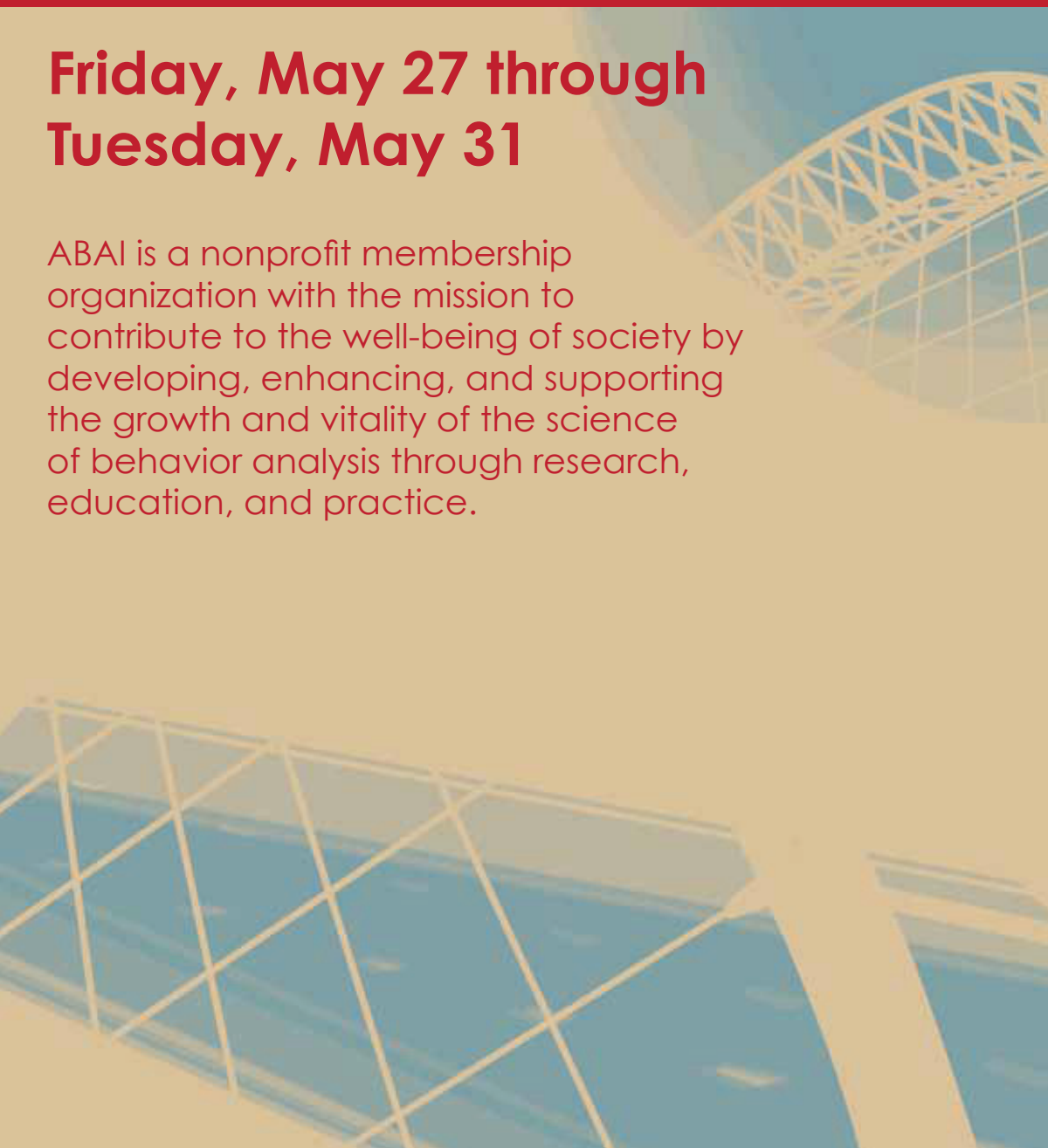


ABAI Denver 2011

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

ABAI is a nonprofit 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.





ABAI's accreditation process promotes excellence in graduate programs in behavior analysis and evaluates them as a service to the public, the profession, and prospective students. Standards for accreditation of programs at both the masters' and the doctoral level are used to assess the quality of these programs. The following programs have been accredited by ABAI.

