM; Applied Behavior Analysis)

JOSHUA NEEDELMAN, Mark D. Shriver, and Jessica A. Knight (Munroe-Meyer Institute)

104. The Use of a Concurrent Operants Assessment to Inform Behavioral Intervention for Severe Problem Behavior (DDA; Applied Behavior Analysis)

STEVE VERSTRAETE, Johanna F. Shaflucas, Amy K. Burkett, and Gretchen G. Abdulla (Summit Educational Resources)

105. Early Childhood Preschool Aggression: Descriptive Study of Topographies, Roles, Setting, and Peer or Teacher Consequences (CBM; Applied Behavior Analysis)

DAVID M. RICHMAN, Katherine Fettig, Annamarie Hayner, Carly Slavin, and Chad Rose (University of Illinois)

106. Acquisition of Stimulus Relationship of Translation Writing Through Respondent-Type Training for English as a Second Language Learning (Applied Behavior Analysis)
MIKIMASA OMORI and Jun'ichi Yamamoto (Keio University, Japan)

107. Stimulus Equivalence and Brain Function in Broca's Area: A NIRS Study (VRB; Applied Behavior Analysis)

HIROSHI SUGASAWARA (Tokiwa University), and Mikimasa Omori and Jun'ichi Yamamoto (Keio University, Japan)

108. The Challenging Behavior Service: A Training Service for Members of Challenging Behavior Teams in Iowa (Service Delivery)

TORY J. CHRISTENSEN, Brenda J. Bassingthwaite, David P. Wacker, and Kelly M. Schieltz (University of Iowa), Todd G. Kopelman (University of Iowa Hospitals & Clinics), Sean D. Casey (Iowa Department of Education), and Barbara Ohlund (Iowa Department of Education)

109. Effects of Self-Regulated Strategy Development on Persuasive Essay Writing of High School Students With Disabilities (VRB; Applied Behavior Analysis)

Sharlene Kiuhara (Vanderbilt University), ROBERT E. O'NEILL and Leanne S. Hawken (University of Utah), and Steve Graham (Vanderbilt University)

110. The Effect of Preteaching Vocabulary on Reading Passages for Third Grade Participants (Applied Behavior Analysis)

GAIL COULTER and Michael C. Lambert (Western Washington University)

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5/31/2010 6:00 p.m.-7:30 p.m. Exhibit Hall A (CC)

111. Effects of a Peer Review System on Program Book Completeness

(AUT; Applied Behavior Analysis)

CHRISTINA MARIE BOYD-PICKARD and Allison Genovese (RCS Learning Center)

112. Behavior Change Through Reactivity: Assessing Effects of Covert Versus Overt Observation System on Staff Engagement (AUT; Service Delivery)

LIN TANG (University of Massachusetts Amherst), Shannon Kay and Erica Webster (May Institute)

113. Peer-Management as a Supervisory Strategy in Community-Based Residences (DDA; Applied Behavior Analysis)

JENNIFER DOHERTY (Evergreen Center), Jennifer M. Silber, and Gordon A. DeFalco (Evergreen Center)

114. Improving Reliability of Staff Supervision; Development of an Agency Wide Plan (DDA; Service Delivery)

CHRISTIAN A. BENAVIDES, Ann Filer, and Robert K. Ross (BEACON Services)

115. A Sustainable Pre-Referral Meeting System for Teachers: Bridging the Research-to-Practice Gap (EDC; Applied Behavior Analysis)

L. KEITH MILLER, Constance Tieghi, and Nathaniel G. Smith (University of Kansas)

116. The Experimental Analysis of the Effectiveness and Sustainability of a Teaching Chinese Program (EDC; Applied Behavior Analysis)

HANG WU and L. Keith Miller (University of Kansas)

117. The Use of Feedback in the Management of Academic Tasks (EDC; Applied Behavior Analysis) ROSSANA SOMALVICO (Iulm University–IESCUM), Francesco Pozzi (IESCUM), and Giovambattista Presti and Paolo Moderato (Libera Universita di Lingue e Comunicazione)

118. In Search for a Better Research Environment: Improving Information Sharing of Applied Behavior Analysis Lab (EDC; Applied Behavior Analysis)

YUKA KOREMURA, Mikimasa Omori, and Jun'ichi Yamamoto (Keio University)

119. A Staff Training, Feedback, and Contingency System for Early Childhood Interventionists (Applied Behavior Analysis)

REBECCA S. RAAS, Ginger R. Wilson, and Janice Doney (The ABRITE Organization)

120. Effects of Scorecards and Bonus Pay on Staff Turnover in an Applied Behavior Analysis Clinical Setting (Applied Behavior Analysis)

NATALIE HEAD and Domonique Y. Randall (The Shape of Behavior)

121. The Effects of Success Story Training on Job Interviewing Skills in Mock In Vivo Interviews (EDC; Applied Behavior Analysis)

DEBRAH KITE and Susan K. Malmquist (The Chicago School of Professional Psychology)

122. Increasing Medicaid Dollars Billed for Services by School Psychologists Using a Performance Improvement Package (Applied Behavior Analysis)

MEGAN M. HYBZA (University of South Florida), Trevor F. Stokes (James Madison University), Marilee Stafford Hayman and Tracy Schatzberg (Hillsborough County Public Schools)

123. Integration and Efficiency: Managing the Safety of Your Clients, Employees, and Company (Service Delivery)

TIMOTHY D. CRIPPS and Carlos V. Gonzalez (Behavioral Services of Tennessee)

479 Poster Session

5/31/2010 6:00 p.m.-7:30 p.m. Exhibit Hall A (CC) VRB

124. Effects of Fluency Training on Emergent Equivalence Relations

(EDC; Applied Behavior Analysis)

PATRICK B. MARCOTTE, John W. Eshleman, and Diana J. Walker (The Chicago School of Professional Psychology)

125. Signaled Tact and Reading Acquisition Through Echoic and Listener Behavior Training by Children With and Without Hearing Impairment (EAB; Applied Behavior Analysis)

NASSIM CHAMEL ELIAS and A. Celso Goyos (Universidade Federal de São Carlos)

126. Transfer of Ordinal Functions Through Stimuli Classes in Deaf Children (EAB: Applied Behavior Analysis)

ALICE ALMEIDA CHAVES DE RÉSENDE and A. Celso Govos (Universidade Federal de São Carlos)

127. Instructional Programming for Generalized Sound-Print Relations: Long- and Short-Vowel Word Pairs (EAB; Experimental Analysis)

MEGAN N. STEIN and Kathryn Saunders (University of Kansas)

128. Instructional Programming for Generalized Sound-Print Relations: Consonant Clusters (EAB; Experimental Analysis)

MAMBU S. SHERMAN, Yusuke Hayashi, and Kathryn Saunders (University of Kansas)

129. Transfer of Function Using Derived Relational Responding and Emotionally Salient Stimuli (EAB: Experimental Analysis)

MICHAEL C. CLAYTON and Julie Blaskewicz (Youngstown State University)

130. Verbal Stimuli Transforming Contingencies: A Matching to Sample Task With Double Functionality (EAB; Experimental Analysis)

Ana Lucia Suro Soto, Emilio Ribes Iñesta, and MARIA ANTONIA PADILLA VARGAS (Universidad Autónoma de Guadalajara)

131. A Comparison of the Intensive Tact Procedure and Multiple Exemplar Instruction on the Emergence of Naming With Academically Delayed Middle School Students (EDC; Applied Behavior Analysis)

Yasmin J. Helou-Care, Joan A. Broto, R. Douglas Greer, and KATHARINE J. TINTRUP (Teachers College, Columbia University)

132. The Effects of Multiple Exemplar Instruction on the Induction of the Naming Capability (Applied Behavior Analysis)

Alison M. Corwin, and SUSAN BUTTIGIEG (Teachers College Columbia University)

133. Generating Frames of Causation in Preschoolers (EDC; Applied Behavior Analysis)

NICOLE PARRETT, Glen L. McCuller, Ginger Kelso, Chris Ninness, Robin Rumph, and Andrea Goodwin (Stephen F. Austin State University)

134. Using Frames of Comparison to Generate Good Food Choices (EDC; Applied Behavior Analysis) SUMMER KOLTONSKI, Glen L. McCuller, Ginger Kelso, Robin Rumph, and Chris Ninness (Stephen F. Austin State University)

135. Use of the Implicit Relational Association Procedure in Measuring Changes in Stigma Following a Brief Defusion Exercise (Applied Behavior Analysis)

JON P. EMORY, Fawna Stockwell, Diana J. Walker, and Scott A. Herbst (The Chicago School of Professional Psychology)

480 Business Meeting

5/31/2010

7:30 p.m.-8:00 p.m.

212B (CC)

Journal of Organizational Behavior Management

Chair: Timothy D. Ludwig (Appalachian State University)

Meeting of the Editorial Board of the *Journal of Organizational Behavior Management*. Plans for Journal content and growth and journal data will be presented. Authors and interested parties are welcome to attend.

481 Business Meeting

5/31/2010

7:30 p.m.-8:20 p.m.

215 (CC)

Behavior Analyst Certification Board: Introduction and Application

Chair: Christine L. Ratcliff (Behavior Analyst Certification Board)

This meeting will cover important components of the Behavior Analyst Certification Board (BACB), including information on Board Certified Behavior Analyst (BCBA) and Board Certified Assistant 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.

482 Business Meeting

5/31/2010

7:30 p.m.-8:20 p.m.

212A (CC)

Developmental Behavior Analysis Special Interest Group

Chair: Jacob L. Gewirtz (Florida International University)

Business meeting of the Developmental Behavior Analysis Special Interest Group.

483 Special Event

5/31/2010

7:30 p.m.-10:30 p.m.

216A (CC)

AUT: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michael Dorsey, Ph.D., BCBA

ABAI Practice Board: Autism Insurance Summit

Chair: Michael F. Dorsey (Endicott College)

LORRI UNUMB (Autism Speaks)

ERIC BILLINGTON (United Health Group)

MARY JANE WEISS (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

GERALD L. SHOOK (Behavior Analyst Certification Board)

SUSAN BUTLER (South Carolina Early Autism Project, Inc.)

GINA GREEN (Association for Practicing Behavior Analysts)

DOREEN GRANPEESHEH (Center for Autism and Related Disorders, Inc.)

RHONDA ROBINSON BEALE (United Behavioral Health)

484 Business Meeting

5/31/2010 8:00 p.m.–8:50 p.m. 212B (CC)

Organizational Behavior Management Network

Chair: Heather M. McGee (Western Michigan University)

This is the annual meeting of the Organizational Behavior Management Network. All are invited to attend and discuss topics related to organizational behavior management. In addition, Network officers will present data summarizing the status and development of the organization.