California State University, Los Angeles
<http://www.calstatela.edu>

MS program in Counseling from the Division of Special Education and Counseling and MS program in Psychology Applied Behavior Analysis option from the Department of Psychology

California State University, Stanislaus
<http://psyc.csustan.edu>

MS program in Psychology Emphasis in Behavior Analysis from the Department of Psychology

Florida Institute of Technology
<http://cpla.fit.edu>

MA in applied behavior analysis, organizational behavior management, and ABA/OBM from the College of Psychology and Liberal Arts

Florida State University, Panama City Campus
<http://www.pc.fsu.edu>

Masters' degree in Psychology with a Specialty in Applied Behavior Analysis

The Ohio State University
<http://ehe.osu.edu>

MA and Ph.D. programs in Applied Behavior Analysis in the Special Education Program

Queens College and Graduate Center of the City University of New York
<http://qcpages.qc.edu>

Ph.D. in Learning Processes Doctoral Subprogram from the Department of Psychology

Simmons College

<http://www.simmons.edu>
MS.Ed. in Behavioral Education from the Department of Special Education

Southern Illinois University
<http://www.bat.siuc.edu>

MS in Behavior Analysis and Therapy from the Rehabilitation Institute

St. Cloud State University
<http://www.stcloudstate.edu>

MS program in Applied Behavior Analysis from the Department of Educational Leadership and Community Psychology

University of Cincinnati
<http://www.uc.edu>

Ed.S. and Ph.D. from the School Psychology Program

University of Houston-Clear Lake
<http://prtl.uhcl.edu>

MA program in Behavior Analysis from the School of Human Sciences and Humanities

University of Kansas
<http://www.absc.ku.edu>

Ph.D. in Behavioral Psychology and MA Program in Applied Behavioral Science from the Department of Applied Behavioral Science

University of Maryland, Baltimore County
<http://www.umbc.edu>

MA in Applied Behavior Analysis from the Human Services Psychology Program in the Department of Psychology

University of Nevada, Reno
<http://www.unr.edu>

Ph.D. and two MA programs in Behavior Analysis from the Psychology Department

University of North Texas
<http://www.unt.edu>

MS program in Behavior Analysis from the Department of Behavior Analysis

West Virginia University
<http://psychology.wvu.edu>

Ph.D. in Psychology with a specialization in Behavior Analysis from the Psychology Department

Western Michigan University
<http://www.wmich.edu>

MS and Ph.D. programs in Behavior Analysis from the Department of Psychology

Accredited
Programs



Convention Services

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.

Available at the main registration desk:

- 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* and *Behavior Analysis in Practice*
- Earn CE credits for attending educational programming.

Available at the ABAI Cooperative Bookstore

- An outstanding selection of books from all areas of behavior analysis
- Educational games and toys
- Books from invited convention presenters—check the schedule to have them personally signed by the authors
- DVDs and CE Packages from past conventions and conferences
- ABAI branded items such as tote bags and water bottles

Available at the Career Center

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

Available at the Exhibitor Center

- Reserve booth space for 2012 events
- Secure ad space in ABAI publications, including program books
- Become an Organizational Member



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- Experience working with children (with special needs and/or autism preferred)
- Appropriate education or training background

PROGRAM SUPERVISOR, MA/MS

- BCBA preferred
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- Experience in providing supervision of ABA methods

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AST Autism Spectrum Therapies

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Program Content

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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 ABAI

Purpose

ABAI is a nonprofit 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. 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 provides a forum for 32 special interest groups, maintains a mutually beneficial relationship with 73 affiliated chapters located across the US and from 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 continuing education credits, and accredits behavior analysis undergraduate and 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 37-year history. The event gathers more than 4,000 behavior analysts from all over the world; typically, more than 40 countries are represented. ABAI also conducts an annual autism conference, and international conference every two years, and other topical events, including education and behavioral research and translation.

Membership

ABAI has more than 5,000 members from nearly 50 countries. Membership information and online 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; 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

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

Past President (2008–2011)

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Student Representative (2009–2012)

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Student Representative-Elect (2010–2013)

Antonio M. Harrison, M.S. (The Chicago School of Professional Psychology, Los Angeles)

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, Patrick C. Friman, Richard M. Foxx, Sigrid S. Glenn, Israel Goldiamond, Gina Green, Don F. Hake, Linda J. Hayes, William L. Howard, Philip N. Hines, Brian A. Iwata, James M. Johnston, Kennon A. Lattal, Ogden R. Lindsley, M. Jackson Marr, Frances K. McSweeney, Jack Michael, Raymond G. Miltenberger, 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.



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SI-619-910

2011 Annual Convention Program Schedule

Thursday, May 26

12:00 am–8:30 pm	Registration and Bookstore
5:00 pm–8:00 pm	Society for Quantitative Analyses of Behavior

Friday, May 27

7:00 am–8:30 pm	Registration and Bookstore
7:15 am–9:00 pm	Society for Quantitative Analyses of Behavior
8:00 am–3:00 pm	Workshops
4:00 pm–7:00 pm	Workshops
8:30 pm–11:00 pm	Applied Behavior Analysis Trivia Pursuit

Saturday, May 28

7:00 am–8:30 pm	Registration
7:00 am–11:00 pm	Bookstore
7:15 am–5:00 pm	Society for Quantitative Analyses of Behavior
8:00 am–11:00 am	Workshops
11:30 am–12:50 pm	Opening Event and SABA Awards
1:00 pm–5:50 pm	Sessions
6:00 pm–7:30 pm	Poster Sessions
7:30 pm–8:20 pm	Business Meetings
8:30 pm–11:00 pm	ABAI Expo

Sunday, May 29

7:00 am–7:30 pm	Registration and Bookstore
8:00 am–8:50 am	Business Meetings
9:00 am–11:50 am	Sessions
12:00 pm–1:30 pm	Poster Sessions
1:30 pm–4:50 pm	Sessions
5:00 pm–5:50 pm	Presidential Scholar's Address
6:00 pm–7:30 pm	Poster Sessions
7:30 pm–8:20 pm	Business Meetings
8:30 pm–11:00 pm	Reunions/Receptions

Monday, May 30

8:00 am–7:30 pm	Registration and Bookstore
8:00 am–8:50 am	ABAI Business Meeting
9:00 am–11:50 am	Sessions
12:00 pm–1:30 pm	Poster Sessions
1:30 pm–4:50 pm	Sessions
5:00 pm–5:50 pm	Presidential Address
6:00 pm–7:30 pm	Poster Sessions
7:30 pm–8:50 pm	Business Meetings
9:30 pm–1:00 am	ABAI Social

Tuesday, May 31

8:00 am–2:00 pm	Registration and Bookstore
8:00 am–8:50 am	Business Meetings
9:00 am–1:50 pm	Sessions

Note: The schedule for the 2011 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 organizational structure of 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 the following page.

Session Formats

Preconvention 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 2011 convention includes 10 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 am for noon sessions and 2:30 pm for evening sessions. Posters may be viewed for 2 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, data-based activity carried out under auspices of research protocol; and anything with the ultimate function of disseminating artifacts (contingent on peer review) that contribute to generalizable knowledge about fundamental processes.

Applied Behavior Analysis deals with behavior selected on the 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, and anything with the ultimate function of disseminating artifacts (contingent on peer review) that contribute to generalizable knowledge about how or why interventions, service delivery systems, or their components achieve desired goals. The 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 arrangements and staff positions, extension of existing technology to new settings or populations, and is not predominantly undertaken to disseminate an artifact that contributes to generalizable knowledge, even though it may include data-based decision making. Presentations in this category are predominantly a case histories, illustrations, descriptions, or demonstrations rather than analysis of how principles may be applied in interventions, service delivery systems, or their components to achieve desired goals. The 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
PRA:	Practice

SCI:	Science
TBA:	Teaching Behavior Analysis
TPC:	Theoretical, Philosophical, and Conceptual Issues
VRB:	Verbal Behavior
OTH:	Other

Online Scheduling

Use ABAI's online scheduling option to make sure you don't miss an important session in Denver! To create a personalized convention schedule, visit the ABAI website (www.abainternational.org) and log into your ABAI portal account. Then access the online 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. This year we are also offering an app that will allow you to download the latest version of your personal schedule directly to your iPhone.