485 Special Event

5/31/2010 9:30 p.m.–1:00 a.m. Lone Star Ballroom (Grand Hyatt)

ABAI Social

Chair: Raymond G. Miltenberger (University of South Florida)

Please join us, your friends, and colleagues for music and dancing.



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Northridge

For information on applying, registration and program processes, email Dr. Jennifer Kalfsbeek, jennifer.kalfsbeek@csun.edu. Phone: (818) 677-5943.



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Grand Hyatt San Antonio; Tuesday, June 1

Grand Hyatt San Antonio; Tuesday, June 1																
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Henry B. Gonzalez Convention Center; Tuesday, June 1

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Spalding University

845 S. 3rd Street

Louisville, Kentucky 40203

486 Business Meeting

6/01/2010 8:00 a.m.-8:50 a.m. 216B (CC)

Practitioner Issues in Behavior Analysis Special Interest Group

Chair: Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

As applied behavior analysis forms into a profession it is logically developing interest and difficulties uniquely related to the practice of behavior analysis in the criminal justice system, school system, mental health system, and developmental disabilities system. This SIG is dedicated to the establishment of behavior analysis as a unique clinical practice. We serve both master and doctoral behavior analysts who work in all areas of therapy or consultation. This is our annual business meeting and our membership will be voting on leadership positions, as well as discussing the successes over the last year. If you have an interest in clinical or consulting work and have practice issues, please attend our meeting.

487 Business Meeting

6/01/2010 8:00 a.m.-8:50 a.m. 212B (CC)

Association for Behavior Analysis of India Meeting

Chair: Smita Awasthi (Association for Behavior Analysis of India)

The purpose of this meeting is to coordinate with professionals traveling to India to work in the field of autism, seek joint ventures with organization involved in organizational behavior management, identify universities for joint collaborations for applied behavior analysis courses in India, meet professionals working with educators and neurologically typical children, network with Indians living abroad, and encourage professionals to participate in South East Asian ABA Conference hosted by the Association for Behavior Analysis of India in December 2010.

488 Business Meeting

6/01/2010 8:00 a.m.-8:50 a.m. 215 (CC)

New York State Association for Behavior Analysis

Chair: Vicki Madaus Knapp (Summit Educational Resources)

This is the New York State Association for Behavior Analysis business meeting.

489 Business Meeting

6/01/2010 8:00 a.m.-8:50 a.m. 216A (CC)

Behavior Analysis in Practice Business Meeting for Authors, Prospective Authors, and Board Members

Chair: Gregory P. Hanley (Western New England College)

The annual report of the new practitioner-oriented journal, *Behavior Analysis in Practice*, will be presented and followed by a discussion of journal policies and content. Board members and prospective authors are encouraged to attend.

490 Business Meeting

6/01/2010 8:00 a.m.-8:50 a.m. 213A (CC)

Hawai'i Association for Behavior Analysis

Chair: Jessie Mitchell (Behavioral Counseling and Research Center)

Ho'olaule'a O HABA, members and friends of Hawai'i Association for Behavior Analysis are invited to celebrate the growth of applied behavior analysis practitioners in Hawai'i and a short chapter business meeting will occur to discuss the 2010 conference and chapter projects. *E komo mai*.

491 Invited Tutorial

6/01/2010 9:00 a.m.-9:50 a.m. Ballroom A (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Ruth Rehfeldt, Ph.D., BCBA

Incorporating Elements of the Derived Stimulus Relations Research Program Into Educational Curricula for Learners With Autism and Other Disabilities

Chair: Dorothea C. Lerman (University of Houston-Clear Lake)

RUTH ANNE REHFELDT (Southern Illinois University)



Ruth Anne Rehfeldt is a Professor in the Rehabilitation Services undergraduate program and an affiliated faculty in the Behavior Analysis and Therapy Program. She holds a Ph.D. (1998) and MA (1995) from the Behavior Analysis Program (in Psychology) at the University of Nevada, and a B.A. (1993) in psychology from the University of Puget Sound. She is also a Board Certified Behavior Analyst. Dr. Rehfeldt currently teaches courses in single-subject research design, behavioral assessment and observation methods and radical behaviorism. Dr. Rehfeldt has authored over 60 articles and book chapters, primarily in the areas of stimulus equivalence and verbal relations, autism, developmental disabilities and verbal behavior. Dr. Rehfeldt

is currently the Editor of *The Psychological Record* and an Editorial Board Member for the *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behaviour*, the *Behavior Analyst* and *Education and Treatment of Children*. Dr. Rehfeldt's book, co-edited with Yvonne Barnes-Holmes, is entitled *Derived Relational Responding: Applications for Learners with Autism and other Developmental Disabilities: A Progressive Guide to Change*. New Harbinger: Oakland, CA, 2009.

Abstract: Basic laboratory research on derived stimulus relations has far outnumbered applied investigations on the topic, but incorporating elements of the derived stimulus relations research program into educational curricula for learners with autism and other developmental disabilities may be an economic and efficient means of expanding basic language repertoires. Moreover, such an approach may be consistent with best practices in education articulated by Skinner (2003), as well as be particularly appropriate in light of current school legislation. The purpose of this tutorial is to outline the aspects of the derived stimulus relations research program that are relevant for inclusion into educational curricula. I will focus on how practitioners might program for the emergence of relational repertoires within the framework of other curricular approaches, and how such a technology may be used to construct basic language, reading, spelling, and other relational repertoires. The tutorial will include practitioner strategies and recommendations that are presented in *Derived Relational Responding: Applications for Learners with Autism and other Developmental Disabilities: A Progressive Guide to Change.*

492 Symposium

6/01/2010 9:00 a.m.-9:50 a.m. Crockett A/B (Grand Hyatt) CBM; Applied Behavior Analysis

Mindfulness for Two Revisited: Further Investigations Into the Therapeutic Relationship

Chair: Carrie Ambrose (University of Mississippi)

Discussant: Emily Kennison Sandoz (University of Mississippi)

Mindfulness for Two Revisited: Manipulating the Therapist

CARRIE AMBROSE, Charles Peterson, Brittany A. Carstens, Regan M. Slater, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

Mindfulness for Two Revisited: Manipulating the Conversation

NICKI JEANE, Charles Peterson, Brittany A. Carstens, Regan M. Slater, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

Mindfulness for Two Revisited: Manipulating the Room

SUMMER KING, Charles Peterson, Brittany A. Carstens, Regan M. Slater, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

493 Paper Session

6/01/2010 9:00 a.m.–9:50 a.m. Crockett C/D (Grand Hyatt)

Changing Challenging Behavior

Chair: David A. Coleman, Jr. (private practice)

Behavior Analytic Treatment of Bipolar Disorder (Applied Behavior Analysis)

DAVID A. COLEMAN, JR. (private practice)

Is Child Therapy an Exercise in Futility? (Applied Behavior Analysis)

ANDREE FLEMING-HOLLAND (Universidad Veracruzana)

494 Paper Session

6/01/2010 9:00 a.m.-9:50 a.m. Travis A/B (Grand Hyatt) DEV

Dementia Patients

Chair: Javier Virues-Ortega (CIBERNED, Carlos III Institute of Health)

The Reinforcing Effect of Edible, Leisure, and Social Stimuli in Patients With Dementia (Applied Behavior Analysis)

CELIA NOGALES-GONZALÉZ (Association for Behavior Analysis Spain) and Javier Virues-Ortega (CIBERNED, Carlos III Institute of Health)

Rule-Governed Versus Contingency-Shaped Behavior Among Dementia Patients

(Applied Behavior Analysis)

JAVIER VIRUES-ORTEGA (CIBERNED, Carlos III Institute of Health)

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495 B. F. Skinner Lecture Series

6/01/2010 9:00 a.m.-9:50 a.m. 103AB (CC) VRB; Theory

Cognitive Fire: Language as a Cultural Tool

Chair: Matthew P. Normand (University of the Pacific)

DANIEL EVERETT (Illinois State University)



Daniel L. Everett currently serves as Chair of the Department of Languages, Literatures, and Cultures at Illinois State University in Normal, Illinois. He previously taught at the University of Manchester and is former Chair of the Linguistics Department of the University of Pittsburgh. His interests include the interaction and evolution of culture and grammar and the philosophy of language, the mind, and linguistics.

Abstract: This talk makes the case that language is not innate, that there is no language instinct, and that talk of universal grammar or a language organ doesn't match up well with the evidence from evolution, language

development, or data from the world's languages. The points of this talk will be illustrated by means of personal experiences of mine and others in Mexico, Brazil, and elsewhere. I survey research by psychologists, computer scientists, primatologists, anthropologists, linguists, philosophers and others to make the case that language is an elaborate tool for our brains, the basis for other tools like math and music. Probably language was invented just once in human history, but evolves in all societies such that the form of language (grammar) comes to match the needs of its containing culture. Language was originally developed by someone like the guy on the GEICO commercials. That is, language most likely derives from the brains and efforts of normal hominids, rather than resulting from a sudden evolutionary saltation. Or to aphorize, it comes from cavemen, not X-men.

496 Symposium

6/01/2010 9:00 a.m.-10:20 a.m. 205 (CC) AUT; Service Delivery

Promoting Parent Training and Education in Autism Treatment

Chair and Discussant: Matt McAlear (Easter Seals Bay Area)

Partners in Education: Integration of Parents in Home Based Programming

MICHELLE FICCAGLIA (Easter Seals Bay Area)

Improving Culturally Competent Practice: A Beginning Framework

PETER PALLARES-TORRES (Easter Seals Bay Area)

Ancillary Support for an Autism Intervention Program: A Parent Coaching Model

ANDREW SHAHAN (Easter Seals Bay Area)

497 Symposium

6/01/2010 9:00 a.m.-10:20 a.m. 202AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered, CE Instructor: Kathleen Clark, M.S., BCBA

Examining Prompting Strategies for Teaching Verbal Behavior

Chair: Kathleen M. Clark (New England Center For Children)

Echoic Prompts Are as Good as or Better Than Textual Prompts for Teaching Intraverbal Behavior

TIFFANY COOK (The New England Center for Children), Lynn Keenan (Loudoun County Public Schools), William H. Ahearn (The New England Center for Children), and Caio F. Miguel (California State University, Sacramento)

The Effectiveness of and Preference for Echoic, Tact, and Textual Prompts for Establishing Intraverbal Responding in Children With Autism

EINAR T. INGVARSSON (University of North Texas), Duy Dang Le (Child Study Center), and Kellyn Joi Johnson (University of North Texas)

An Evaluation of the Interactive Effects of Prompt Density, Mand Modality, and Functional Reinforcers Within Functional Communication Training

PATRICK ROMANI, Joel Eric Ringdahl, Kelly M. Vinquist, Anuradha Salil Kumar Dutt, Maliha Zaman, and Haley Whittington (University of Iowa)

Effects of Identity-Matching and Echoic Prompts on the Acquisition of Auditory-Visual Conditional Discriminations

SEAN PETERSON, Charlotte Lynn Carp, and Anna I. Petursdottir (Texas Christian University), and Einar T. Ingvarsson (University of North Texas)

498 Symposium

6/01/2010 9:00 a.m.-10:20 a.m. 204AB (CC)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Adel Najdowski, Ph.D., BCBA

Center for Autism and Related Disorder Shaping Knowledge Through Individualized Life Learning System: A Comprehensive Web-Based Assessment, Curriculum, Training Package, and Progress-Monitoring System

Chair: Adel C. Najdowski (Center for Autism and Related Disorders, Inc.)