Please note that adding a preconvention 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

5/28/2011	(Date)
4:00 pm–5:20 pm	(Time)
403 (Convention Center)	(Room and building—see maps pages 352–353)
AUT; Applied Behavior Analysis	(Area; Category)
BACB CE offered. CE Instructor: Joe Smith	(CE available—see page 12 for details)

General Information

Registration Hours

On-site registration and preregistration are located in Exhibit Hall F of the Colorado 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 Desk. Hours are:

Thursday, May 26	12:00 pm–7:00 pm
Friday, May 27	7:00 am–8:30 pm
Saturday, May 28	7:00 am–8:30 pm
Sunday, May 29	7:00 am–7:30 pm
Monday, May 30	8:00 am–7:30 pm
Tuesday, May 31	8:00 am–2:00 pm

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 convention. 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.

Cancellation Policy

Requests for registration refunds for the 2011 Annual Convention in Denver, CO—minus a \$50 cancellation fee—will be met provided they are made prior to midnight (EST) April 30, 2011.

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 2011 Annual Convention in Denver, CO, received by midnight (EST) May 7, 2011 will be processed in the ABAI office prior to the convention. Requests made after this date will be processed onsite at the Registration Desk. 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 onsite services, including bookstores, exhibits, and job placement services. Registrants receive a name badge onsite. 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 on-site at the Registration Desk.

Convention Materials

Attendees who register by April 30, 2011 may pick up their convention badges, any workshop tickets, and other materials at the Pre-registration Desk in Exhibit Hall F of the convention center.

Preconvention 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) at the Registration Desk.

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 maintains 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 assistant behavior analysts at the 2011 Annual Convention in Denver.

Workshop Registration Instructions

You may pay membership dues and register for workshops and the convention 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). After determining which workshops you would like to attend, go the ABAI website and log in to your personal portal account (please contact the ABAI office if you have trouble accessing your portal account). Once logged-in, click the "37th ABAI Annual Convention, Denver, CO, 2011" in the "Personal Schedule" tab.

You may pay for workshops by selecting the "Add to Cart" button that is located after each workshop's detail. When you are finished selecting workshops, you may pay for them by selecting

"Checkout" link at the top of each search results page. Please note, to checkout, you will be asked to log into your ABAI Portal if you are not already logged in. You may select "Cart" located in the upper right corner of every page to view the items that you have added to your cart for purchase. All payments must be made in U.S. funds.

Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events before April 30, 2011. A handling fee of \$25 per cancellation will be deducted from all refunds. Refunds will not be granted after April 30, 2011.

Ethics

ABAI 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 preconvention 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, board certified associate behavior analysts, and psychologists.

Documentation

Continuing education certificates will be posted in attendees' portal accounts upon receipt of payment. 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 37th Annual Convention in Denver. The ABAI Cooperative Bookstore will be located in Exhibit Hall F of the Colorado 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 Ethical 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
- PRA:** Practice
- SCI:** Science
- TBA:** Teaching Behavior Analysis
- TPC:** Theoretical, Philosophical, and Conceptual Issues
- VRB:** Verbal Behavior

Bookstore Hours

Thursday, May 26	12:00 pm–8:00 pm
Friday, May 27	7:00 am–8:30 pm
Saturday, May 28	7:00 am–11:00 pm
Sunday, May 29	7:00 am–7:30 pm
Monday, May 30	8:00 am–7:30 pm
Tuesday, May 31	8:00 am–2:00 pm

Author Signing

An author signing will take place in the bookstore on Sunday evening from 6:30 pm–7:30 pm. This event will feature some of the convention's invited presenters. Visit and have your purchased book signed by the author. For more information or a complete schedule of the author signing, please visit the bookstore.

Promotional Items

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

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

ABAI Learning Center

ABAI's exciting new Learning Center will offer recordings of selected presentations from current and past ABAI meetings. Learn more at the Learning Center booth just inside the Exhibit Hall entrance.

Videos and DVDs from past ABAI event will be available at the bookstore as well as online.

Job Placement Services

ABAI's job placement service, Jobs in Behavior Analysis, was developed to place behavior analysts in appropriate jobs, internships, and graduate programs. Jobseekers should check the Jobs in Behavior Analysis website (www.abainternational.org/jobs/jobsIndex.asp) to see which employers will be attending the convention (indicated online with an icon). Interview rooms are available by reservation for employers; check the Job Center or Exhibitor Center booths for scheduling.

Job Placement Hours

Jobs in Behavior Analysis is available 24/7 online. A Career Center booth is located in Exhibit Hall F of the convention center to assist with your online search.

Friday, May 27	10:00 am–2:00 pm 4:00 pm–7:30 pm
Saturday, May 28	10:00 am–2:00 pm 4:00 pm–7:30 pm
Sunday, May 29	10:00 am–2:00 pm 4:00 pm–7:30 pm
Monday, May 30	10:00 am–2:00 pm 4:00 pm–7:30 pm

B. F. Skinner Lecture Series

ABAI is pleased to announce the quality and diversity represented in the 2011 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

Assessment of Potential Aggression and Behavior Problems in an Animal Shelter Environment

Emily Weiss (American Society for the Prevention of Cruelty to Animals)
Saturday, May 28, 3:00 pm

How Expert Witness Assessments Can Contribute to the Development of Dog Bite Education Programs and the Prevention of Bite Fatalities

Suzanne Hetts (Animal Behavior Associates)
Sunday, May 29, 4:00 pm

Behavioral Pharmacology

Capturing Aspects of Social Influences on Drug Abuse With Animal Models

Janet Neisewander (Arizona State University)
Saturday, May 28, 5:00 pm

Drugs of Abuse and Decision-Making: Insights From Animal Models

Barry Setlow (University of Florida)
Sunday, May 29, 1:30 pm

Clinical, Family, Behavioral Medicine

Anatomy of an Epidemic: Psychiatric Medications and the Astonishing Rise of Mental Illness in America

Robert Whitaker
Saturday, May 28, 1:00 pm

The Globalization of the American "Mind"

Ethan Watters
Monday, May 30, 2:30 pm

Experimental Analysis of Behavior

Learning Latent Structure

Yael Niv (Princeton University)
Saturday, May 28, 2:00 pm

Education

The Olweus Bullying Prevention Program in the US: What Do We Know? What Can We Do?

Marlene Snyder (Clemson University)
Saturday, May 28, 1:00 pm

Human Development

There's Nothing as Practical as a Good Theory

Robert S. Siegler (Carnegie Mellon University)
Saturday, May 28, 4:00 pm

Overmedicating America's Children: Medication and Alternatives to Treating Attention Deficit Hyperactivity Disorder

William E. Pelham, Jr.
(Florida International University)
Sunday, May 29, 11:00 am

Organizational Behavior Management

Performance Architecture: The Art and Science of Improving Organizations

Roger Addison (Addison Consulting)
Sunday, May 29, 9:00 am

Science

Out of Our Heads: Why You Are Not Your Brain and Other Lessons From the Biology of Consciousness

Alva Noe (University of California, Berkeley)
Sunday, May 29, 2:30 pm

Computational and Economic Approaches to Normal and Pathological Cognition

Read Montague (Baylor College of Medicine)
Monday, May 30, 11:00 am

Constraint-Induced Therapy: The Use of Operant Training to Produce New Treatments in Neurorehabilitation

Edward Taub (University of Alabama at Birmingham)
Monday, May 30, 9:00 am

Teaching Behavior Analysis

B. F. Skinner's Living Legacy in American Education

J. Stevens Welsh (Nicholls State University)
Sunday, May 29, 2:30 pm

Theoretical, Philosophical, and Conceptual Issues

Thinking Without Representations

Anthony Chemero (Franklin and Marshall College)
Saturday, May 28, 3:00 pm

Verbal Behavior

Language as Prediction

Michael J. A. Ramscar (University of Stanford)
Monday, May 30, 3:30 pm

Professional Development Series

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

#103 Understanding the Publication Process

Chair: James Nicholson Meindl (The Ohio State University)