An Outline and Demonstration of the Components of the Center for Autism and Related Disorders Shaping Knowledge Through Individualized Life Learning Systems

Doreen Granpeesheh, ADEL C. NAJDOWSKI, and Dennis Dixon (Center for Autism and Related Disorders, Inc.)

Follow-Up Field Evaluation of an Empirically Validated eLearning Training Program for Behavioral Therapists

Doreen Granpeesheh, CATHERINE PETERS, Jonathan J. Tarbox, Dennis Dixon, Kathy Thompson, and Amy Kenzer (Center for Autism and Related Disorders, Inc.)

Outcome of Behavioral Intervention for Young Children With Autism

AMY KENZER, Doreen Granpeesheh, and Jonathan Tarbox

(Center for Autism and Related Disorders, Inc.)

Field Evaluation of the Center for Autism and Related Disorders Shaping Knowledge Through Individualized Life Learning Systems Program

DENNIS DIXON, Doreen Granpeesheh, Adel C. Najdowski, and Jonathan J. Tarbox (Center for Autism and Related Disorders. Inc.)

499 Symposium

6/01/2010 9:00 a.m.-10:20 a.m.

203AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jonathan Tarbox, Ph.D., BCBA

Behavioral Intervention for "Executive Function" in Children With Autism

Chair: Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Discussant: Nicholas M. Berens (University of Nevada, Reno)

The Practical and Conceptual Groundwork for Addressing Executive Function Deficits in Autism From a Purely Behavior Analytic Perspective

JONATHAN J. TARBOX, Dennis Dixon, and Doreen Granpeesheh (Center for Autism and Related Disorders, Inc.)

Teaching Children With Autism a Vocal Rehearsal Strategy for Improving Performance on a "Working Memory" Motor Task

Emily Barnoy, Adel C. Najdowski, Jonathan J. Tarbox, and RYAN BERGSTROM (Center for Autism and Related Disorders. Inc.)

Improving Performance on a "Working Memory" Tasks Involving Naming, Categorization, and Counting in Children With Autism

LISA BALTRUSCHAT (Center for Autism and Related Disorders, Inc.), Hasselhorn Marcus (Goethe-Universitaet Frankfurt), and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

500 Paper Session

6/01/2010 9:00 a.m.-10:20 a.m. 206AB (CC) AUT

Challenges in Staff and Caregiver Training

Chair: Clarissa S. Barnes (Southern Illinois University)

An Evaluation of Behavioral Skills Training on the Implementation and Use of the Picture Exchange Communication System in the Natural Environment (Applied Behavior Analysis) CLARISSA S. BARNES, Ruth Anne Rehfeldt, Sadie L. Lovett (Southern Illinois University), and John M. Guercio (TouchPoint Autism Services)

Effects of Mother-Implemented Picture Exchange Communication System Training on Spontaneous Communicative Behaviors of Young Children With Autism Spectrum Disorders (Applied Behavior Analysis)

JU HEE PARK, Sheila R. Alber-Morgan, Helen Malone, and Courtney Fleming (The Ohio State University)

The Continuing Effects of a Supervision Monitoring System on Written Supervisory Feedback (Service Delivery)

CHRISTIAN A. BENAVIDES and Robert K. Ross (BEACON Services)

Parents of Children With Autism Choosing to Implement an Early Intensive Behavioral Intervention Program (Applied Behavior Analysis)

PAGONA TZANAKAKI, Corinna F. Grindle, Richard P. Hastings, and J. Carl Hughes (Bangor University, Wales), and Hanna Kovshoff and Bob Remington (University of Southampton)

501 Paper Session

6/01/2010 9:00 a.m.-10:20 a.m. 207AB (CC) AUT

Evaluations of Applied Behavior Analysis Programming

Chair: Jack Scott (Florida Atlantic University)

The St. Amant School-Age Applied Behavior Analysis Program 2010: Characteristics, Outcomes, and Challenges (Applied Behavior Analysis)

KIRSTEN M. WIRTH (St. Amant Research Centre, the University of Manitoba)

Full Inclusion of People With Developmental Disabilities in Faith-Based Communities: What Applied Behavior Analysis Has to Offer (Service Delivery)

BOBBY NEWMAN (Room to Grow)

Home-Based Early Intensive Behavioral Intervention for Children With Autism Spectrum Disorders: Results of 2010 Parent Survey (Service Delivery)

JACK SCOTT, Kyle Bennett, Bairbre Flood, and Linda Peirce (Florida Atlantic University)

502 Symposium

6/01/2010

9:00 a.m.-10:20 a.m.

Texas Ballroom Salon C (Grand Hyatt)

CBM; Service Delivery

Behavior Analysis Involved in Four Psychological Areas

Chair: Donald K. Pumroy (University of Maryland)

Gerontology and Behavior Analysis: Past Present Future

JUDY G. BLUMENTHAL (Association for Behavior Change)

The Lessons of Keeping the Behavioral Goal on Target

ROGER W. MCINTIRE (University of Maryland)

Behavior Analysis and School Psychology

DONALD K. PUMROY (University of Maryland)

My 59 Years as a Behavioristic Clinical Psychologist: Past Triumphs, Current Challenges, and Future Opportunities

LEOPOLD O. WALDER (Behavior Service Consultants, Inc.)

503 Symposium

6/01/2010

9:00 a.m.-10:20 a.m.

Seguin (Grand Hyatt)

CSE: Service Delivery

BACB CE Offered. CE Instructor: John Young, Ph.D.,

Behavioral Principles Applied to System Issues: The Role of Good Science in Building Good Relationships

Chair: John Young (University of Mississippi)

Exploring the Collaborative Impact Between Science and Practice in a Community Behavioral Health Partnership

REGAN M. SLATER and John Young (University of Mississippi)

Teacher Perceptions of Appropriate Mental Health Practice

REBECCA J. HAMBLIN, Corinn Johnson, Regan M. Slater, and John Young

(University of Mississippi)

Assessing Normative Rates of Prevalent Target Behaviors in School-Based Functional Behavioral Analyses

GILBERTE BASTIEN and John Young (University of Mississippi)

Behavioral Vital Signs: Research and Policy as Reinforcement

JOHN YOUNG (University of Mississippi)

504 Symposium

6/01/2010

9:00 a.m.-10:20 a.m.

Republic C (Grand Hyatt)

EAB: Experimental Analysis

Delay Discounting: Does the Procedure and/or Experience Matter?

Chair: Christine E. Hughes (University of North Carolina, Wilmington)

Within-Session Discount Functions in Rats Using Randomly Ordered and Ascending Delays

ELIZABETH WATTERSON and A. Scott Handford (University of North Carolina, Wilmington), Carla Pruitt (California State University, Long Beach), and Raymond C. Pitts and Christine E.

Hughes (University of North Carolina, Wilmington)

Housing Enrichment Decreases Impulsive Choice in Spontaneously Hypertensive, but Not Sprague-Dawley Rats

DENNIS J. HAND, Jim I. Gerhart, and Mark P. Reilly (Central Michigan University)

Inter-Trial Interval Duration Modulates Impulsivity in Rats and Pigeons During an Intertemporal Choice Procedure

JACK SMETHELLS and Mark P. Reilly (Central Michigan University)

Experience With a Novel Task Reverses Differences in Impulsivity Between Lewis and Fischer 344 Rats

CARLOS F. APARICIO (The Aurora School), Carla Pruitt (California State University, Long Beach), and Christine E. Hughes and Raymond C. Pitts (University of North Carolina, Wilmington)

505 Symposium

6/01/2010

9:00 a.m.-10:20 a.m.

Republic A (Grand Hyatt)

EAB: Experimental Analysis

Rational and Irrational Decision Making: Is the Subject Always Right?

Chair: Jennifer Rusak (University of Florida)

Contingency Sensitivity and the Sunk-Cost Fallacy in Humans and Pigeons

ANNE C. MACASKILL (University of Florida) and Timothy D. Hackenberg (Reed College)

An Evaluation of Framing Effects and Loss Aversion in Pigeons

JENNIFER RUSAK (University of Florida) and Timothy D. Hackenberg (Reed College)

Pigeons as Prisoners in a Prisoner's Dilemma Game: A Molar Versus Molecular Analysis of Choice

MATT LOCEY and Howard Rachlin (Stony Brook University)

Pigeons' Discounting of Probabilistic and Delayed Reinforcers

Amanda L. Calvert (Washington University in St. Louis), and Leonard Green and JOEL MYERSON (Washington University)

506 Symposium

6/01/2010

9:00 a.m.-10:20 a.m.

Bonham B (Grand Hyatt)

EAB; Experimental Analysis

A Relational Frame Analysis of Transformation of Functions and Hierarchical and Analogical Responding

Chair: Tomas Quirosa-Moreno (Behaviour Analysis Group of University of Almeria)

An Analog Study for Deriving Verbally Experienced Contingencies With Eating-Relevant Behavior

PRISCILLA ALMADA (San Jose State University), Michael Bordieri, Kelly G. Wilson, and Kate Kellum (University of Mississippi), and Jennifer A. Gregg (University of Nevada, Reno)

Hierarchical Categorization: Testing and Training Unidirectional Inclusiveness

BRIAN WILLIAM SLATTERY, Ian T. Stewart, and Denis P. O'Hora

(National University of Ireland, Galway)

Transformation of Functions According to a Complex Hierarchical Relational Network

ENRIQUE GIL GONZÁLEZ, Carmen Luciano Soriano,

and Francisco José Ruiz-Jiménez (Universidad de Almería)

Analysis of the Conditions That Facilitate the Derivation of Analogies and Metaphors

FRANCISCO JOSÉ RUIZ-JIMÉNEZ and Carmen Luciano Soriano (Universidad de Almería) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

507 Symposium

6/01/2010

9:00 a.m.-10:20 a.m. Bonham C (Grand Hyatt)

EAB; Experimental Analysis

Resurgence: Controlling Variables and Implications for the Analysis of Behavior

Chair: Carlos Cancado (West Virginia University)

Resurgence of Temporal Patterns of Responding

CARLOS CANCADO and Kennon A. Lattal (West Virginia University)

Discontinuation of Food Reinforcers in One Context Produces Recovery of Extinguished Alcohol-Maintained Responding in a Separate Context

ADAM PYSZCZYNSKI and Timothy A. Shahan (Utah State University)

Resurgence of Time Allocation

ELIZABETH A. BANTA, Carlos Cancado, Harold K. Carpenter, and Kennon A. Lattal (West Virginia University)

Behavioral Resurgence: Conceptual Construction Upon Experimental Foundations

Alessandra Villas-Bôas, Peter Endemann, and GERSON YUKIO TOMANARI (University of São Paulo)

508 Paper Session

6/01/2010 9:00 a.m.-10:20 a.m. 214C (CC)

VRB

Relational Frame Theory: Theory, Research, and Application

Chair: Mitch Fryling (The Chicago School, Los Angeles)

What Is Learned in Relational Frame Theory Experiments? (Experimental Analysis)

RICARDO PÉREZ ALMONACID (Instituto de Psicología y Educación-Universidad Veracruzana)

Responding in Relational Frame Theory: Modality Matters (Applied Behavior Analysis)

GINGER KELSO (Stephen F. Austin State University) and Timothy A. Slocum (Utah State University)

Interbehavioral Foundations for Relational Responding (Theory)

MITCH FRYLING (The Chicago School, Los Angeles)

509 Symposium

6/01/2010

9:30 a.m.-10:50 a.m.

Texas Ballroom Salon A (Grand Hyatt)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Amanda Karsten, Ph.D., BCBA

Assessing and Treating Noncompliance of Young Children

Chair: Amanda Karsten (Western New England College)

The Effects of Continuous Access to Preferred Stimuli on Infant Behavior During Tummy Time

HEATHER J. KADEY and Henry S. Roane (State University of New York, Upstate Medical University)

Improving Compliance by Teaching Preschoolers to Respond Effectively to Their Name

LAUREN BEAULIEU, Gregory P. Hanley, Kevin C. Luczynski, and Aleasha A. Roberson (Western New England College)

Further Evaluation of Antecedent Interventions on Compliance: The Effects of "Rationales" to Increase Compliance Among Preschoolers

KATIE A. NICHOLSON, David A. Wilder, Janelle Allison, Oneina E. Abellon, and Renee Saulnier (Florida Institute of Technology)

A Rapid Treatment Analysis of Compliance in Young Children

SORAYA SHANUN KUNNAVATANA and Matthew P. Normand (University of the Pacific)

#510 Panel Discussion

6/01/2010

9:30 a.m.-10:50 a.m.

Texas Ballroom Salon E (Grand Hyatt)

EDC; Applied Behavior Analysis

Professional Development Series: Issues and Implications From Graduate Program Directors, Service Providers, and BACB Personnel

Chair: Tom Sharpe (Educational Consulting, Inc.)

TOM SHARPE (Educational Consulting, Inc.)

RICHARD W. MALOTT (Western Michigan University)

JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology)

CHRISTINE L. RATCLIFF (Behavior Analyst Certification Board)

511 Symposium

6/01/2010

9:30 a m -10:50 a m

Texas Ballroom Salon B (Grand Hvatt)

EDC; Experimental Analysis

The First Learning Centre in Italy: Applied Behavior Analysis in the Country of Teaching as an Art

Chair: Silvia Perini (Università di Parma)

Syllables or Words? A Comparison Between Common Words and Common Syllables Fluency-Based Trainings to Improve Early Reading Skills

FRANCESCA CAVALLINI (Università di Parma), Federica Berardo and Sara Andolfi (Tice Learning Center)

Centro Tice: The First Learning Centre in Italy

SILVIA PERINI, Francesca Cavallini, and Fabiola Casarini (Università di Parma)

Comprehensive Application of Behavior Analysis to Schooling in Italy: The Pilot Project

FABIOLA CASARINI (Università di Parma), Roberto Cattivelli (Tice Learning Center), and Francesca Cavallini (Università di Parma)

The Effects of an Intensive Tact Intervention on the Emission of Spontaneous Speech in Two Students With Multiple Disabilities: A Replication of CABAS Procedures in Italy

FABIOLA CASARINI and Francesca Cavallini (Università di Parma), and Federica Berardo (Tice Learning Center)

512 Symposium

6/01/2010

9:30 a.m.-10:50 a.m.

Texas Ballroom Salon D (Grand Hyatt)

EDC; Applied Behavior Analysis

Research on Writer Immersion: Developing Functional, Structural, and Aesthetic Writing in Elementary Age Students

Chair: JoAnn Pereira Delgado (Teachers College, Columbia University)

Discussant: Nirvana Pistoljevic (The Fred S. Keller School and Teachers College, Columbia University)

The Effects of a Writer Immersion Procedure on Functional and Structural Components of Writing

JoAnn Pereira Delgado, JOANNE M. HILL, and Jessica Adele VanDerhoef (Teachers College, Columbia University)

The Effects of Writing Tactics on the Functional, Technical, and Aesthetic Writing of Fourth Grade Students

PETRA WIEHE and R. Douglas Greer (Teachers College, Columbia University)

The Effects of a Yoked-Writer Immersion Protocol on Math Problem Solving

JOAN A. BROTO and R. Douglas Greer (Teachers College, Columbia University)

513 Paper Session

6/01/2010 10:00 a.m.-10:20 a.m. Crockett C/D (Grand Hyatt) CBM

Food and Feeding Disorders

Chair: David L. Jaquess (Marcus Autism Center)

Treatment of Pediatric Feeding Disorders: A Review of Single-Subject Research

(Applied Behavior Analysis)

DAVID L. JAQUESS and William G. Sharp (Marcus Autism Center), Jane Morton (Louisiana DHH-OCDD), and Caitlin V. Herzinger (Marcus Autism Center)

514 Invited Tutorial

6/01/2010 10:00 a.m.–10:50 a.m. Ballroom A (CC) DEV: Applied Behavior Analysis

BACB CE Offered. CE Instructor: J. Hughes, Ph.D., BCBA

Naming Relations and Complex Human Behaviour

Chair: Gary D. Novak (California State University, Stanislaus)

J. CARL HUGHES (Bangor University)



Carl Hughes, BCBA-D, is Consultant Behaviour Analyst at the School of Psychology, Bangor University, Wales and Director of the MSc in Applied Behaviour Analysis. He studied for his BSc in psychology in 1993 and obtained his PhD in behaviour analysis and verbal behaviour in 2000, following which he took a teaching fellowship at the School of Psychology teaching behaviour analysis to psychology students. In 2003 he and colleagues started the first BCBA accredited MSc in applied behaviour analysis programme in Europe. The programme now enrolls approximately 35 students each year. In 1998 Dr. Hughes took over the organisation of the Experimental Analysis of Behaviour Group, UK and Europe, the longest

standing organisation devoted to behaviour analysis in Europe. Dr. Hughes is a founder and active member of the European Association of Behaviour Analysis, an organisation that aims to promote the dissemination and training in behaviour analysis across Europe. He has lectured internationally at universities in Spain, Ireland, Italy, and Norway. Dr. Hughes has published in several journals including the Journal of the Experimental Analysis of Behavior, European Journal of Behavior Analysis, The American Journal on Intellectual and Developmental Disabilities, Behavior Modification, and the Journal of Clinical Child and Adolescent Psychology.

Abstract: Horne and Lowe (1996) outlined an account of how a typically developing child may learn to name objects and events. Their account of naming relations was built largely on Skinner's (1957) *Verbal Behavior.* Horne and Lowe also defined naming relations as higher-order behavioural relations, which has implications for accounts of complex human behaviours, such as categorisation, generativity, and incidental language learning. Skinner's account of verbal operants was based on the basic principles of behaviour, including the role of motivating operations as controlling variables. The concept of motivating operations has proved central to a more complete description of the principles of behaviour, and has had clear applied implications for teaching verbal behaviour. In the tutorial I will introduce some of the basic verbal operants and explain how they may interact in the developmental progression from pre-verbal behaviours to symbolic naming, including the role of motivating operations. I will discuss how naming can be described as verbally controlled behaviour that has both behaviour-altering and value-altering functions. I will also discuss some of the recent experimental and applied research that has been conducted into the development of naming capabilities in children with and without intellectual disability.

515 Invited Presenter

6/01/2010 10:00 a.m.-10:50 a.m. 103AB (CC) OTH: Theory

Experimental Analysis of Human Behavior Special Interest Group Career Award: Can We All Get Along? A Case for Blended Autism Interventions

Chair: Timothy D. Hackenberg (Reed College)
TRAVIS THOMPSON (University of Minnesota)



Travis Thompson received his Ph.D. in psychology at University of Minnesota. He has conducted research, clinical practice and teaching at the University of Minnesota, Vanderbilt University's John F. Kennedy Center and the University of Kansas Medical Center. He is currently Supervising Psychologist at the Minnesota Early Autism Project in Maple Grove, MN, an early intensive behavioral intervention home-based therapy program. He has been an invited speaker in 47 states throughout the US and 14 foreign countries. He has published 230 articles and chapters and 30 books. His most recent books, *Making Sense of Autism* (2007), *Straight Talk About Autism* (2008) and *Freedom from Meltdowns: Dr. Thompson's Solutions for*

Children with Autism are published by Paul H. Brookes. He is a Fellow in ABAI and Past-President of APA Division of Psychopharmacology and Substance Abuse and Division of Intellectual and Developmental Disabilities. He received the Research Award (AAIDD), Distinguished Research Award, (ARC US), the Academy of Mental Retardation, Career Scientist Award, the Edgar Doll Award and the Ernest Hilgard Award (APA), and Society for Advancement of Behavior Analysis' "Impact of Science on Application Award." He is the grandparent of a 12-year-old with an autism spectrum disorder.