#224 Applying to Graduate School

Chair: Jillian M. Chan (St. Cloud State University)

#248 On Being a Postdoc

Chair: Christopher Krebs (West Virginia University)

#307 Teaching Applied Behavior Analysis in a Non-applied Behavior Analysis Program

Chair: Chrystal E. R. Jansz (University of Nebraska-Lincoln)

#482 Careers in Applied Animal Behavior

Chair: Jacquelyn M. MacDonald (New England Center for Children)

#533 International Applied Behavior Analysis

Chair: Sarah M. Dunkel-Jackson (Southern Illinois University)



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

About the Annual ABAI Convention

Our annual convention is a large event and may feel overwhelming to new attendees. 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 the convention is geared toward professionals and researchers in the field of behavior analysis, parents have found many of the sessions to be very helpful and informative and have availed themselves of opportunities to network with other parents and professionals alike. The ABAI convention features several different types of events that may be of interest to parents:

- **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 am.
- **Parent Professional Partnership and Autism Special Interest Groups' 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 am and the Autism SIG meets on Monday at 7:30 pm. 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.
- **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 Parent Professional 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.

Other Convention Events

In addition to specific events catered to parent's interests, the annual convention features poster sessions, paper presentations, panel discussions, symposia, and pre-convention workshops that may provide valuable information for caregivers. We encourage you peruse this program book and the session descriptions found within the online program (<http://portal.abainternational.org/Public/ProgramOnTheWeb/frmProgram.aspx?intConvID=12>) to find the events that will be most relevant to you. A detailed description of each event type can be found on page 9.



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Exhibitors and Organizational Members

ABAI exhibitors will be located in Exhibit Hall F of the Colorado Convention Center; please stop by to learn about organizations catering to the larger ABAI community. Exhibitors will have information available about their services and will be ready to answer your questions. In addition, have your ABAI Passport—included in your convention materials—signed by exhibit representatives, and become eligible for prizes, including a free registration to the 2012 ABAI Annual Convention in Seattle, Washington.

Exhibit Hours:

Friday, May 27	10:00 am–2:00 pm and 4:00 pm–7:30 pm
Saturday, May 28	10:00 am–2:00 pm and 4:00 pm–7:30 pm
Sunday, May 29	10:00 am–2:00 pm and 4:00 pm–7:30 pm
Monday, May 30	10:00 am–2:00 pm and 4:00 pm–7:30 pm

Following are descriptions of some of the 2011 exhibitors. The inclusion of this material is not an indication of endorsement, authorization, sponsorship, or affiliation by ABAI of these organizations or their work, services, or the content of the material they present.

ABAI organizational members have been approved by the Organizational Review Committee as being aligned with ABAI's 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. 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.



A | B | A | I
Association for Behavior Analysis International

**Visit ABAI's Exhibitor Center to reserve space
for your organization at the next ABAI event.
Discover ABAI's comprehensive 2012 exhibiting,
advertising, and sponsorship opportunities.**

- Learn about organizational membership—what it is and how it can benefit your organization.
- Renew or reserve exhibit and sponsorship opportunities for ABAI's 2012 events:

January 27–29, 2012

6th Annual Autism Conference
Philadelphia, Pennsylvania

May 25–29, 2012

38th Annual Convention
Seattle, Washington

- Renew or apply for your ABAI organizational membership!

Stop by during exhibit hours, and we will give you all of the information you need to implement your marketing plan in partnership with ABAI. Many of these opportunities are offered on a first come, first served basis. Act now to secure the exhibit space or advertising opportunity of your choice.

Exhibitor
Center

(AI)2, Inc.

1400 Bonnie Burn Circle
Winter Park, FL 32789
(407) 234-0045
rdray@ai2inc.com
www.ai2inc.com

Booth: 203

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

ABA of Illinois, LLC

928 Runyan Drive
Lockport, IL 60441
(630) 709-5910
karenharperbcbba@aol.com
www.abaoillinois.org

Booth: 207

ABA of Illinois, LLC is an organization providing services to not-for-profit 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

550 West Centre Avenue, Suite 1
Portage, MI 49024
(269) 492-9310
mail@abainternational.org
www.abainternational.org

Booth: A

The Association for Behavior Analysis International (ABAI) 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 member benefits, including access to professional liability insurance and ABAI journals.