Abstract: Behavior analysts and constructivist developmental psychologists continue to compete on the autism playing field. The roots of the discord can be traced to the metatheoretical writings of Piaget, Vygotsky, Errickson and Bowlby on one side, and Skinner on the other. Constructivist theory is generally inconsistent with the autism empirical literature, such as the assumed importance of learning by observation, the role of intrinsic motivation and role of maternal attachment. However, some aspects of constructivist observations, as opposed to theoretical interpretations, provide fruit for thought. Constructivists emphasize the importance of learning in context, a notion behavior analysts have often minimized. Research on incidental teaching, milieu language learning, pivotal response training and relational learning suggest we may have underestimated the importance of context in conducting our interventions. The presentation will conclude with an example of blended autism early intervention incorporating contextual elements within an overall behavior analytic autism early intervention strategy, raising the question, "Can we all get along?"

516 Symposium

6/01/2010 10:00 a.m.–11:20 a.m. Crockett A/B (Grand Hyatt) CBM; Applied Behavior Analysis BACB CE Offered. CE Instructor: Scott Gaynor, Ph.D.,

Patterns and Processes of Change in Behavior Therapy for Youth Depression

Chair: Daniel William Maitland (Western Michigan University)

The Time-Course of Change in Youth Depression Treatment: Evidence and Implications SCOTT T. GAYNOR and Sarah N. VerLee (Western Michigan University)

Single-Participant Assessment of Treatment Mediators During Behavioral Activation for Depressed Youth

ANDREW R. RILEY (Western Michigan University), Amanda M. Harris (Oglethorpe), and Scott T. Gaynor (Western Michigan University)

A Stepped Behavioral Care Approach for Youth Depression: Assessment, Rationale, and Clinical Illustrations

LUCAS A. BROTEN and Scott T. Gaynor (Western Michigan University)

A Stepped Behavioral Care Approach for Youth Depression: Times-Series Data

LUCAS A. BROTEN and Scott T. Gaynor (Western Michigan University)

517 Paper Session

6/01/2010

10:30 a.m.-11:20 a.m.

Texas Ballroom Salon C (Grand Hyatt)

CBM

Advances in Functional Analysis

Chair: Annette Griffith (University of Nebraska-Lincoln)

Development of the Questions About Behavioral Function—Adolescent Version

(Applied Behavior Analysis)

ANNETTE GRIFFITH (University of Nebraska-Lincoln), Johnny L. Matson (Louisiana State University), and Michael H. Epstein (University of Nebraska-Lincoln), and Nirbhay N. Singh (ONE Research Institute)

Sleep: A Missing Variable in Behavioral Assessments of Day-Time Behavior

(Applied Behavior Analysis)

KIMBERLY A. SCHRECK (The Pennsylvania State University, Harrisburg)

518 Panel Discussion

6/01/2010

10:30 a.m.-11:50 a.m.

207AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Joseph Gentry, Ph.D., BCBA

Arizona and Behavior Analysis: Mandated Applied Behavior Analysis Insurance Coverage, BCBA Licensure. and Service Delivery in the Desert

Chair: Joseph Gentry (Gentry Pediatric Behavioral Services)

DANIEL P. DAVIDSON (Northern Arizona University)

BRYAN J. DAVEY (ACCEL)

JOSEPH GENTRY (Gentry Pediatric Behavioral Services)

DONALD M. STENHOFF (BISTÅ Autism Center)

519 Symposium

6/01/2010

10:30 a.m.-11:50 a.m.

204AB (CC)

AUT; Applied Behavior Analysis

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

Changes in Student Performance: Case Studies in Verbal Behavior

Within a Large Scale Public School Project

Chair: Michael Miklos (Pennsylvania Training and Technical Assistance Network)

Discussant: Mark L. Sundberg (Sundberg and Associates)

Media Presentation of Case Studies Within the Pennsylvania Verbal Behavior Project:

A Video Presentation of Student Progress for Training and Public Awareness

WILLIAM A. GALBRAITH (Pennsylvania Training and Technical Assistance Network)

Repeated Demonstrations of Student Progress on the Verbal Behavior Milestones Assessment and Placement Program From Within a Single School Year

MICHAEL MIKLOS (Pennsylvania Training and Technical Assistance Network)

Verbal Behavior Programming and Resultant Changes in Performance for Skill Acquisition and the Reduction of Problem Behavior

AMIRIS DIPUGLIA (Pennsylvania Training and Technical Assistance Network and Pennsylvania Verbal Behavior Project)

520 Symposium

6/01/2010

10:30 a.m.-11:50 a.m.

202AB (CC)

AUT; Applied Behavior Analysis

Interventions to Increase Food Acceptance With Children With Autism

Chair: Maria Saville (Bangor University)

Discussant: Neil T. Martin (European Association for Behaviour Analysis)

Use of Differential Reinforcement to Increase Food Consumption

SUSAN OWENS and Wendi M. McDermott (Saplings Ltd., Ireland),

and J. Carl Hughes (Bangor University, Wales)

Positive Reinforcement and Escape Extinction Procedures to Increase Food Acceptance in Children With Autism

ALISON A. FINN and Carrie McMillan (Saplings Ltd., Ireland), and J. Carl Hughes (Bangor University, Wales)

Increasing Food Acceptance in Children With Autism Using Positive Reinforcement Procedures

MARIA SAVILLE, J. Carl Hughes, Corinna F. Grindle, Julie M. O. Maynard, Sandra Winkel, and Richard P. Hastings (Bangor University, Wales)

521 Paper Session

6/01/2010

10:30 a.m.-11:50 a.m.

203AB (CC)

AUT

Teaching Language Skills to Young Learners With Autism

Chair: Joshua Plavnick (Michigan State University)

Teaching Initial Verbal Repertoires Using Function-Based Communication Training

(Applied Behavior Analysis)

JOSHUA PLAVNICK and Summer Ferreri (Michigan State University)

A Comparison of the Effects of Discrete Trial Teaching Versus Discrete Trial Teaching With Fluency Training on Retention of Newly Acquired Picture Labels

RAY CEPEDA (ABAskills, LLC) and Allison Schear (Effective Interventions)

The Role of Peer Tutoring on the Acquisition of Verbal Operants (Applied Behavior Analysis)

CHRISTINE O'ROURKE LANG and Sudha Ramaswamy (Mercy College)

522 Paper Session

6/01/2010

10:30 a.m.-11:50 a.m.

205 (CC)

AUT

Describing Programs for Individuals With Disabilities

Chair: Dennis Crowley (Macon County Mental Health Board)

An Applied Behavior Analysis Summer Program in the Natural Environment:

Factors That Affect Program Development (Service Delivery)

DENNIS CROWLEY, Kristen Deeanne Braun, and Debbie Floyd (Macon County Mental Health Board), and Amy Shymansky (Washington Park District)

An Applied Behavior Analysis Summer Program in the Natural Environment:

Assessment, Programming, and Outcomes (Service Delivery)

DENNIS CROWLEY and Kristen Deeanne Braun (Macon County Mental Health Board), Amy Shymansky (Washington Park District), and Debbie Floyd (Macon County Mental Health Board)

Scarab Behavioral Health Services: A Multidisciplinary Approach

AMBER WATERMAN (Scarab Behavioral Health Services)

Demonstrating Program Effectiveness in a Parent-Mediated Infant Toddler Program Using the Assessment of Basic Language and Learning Skills-Revised (Applied Behavior Analysis)

JAMIE HUGHES and Karen E. Flotkoetter (Summit Autism Services)

523 Paper Session

6/01/2010 10:30 a.m.-11:50 a.m. Seguin (Grand Hyatt) CSE

Service Delivery Issues in Community-Based Applications of Applied Behavior Analysis

Chair: Kimberly Crosland (University of South Florida)

Implementation and Access of Applied Behavior Analysis Services in Managed Mental Health and Community-Based Care (Service Delivery)

NORÍN DOLLARD, Kimberly Crosland, Robert Paulson, Carol MacKinnon-Lewis, and Bryon R. Neff (University of South Florida)

Promoting Community Health in Poor and Rural Communities (Applied Behavior Analysis) ANDREE FLEMING-HOLLAND (Universidad Veracruzana)

Why Behavior Analysts Are at Risk for Getting Sued: A Case for Better Ethical Training (Service Delivery)

TAMARA L. PAWICH-PERRY, James T. Todd, and Flora Hoodin (Eastern Michigan University)

Examining the Effectiveness and Efficiency of Two Delivery Models

to Teach Children Abduction Prevention Skills (Applied Behavior Analysis)

KIMBERLY E. BANCROFT and R. Wayne Fugua (Western Michigan University)

524 Symposium

6/01/2010 10:30 a.m.-11:50 a.m.

Republic A (Grand Hyatt) EAB; Experimental Analysis

Matching-to-Sample Procedure in Children With and Without Developmental Disabilities

Chair: Vinca Riviere (Université de Charles de Gaulle-Lille 3)

Discussant: William V. Dube (University of Maryland Medical System)

Equivalence Relations and Matching-to-Sample in Children and Children With Developmental Disabilities

NORA GIEZEK, Vinca Riviere, and Jean-Claude Darcheville (Université de Charles de Gaulle-Lille 3)

Facial Expression Discrimination Using Matching-to-Sample Procedure in Children With and Without Developmental Disabilities

STEPHANIE COUSIN and Vinca Riviere (Université de Charles de Gaulle-Lille 3), Alan Chauvin (University of Grenoble), and Jean-Claude Darcheville (Université de Charles de Gaulle-Lille 3)

Children's Concept Formation: Successive and Simultaneous Discrimination Task Acquisition VIRGINIE HUS, Vinca Riviere, and Jean-Claude Darcheville

(Université de Charles de Gaulle-Lille 3)

525 Symposium

6/01/2010

10:30 a.m.-11:50 a.m.

Bonham C (Grand Hyatt)

EAB; Experimental Analysis

Extinction-Induced Resurgence: Some New Findings

Chair: Adam H. Doughty (College of Charleston)

Examination of Resurgence in College Students

CHRISEY HOLLOWAY, Rebecca M. Kastner, and Adam H. Doughty (College of Charleston)

Concurrent Resurgence of Nose Poking in Rats

STEPHANIE P. DA SILVA (Columbus State University)

Antecedent Stimulus Control of Resurgence

GREGORY A. LIEVING (West Virginia University Institute of Technology)

Resurgence of Cocaine Seeking by Removal of a Non-Drug Alternative Reinforcer

STACEY QUICK, Adam Pyszczynski, Kelli A. Colston, and Timothy A. Shahan (Utah State University)

526 Symposium

6/01/2010

10:30 a.m.-11:50 a.m.

Bonham B (Grand Hyatt)

EAB; Experimental Analysis

From Concept to Data: An Experimental Analysis of Metacontingencies

Chair: Zachary H. Morford (University of North Texas)

Discussant: Emmanuel Z. Tourinho (Universidade Federal do Pará)

Experimental Analogs of Metacontingencies: Preliminary Results of Various Manipulations

MARIA AMALIA ANDERY, Paula Barcelos, Rodrigo Caldas, and Ligia Oda (Pontificia Universidade Catolica de São Paulo)

Effects of Exposure to Macrocontingencies and Metacontingencies in the Production of Ethical Self-Management Responses

AECIO BORBA and Emmanuel Z. Tourinho (Universidade Federal do Pará) and Sigrid S. Glenn (University of North Texas)

Intermittent Cultural Consequences Maintaining a Cultural Practice in a Laboratory Microculture

CHRISTIAN VICHI (University of North Texas), Emmanuel Z. Tourinho (Universidade Federal do Pará), and Sigrid S. Glenn (University of North Texas)

527 Paper Session

6/01/2010

10:30 a.m.-11:50 a.m.

Republic C (Grand Hyatt)

EAB

Delay Discounting

Chair: Matthew W. Johnson (Johns Hopkins University School of Medicine)

Revisiting the Hypothetical Versus Real Rewards Issue in Discounting Research:

A Procedural Extension (Experimental Analysis)

STEVEN R. LAWYER (Idaho State University)

The Effect of Caffeine Abstinence on Monetary and Caffeine Delay Discounting

(Experimental Analysis)

Stephen Provost and Allison Kingston (Southern Cross University), and LEWIS A. BIZO (The University of Waikato)

An Efficient Operant Choice Procedure for Assessing Delay Discounting in Humans (Experimental Analysis)

MATTHEW W. JOHNSON (Johns Hopkins University School of Medicine)

528 Paper Session

6/01/2010 10:30 a.m.-11:50 a.m. 214C (CC) VRB

Naming Research With Children

Chair: Vera Costa (Bangor University)

Naming and Categorization at Different Levels in Young Children, I: Transfer of Function (Experimental Analysis)

MARLEEN T. ADEMA, J. Carl Hughes, and Pauline Horne (Bangor University, Wales)

Naming and Categorization at Different Levels in Young Children, II: Category Sorting (Experimental Analysis)

MARLEEN T. ADEMA, J. Carl Hughes, and Pauline Horne (Bangor University, Wales)

Can Naming of Component Arm Movements Improve Imitation Accuracy in 2- to 3-Year-Old Children? (Experimental Analysis)

VERA COSTA, Mihela Erjavec, and Pauline Horne (Bangor University, Wales)

530 Invited Tutorial

6/01/2010

11:00 a.m.-11:50 a.m.

Ballroom A (CC)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Gregory Hanley, Ph.D., PhD

Considering Behavioral Function Prior to the Complaint: A Tutorial on Preventing the Development of Problem Behavior by Preschoolers

Chair: Jennifer L. Austin (University of Glamorgan)
GREGORY P. HANLEY (Western New England College)



Abstract: A class-wide, skills-based curriculum aimed at minimizing existing problem behavior of preschoolers and preventing the development of more severe behavior problems during the early elementary school years will be described. Because the class-wide procedures do not result in acquisition, maintenance, and generalization of all skills for all children, individualized and small group tactics for promoting these skills will also be described.

531 Panel Discussion

6/01/2010 11:00 a.m.-12:20 p.m. Travis A/B (Grand Hyatt) DEV; Theory

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

United Archipelego or Separate Tables: Evolutionary Theory as Consilient Theory or Parallel View

Chair: Edward K. Morris (Kansas University)

DAVID SLOAN WILSON (Binghamton University)
EDWARD K. MORRIS (Kansas University)

JACOB L. GEWIRTZ (Florida International University)

GARY D. NOVAK (California State University, Stanislaus)

532 Panel Discussion

6/01/2010

11:30 a.m.-12:50 p.m.

Texas Ballroom Salon C (Grand Hyatt)

CBM; Applied Behavior Analysis

What's New? Cognitive Behavior Cigarette Cessation Programs With Special Populations

Chair: Sherman Yen (Asian American Anti-Smoking Foundation)

RICHARD COOK (The Pennsylvania State University)

DEBORAH KITE (The Chicago School for Professional Psychology)

ALLISON Y. LORD (Tobacco Outreach Technology)

533 Invited Tutorial

6/01/2010 12:00 p.m.-12:50 p.m. Ballroom A (CC) CBM: Service Delivery

BACB CE Offered. CE Instructor: Robert Kohlenberg, Ph.D., PhD

Meditation and Mindfulness

Chair: Jonathan W. Kanter (University of Wisconsin-Milwaukee)

ROBERT J. KOHLENBERG (University of Washington)



Bob Kohlenberg received his doctorate under Ivar Lovaas at the University of California, Los Angeles 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, posttraumatic stress disorder, marital counseling, obsessive compulsive disorder, depression, previously undocumented psychological side effects of anti-depressant 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.

Abstract: Meditation and mindfulness techniques are becoming increasingly popular for both self-improvement and as part of mainstream behavioral treatment (e.g., mindfulness based cognitive therapy, dialectical behaviour therapy, mindfulness based relapse prevention). Correspondingly, these methods have garnered increased attention by behavior analysts, particularly from an acceptance and commitment therapy perspective. Stereotypically, meditation involves sitting quietly, in silence, either in group or alone and attending to one's own immediate experience. There are, however, some variations that do not fit this image and instead explicitly incorporate a more interpersonal context (e.g. Kelly Wilson's "Mindfulness for Two"). Whether done in an explicitly "alone" or "interpersonal" context, therapeutic benefits are intended to extend into relational realms and thus address the interpersonal issues that are implicated in most clinical problems. This tutorial will involve a hands-on experience with two prototypical meditation and mindfulness preparations. The first is a modified version of an explicit "alone" method based on Herbert Benson's "Relaxation Response." The second incorporates an explicit interpersonal context that is derived from a less well known Buddhist method "insight dialogue." We will discuss the potential mechanisms of action, benefits, and risks of these methods from a behavior analytic and functional analytic psychotherapy viewpoint.

6/01/2010 12:00 p.m.-12:50 p.m. 103AB (CC)

EAB; Experimental Analysis

The Tyranny of Small Decisions: Behavior, Biology, Culture, and the Fate of Our Society Chair: Raymond C. Pitts (University of North Carolina, Wilmington)

WARREN K. BICKEL (University of Arkansas for Medical Sciences)



Warren Bickel is Professor at the University of Arkansas for Medical Sciences (UAMS) in the College of Medicine and College of Public Health (COPH) and holds the Wilbur D. Mills Chair of Alcoholism and Drug Abuse Prevention. He serves as Director of the UAMS Center for Addiction Research and as Director of COPH's Center for the Study of Tobacco Addiction at UAMS. In these roles, he oversees the development of research addressing addiction and tobacco dependence. Dr. Bickel received his Ph.D. in developmental and child psychology in 1983 from the University of Kansas, completed post-doctoral training at Johns Hopkins University School of Medicine in 1985, and then joined the faculty of the Albert Einstein

College of Medicine. In 1987, he relocated to the University of Vermont where he became a Professor in the Departments of Psychiatry and Psychology and Interim-Chair of the Department of Psychiatry. He serves as Principal Investigator on several NIDA grants. His recent research includes the application of behavioral economics to drug dependence with an emphasis on the discounting of the future and the use of information technologies to deliver science-based prevention and treatment. Dr. Bickel is the recipient of numerous awards and honors including the Joseph Cochin Young Investigator Award from the College on Problems of Drug Dependence (CPDD), the Young Psychopharmacologist Award from the Division of Psychopharmacology and Substance Abuse of the American Psychological Association, and a NIH Merit Award from NIDA. He served as President of the Division of Psychopharmacology and Substance Abuse, American Psychological Association and as President of CPDD. Dr. Bickel was Editor of the journal, *Experimental and Clinical Psychopharmacology*, has co-edited three books, and published over 200 papers.

Abstract: Over the past 40 years there have been unprecedented increases in a wide range of challenges and problems for humanity including increasing addiction not only to drugs, but to gambling, internet, and videos games. This has escalated debt, global climate change, and ever expanding problems of obesity. Traditionally, our scientific approaches to these and other related problems have considered each problem to be distinct and separate phenomena requiring its own solution. In contrast, in this talk I make a strong case that these diverse challenges are in fact the results of common processes. The process is the inability to value future events. Individuals who can value the future can work for future outcomes and consequences. When this process is inadequate or fails to operate, individuals only value the immediate option, be it getting high, eating food, playing videogames, purchasing items to satisfy today's needs, or consuming energy at ever increasing rates. The ability to consider the future or to ignore it derives from our biology, our evolutionary history, our developmental trajectory, and is strongly influenced by our culture and our local environments. Fundamentally, this talk suggests that human history and our collective future is about whether we consider the future or will only consider the present and, in doing so, be trapped by the tyranny of small decisions. This talk will provide a new framework for evaluating our human problems and suggest new ways to redress them.

535 Panel Discussion

6/01/2010

12:00 p.m.-12:50 p.m.

216A (CC)

OTH; Service Delivery

BACB CE Offered. CE Instructor: Gina Green, Ph.D., BCBA

Association of Professional Behavior Analysts Update

Chair: Stephen R. Anderson (Summit Educational Resources)

STEPHEN R. ANDERSON (Summit Educational Resources)

ALLYSON MOORE (The Kendall School)

GINA GREEN (Association of Professional Behavior Analysts)

536 Symposium

6/01/2010

12:00 p.m.-1:20 p.m.

207AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Amanda Little, Ph.D., BCBA

Functional Analysis, Intervention, and Generalization Strategies for Challenging Behavior in Young Children With Autism

Chair: Amanda L. Little (The Meadows Center for Preventing Educational Risk)

Modifying Functional Analysis Protocol to Assess Challenging Behavior in Children With Autistic Disorder

Mark F. O'Reilly, Christina Fragale, PAMELA WHITE, Jeannie Marie Aguilar, and Soyeon Kang (The Meadows Center for Preventing Educational Risk)

Parent Conducted Assessment and Intervention for Children With Autism During Problematic Family Routines

AMANDA L. LITTLE (The Meadows Center for Preventing Educational Risk)

The Influence of Motivating Operations on Generalization for Students With Autism

CHRISTINA FRAGALE, Jeannie Marie Aquilar, Nigel Pierce, and Mark F. O'Reilly

(The Meadows Center for Preventing Educational Risk)

Evaluation of the Rate of Challenging Behavior Maintained by Different Functions Across Preference Assessments

SOYEON KANG, Mark F. O'Reilly, Christina Fragale, and Jeannie Marie Aguilar (The Meadows Center for Preventing Educational Risk)

537 Symposium

6/01/2010

12:00 p.m.-1:20 p.m.

202AB (CC)

AUT: Service Delivery

Delivering Effective Services for Students With Autism in Public and Private Schools:

A Model for Building Local Capacity in Rural Areas

Chair: H. Todd Eachus (Commonwealth Autism Service)

Partnership for Capacity Development in Schools

JESSICA G. PHILIPS and John A. Toscano (Commonwealth Autism Service), Judy Sorrell (Shenandoah Valley Regional Program), and Meredith W. Geier (Commonwealth Autism Service)

Use of Web-based Modules to Assist in the Delivery of Staff Training in Autism

STEVEN PAUL CELMER (Commonwealth Autism Service)

Use of Classroom Zones to Facilitate Staff Training and Use of Limited Resources

KATHERINE C. MASINCUP (Commonwealth Autism Services)

A Model for Disseminating Behavior Analytic Coursework and Supervision to Public and Private Schools

CHRISTINE M. BERMAN (Commonwealth Autism Service), H. Nicole Myers (University of Mary Washington), and Jessica G. Philips and John A. Toscano (Commonwealth Autism Service)

538 Symposium

6/01/2010 12:00 p.m.-1:20 p.m. 206AB (CC)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Elizabeth Martineau, Ed.S.

Teaching Practical Money Management and Budgeting Skills to Teenagers and Young Adults With Autism

Chair: Elizabeth Martineau (Nashoba Learning Group)

Overview of Nashoba Learning Group Money Management Curriculum

ELIZABETH MARTINEAU (Nashoba Learning Group)

Training Students With Autism in Job skills and Time Recording Skills

HEATHER M. REGO (Nashoba Learning Group)

Teaching Teenagers With Autism Banking and Budgeting Skills

HEATHER M. REGO (Nashoba Learning Group)

Managing a Budget- Teaching Shopping and Budgeting Skills to Teenagers With Autism

CHANELLE HUME (Nashoba Learning Group)

539 Symposium

6/01/2010 12:00 p.m.-1:20 p.m. 204AB (CC) AUT; Service Delivery

Applications of Exposure-Based Treatment Approaches for Common Problems in Children With Autism Spectrum Disorders

Chair: Julia Barnes (Binghamton University)

Perspectives on Conceptualization and Treatment of Avoidance Behaviors in Children LAURA B. TURNER (Binghamton University) and Raymond G. Romanczyk (Institute for Child

Development, Binghamton University)

Using Graduated Exposure for Children With Autism Spectrum Disorders Who Avoid and Resist Hygiene Procedures

LAUREN BETH FISHBEIN (Binghamton University) and Raymond G. Romanczyk (Institute for Child Development, Binghamton University)

Treatment of Disruptive Rituals and Resistance to Change in Children With Autism Spectrum Disorders Using Exposure-Based Methods

JULIA BARNES (Binghamton University) and Raymond G. Romanczyk (Institute for Child Development, Binghamton University)

Utilizing Exposure to Treat Feeding Problems in Children With Autism Spectrum Disorders COURTNEY A. POOLER (Binghamton University) and Raymond G. Romanczyk (Institute for Child Development, Binghamton University)

540 Panel Discussion

6/01/2010

12:00 p.m.-1:20 p.m.

205 (CC)

AUT; Service Delivery

Professional Development Series: Starting a Home-Based Applied Behavior Analysis Business

Chair: Tiffany A. Hammer Baker (Sam Houston State University)

BARBARA A. METZGER (Sam Houston State University)

ALISON L. MOORS (Moors and Associates Consulting, Inc.)

ANGELA L. POLETTI (Willamette Education Service District)

JANIS HENDRIXSON (Behavioral and Communication Services)

541 Panel Discussion

6/01/2010

12:00 p.m.-1:20 p.m.

203AB (CC)

AUT: Service Delivery

Pursuing Insurance Coverage for Behavior Analytic Services

Chair: David B. Hatfield (Developmental Behavioral Health, Inc.)

DAVID B. HATFIELD (Developmental Behavioral Health, Inc.)

HALINA DZIEWOLSKA (Behavior Analysis and Therapy Partners)

CORRINE R. DONLEY (private practice)

JIM BOUDER (The Vista School)

542 Symposium

6/01/2010

12:00 p.m.-1:20 p.m.

Seguin (Grand Hyatt)

CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jeanine Plowman Stratton, Ph.D., BCBA

Health, Safety and the Environment

Chair: Jeanine Plowman Stratton (Furman University)

Discussant: Ron Van Houten (Western Michigan University)

The Effects of Response Effort on Safe Performance by Therapists at an **Autism Treatment Facility**

SARAH E. CASELLA (Western Michigan University), David A. Wilder

(Florida Institute of Technology), Pamela L. Neidert (University of Kansas),

and Catalina Rey, Megan Compton, and Ivy M. Chong (Florida Institute of Technology)

An Investigation of Low-Cost Antecedent Modifications to Increase

Plastic Recycling at a University

RYAN T O'CONNOR, Dorothea C. Lerman, and Jennifer N. Fritz

(University of Houston-Clear Lake)

Norm-Based Message Type on Recycling Behavior Among University Students

Jeanine Plowman Stratton, Michelle Horhota, JENNIFER ASMAN, Patrick Berg, and Angela Halfacre (Furman University)

543 Symposium

6/01/2010

12:00 p.m.-1:20 p.m.

Texas Ballroom Salon E (Grand Hyatt)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Mark Harvey, Ph.D., BCBA

Evidence-Based Practice Within Educational Settings: Establishing Sustainable Teacher Practices

Chair: Mark T. Harvey (Florida Institute of Technology)

Discussant: Amanda M. VanDerHeyden (Education Research and Consulting, Inc.)

Comparison of Component Versus Whole Module Evidence-Based Training Packages:

Effects on Teacher and Student Behavior

TERRY D. RYAN (Pinnelas County Schools) and Mark T. Harvey (Florida Institute of Technology)

Performance Feedback in Preservice Training

SCOTT WARREN ROSS (University of Oregon)

Thoughtful Sustainability: What We Know and What We Still Have to Learn

TERI PALMER (private practice) and Ronnie Detrich (Wing Institute)

544 Panel Discussion

6/01/2010

12:00 p.m.-1:20 p.m.

Texas Ballroom Salon B (Grand Hyatt)

EDC; Service Delivery

BACB CE Offered, CE Instructor: Janice Doney Frederick, Ph.D., BCBA

Professional Development Series: How to Start and Run Your Own Behavior Analysis Business

Chair: Molly Halligan (University Nevada, Reno)

KENNETH MACALEESE (Advanced Child Behavior Solutions, LLC)

JANICE DONEY FREDERICK (The ABRITE Organization)

MICHAEL FABRIZIO (FEAT of Washington)

GINGER R. WILSON (The ABRITE Organization)

545 Symposium

6/01/2010

12:00 p.m.-1:20 p.m.

Texas Ballroom Salon A (Grand Hyatt)

EDC; Applied Behavior Analysis

Navigating the Spectrum of Verbal Behavior: An Analysis of Stimulus Control From Echolalia to Self-Management

Chair: Amoy Kito Hugh-Pennie (Hawthorne Country Day School)

Discussant: Amanda W. Doll (Hawthorne Country Day School)

The Effects of Auditory Stimulation on Noncontextual Repetitive Speech: Further Analysis

AMOY KITO HUGH-PENNIE (Hawthorne Country Day School)

Why We All Say to Teach It Faster: Replicating Carnine, 1976

RACHEL SGUEGLIA, Amanda W. Doll, and Dana Logozio (Hawthorne Country Day School)

Transfer of Stimulus Control From Third Party to Motivator

TINA MARIE COVINGTON and Julie A. Bates (Hawthorne Country Day School)

546 Symposium

6/01/2010

12:00 p.m.-1:20 p.m.

Texas Ballroom Salon D (Grand Hvatt)

EDC; Applied Behavior Analysis

Examining the Effects of Conditioned Reinforcement on Observing Responses

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

Conditioning Adults Voices as Reinforcers for Observing Responses for Three Preschool Students Diagnosed With Autism

R. Douglas Greer (Teachers College, Columbia University), Nirvana Pistoljevic (The Fred S. Keller School and Teachers College, Columbia University), and Claire S. Cahill and LIN DU (Teachers College, Columbia University)

Testing the Effects of the Looking at Faces Protocol on Learn Units to Criterion, Objectives Met, and Observing Responses

Dolleen-Day Keohane, R. Douglas Greer, and JACQUELINE MAFFEI-LEWIS (Teachers College, Columbia University)

The Effects of an Auditory Matching Procedure on the Emergence of Listener Literacy With Elementary School Students With Autism Spectrum Disorder

Jinhyeok Choi, MATTHEW HOWARTH, and R. Douglas Greer (Teachers College, Columbia University)

Audience Control: The Role of Observation of Peers on the Frequency of Stereotypy for Students With Autism Spectrum Disorder

VICTORIA STERKIN and Jessica Singer-Dudek (Teachers College, Columbia University)

547 Symposium

6/01/2010 12:00 p.m.-1:20 p.m. 214C (CC) VRB; Theory

Interdisciplinary Investigations in Behavior Analysis and Linguistics

Chair: Sakurako Sherry Tanaka (Laurel Behavior Support Services)

Linguistics and Behavior Analysis: Will the Twain Ever Meet?

RAYMOND S. WEITZMAN (California State University, Fresno)

Linguistics and the Concept of Autoclitic

MARIA DE LOURDES PASSOS (Universidade Federal do Rio de Janeiro)

Autoclitics as Response Classes: A Study of Articles and Determiners in English Noun Phrases ROBERT DLOUHY (Western Michigan University)

Bilingual Intervention: Toward an Equation of Language to Behavior SAKURAKO SHERRY TANAKA (Laurel Behavior Support Services)

548 Invited Tutorial

6/01/2010

1:00 p.m.-1:50 p.m.

Ballroom A (CC)

AAB: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Susan Friedman, Ph.D.,

From Pigeons to People to Pandas, Panthers, and Peccaries: Moving From Conditioning to Teaching Animals

Chair: Jennifer L. Sobie (University of Illinois) SUSAN G. FRIEDMAN (Utah State University)



Susan Friedman is a psychology professor at Utah State University.

Over the last decade, she has helped pioneer efforts to apply to animals the scientifically sound teaching technology and ethical standard of applied behavior analysis that is so effective with human learners. Susan has given a wide variety of workshops and conference presentations on animal learning and behavior around the world. Students from 22 different countries have participated in her courses, Living and Learning with Animals and Living and Learning with Parrots. Her articles have been translated into 9 languages.

Susan is also a core member of the U.S. Fish and Wildlife Service's California Condor Recovery Team and has been nominated for the Media Award, given

by the International Association of Behavior Analysis, for her efforts to disseminate to pet owners, veterinarians, animal trainers and zookeepers the essential tools they need to empower and enrich the lives of all learners.

Abstract: Six decades of experience with children with special learning needs has honed a sharp edge on the technology of behavior change that is both effective and humane. This technology is currently under-utilized by many animal behavior professionals whose exposure to applied behavior analysis is often limited to four quadrants and simple schedules of reinforcement. The focus of this tutorial is to expand common approaches to behavior-change to include three crux moves fundamental to working with children's behavior and equally essential to working with animals: replacing hypothetical, psychological constructs and diagnostic labels with operational behavioral definitions; functional assessment of behavior-environment relations; and adherence to an ethical hierarchy of procedural choice, organized according to the most positive, least intrusive guideline.

549 Paper Session

6/01/2010 1:00 p.m.-1:50 p.m. Bonham C (Grand Hyatt) EAB

Preference

Chair: Heather L. Peters (The Open Polytechnic of New Zealand)

Age, Diffusion and Place Preference Reversal (Experimental Analysis)
JAIME ROBLES (Virginia Commonwealth University) and Cristina I. Vargas-Irwin
(Fundación Universitaria Konrad Lorenz)

Probabilistic Discounting With Differing Levels of Background Income (Experimental Analysis) HEATHER L. PETERS (The Open Polytechnic of New Zealand), Maree J. Hunta and David N. Harper (Victoria University of Wellington)

550 Paper Session

6/01/2010 1:00 p.m.-1:50 p.m. Bonham B (Grand Hyatt) EAB

Rules and Behavior

Chair: Genevieve M. DeBernardis (University of Nevada, Reno)

Monitoring Instruction Following: The Effects Upon Behavioral Sensitivity

(Experimental Analysis)

JOSELE ABREU-RODRIGUES (Universidade de Brasilia) and Andréia Kroger (Universidade do Minho)

The Role of Contact Duration and Relational Intimacy in the Acquisition of Perspective-Taking in Typically Developed Children (Experimental Analysis)
GENEVIEVE M. DEBERNARDIS and Linda J. Parrott Hayes (University of Nevada, Reno)

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551 Invited Presenter

6/01/2010 1:00 p.m.-1:50 p.m. 103AB (CC)

TBA; Applied Behavior Analysis

Applied Behavior Analysis and Teaching Children With Autism in the People's Republic of China Chair: Denise E. Ross (Chicago School of Professional Psychology)

PEISHI WANG (Queens College, The City University of New York)



Peishi Wang received her Ph.D. in special education from Teachers College, Columbia University in 2005. She joined the faculties in the Graduate Programs in Special Education in the Department of Educational and Community Programs at Queens College, City University of New York in 2006. She has 15 years of experience of working with infants, toddlers, and preschool children with developmental delays and disabilities. Her research focuses on families of young children with developmental delays, language acquisition in young children with special needs, evidence-based social skills interventions for children with autism, and cross-cultural comparison studies in parenting young children with special needs in the US and China.

Abstract: The purpose of this presentation is to provide the audience with an overview of applied behavior analysis (ABA) inspired practices in teaching children with autism in the People's Republic of China. The first clinical report on autism appeared in the Chinese *Journal of Medical Science* in 1982. Researchers estimate that China has approximately 500,000 individuals with autism (Tao, 2000). Due to a severe shortage of trained professionals, education for these children has largely remained parents' responsibility. Subsequently, to meet the needs of these families and children, private schools are established by parents in large and economically well-developed cities. In the pursuit of effective and evidence-based practices, there is a growing trend that more and more families in China are requesting programs based on principles of ABA. This talk will highlight some of these ABA programs.





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Thank you to all who donated to SABA's Student Presenters Fund for the 36th annual convention. Your generous contributions have supported the registration of the following 148 student presenters in San Antonio!

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(Kwansei Gakuin University)

Kathryn Jann

(Kennedy Krieger Institute)

Patrick S. Johnson (University of Kansas)

Brooke Ashley Jones (University of Kansas)

Candice M. Jostad (Munroe-Meyer Institute, University of Nebraska Medical Center)

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April Kisamore (Western New England

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Jennifer M. Kozisek (Munroe Meyer Institute, University of Nebraska Medical Center)

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Special Issue: Translational Research

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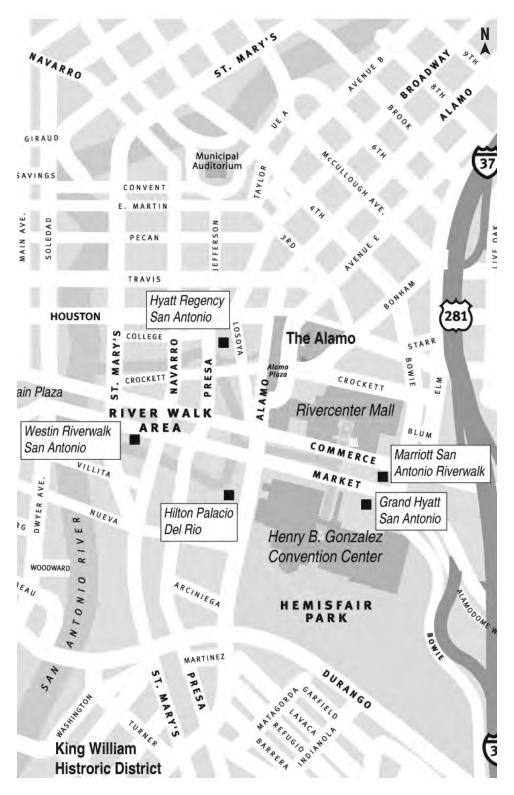
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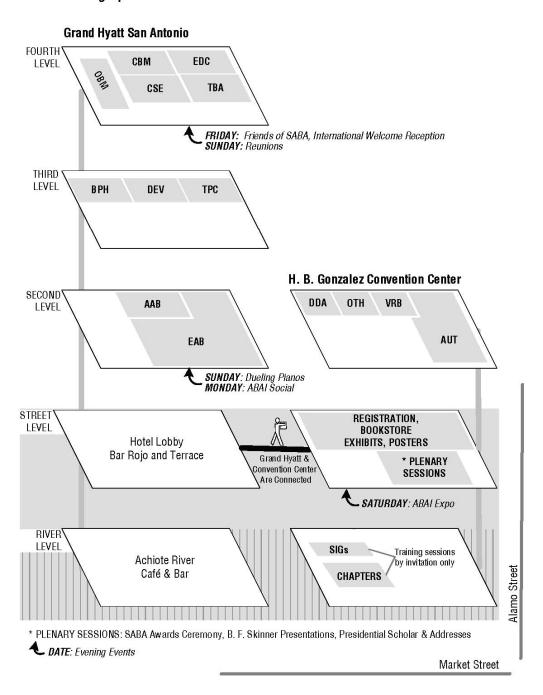
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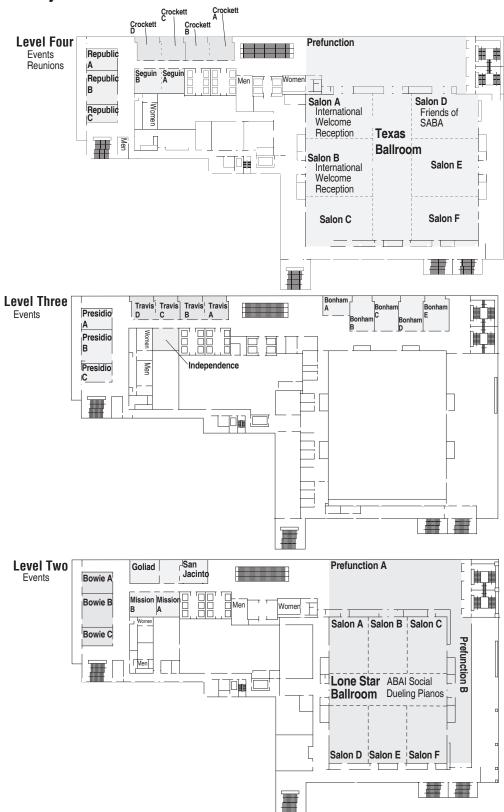
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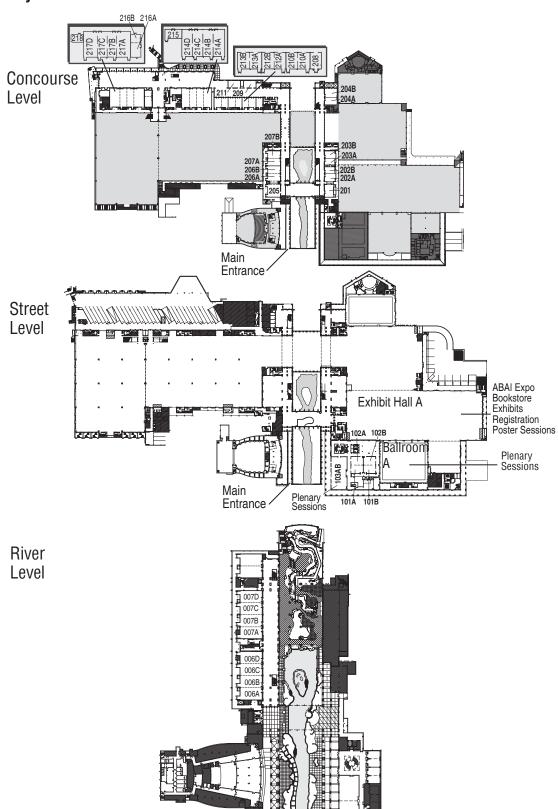
ABAI Meeting Space Schematic



Grand Hyatt San Antonio



Henry B. Gonzalez Convention Center



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Personal Planner

	Friday	Saturday	Sunday	Monday	Tuesday
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9:00 a.m.					
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10:00 a.m.					
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Evening					