ABAI Professional Liability Insurance Program

8651 Market Street
Youngstown, OH 44512
(330) 726-8861
mike.dercoli@wellsfargo.com
www.wellsfargo.com

Booth: B

Wells Fargo Insurance Services USA, Inc. has entered into a partnership with ABAI to provide all members of the organization the opportunity to purchase complete and competitive professional liability insurance. We can offer this coverage to ABAI members of all disciplines of psychology and behavior analysis. Our program, which is exclusive to ABAI, can be customized for desired limits and can pick up coverage for you no matter where you currently have professional liability insurance, or even if you have never purchased it before. We even have reduced rates for part-time professionals. Please visit us at the ABAI Professional Liability Program booth.

ABAI Learning Center

550 West Centre Avenue, Suite 1
Portage, MI 49024
(269) 492-9310
mail@abainternational.org
www.abainternational.org

Booth: C

The new ABAI Learning Center offers online access to selected presentations from ABAI events. Presentations from the 2011 Autism Conference: New Tools for Translating Science to Practice, the 2011 Behavioral Economics Conference: From Demand Curves to Public Policy, and the 2011 Annual Convention will be available. Stop by the Online Learning Center booth for more information.

Achieve Beyond

60 Madison Avenue, 8th Floor
New York, NY 10010
(212) 684-0099
lkorolenko@achievebeyondusa.com
www.achievebeyondusa.com

Booth: 332

At Achieve Beyond/Bilinguals, Inc. we match monolingual and bilingual healthcare professionals with educational and rehabilitation programs nationwide. Our clients rely on us for experienced speech language pathologists, occupational therapists, physical therapists, and other allied health and educational professionals. We staff our employees in a variety of work settings, and have locations in New York, New Jersey, Virginia, Maryland, Illinois, Texas, Connecticut, and California.

Association for Direct Instruction

805 Lincoln Street
Eugene, OR 97401
(541) 485-1293
brywick@adihome.org
www.adihome.org

Booth: 315

For over 35 years Direct Instruction has been the leading curriculum that integrates behavior analysis into its design. The Association for Direct Instruction is a membership organization committed to dissemination of information on effective, research based educational methods and materials. This mission is achieved through publication of *The Journal of Direct Instruction* and *The Direct Instruction News*, conducting training conferences, and distribution of materials.

The Aurora School

ABAI Organizational Member

601 Catoclin Circle NE
Leesburg, VA 20176
(540) 751-1414 ext.104
jlassiter@aurora-school.org
www.aurora-school.org

Booth: 119

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

Autism Community Store

7800 E. Iliff Avenue, Unit J
Denver, CO 80231
(303) 309-3647
community@autismcommunitystore.com
www.autismcommunitystore.com

Booth: 307

Our goal at the Autism Community Store is to simplify the journey into autism for parents and caregivers by offering products that meet the unique needs of our community, all in one place. We have items carefully selected by a team of parents and therapists. We carry teaching supplies, sensory

items, safety gadgets, toys, reinforcers, biomedical supplements and supplies, weighted products, books, awareness merchandise, and so on.

Autism Services Group

100 Overlook Center, 2nd Floor
Princeton, NJ 8540
(609) 454-4598
teresab@autismservicesgroup.com
www.autismservicesgroup.com

Booth: 310

Autism Services Group (ASG) is a comprehensive one-stop resource for families and providers seeking behavioral health services for children with autism. Our mission is to create a seamless, integrated system of clinical and administrative autism resources that will deliver accountable, family-sensitive, outcome-focused care. Working with a network of experienced practitioners, ASG offers a wide-ranging suite of services that include billing, claims management, training, and credentialing of clinical practitioners.

Autism Speaks

ABAI Organizational Member

1 East 33rd Street, 4th Floor
New York, NY 10016
(212) 252-8584
sboyd@autismspeaks.org
www.autismspeaks.org

Booth: 333

Autism Speaks is the nation's largest autism science and advocacy organization, dedicated to funding research into the causes, diagnosis, treatments, and cure for autism; increasing awareness of autism spectrum disorders; and advocating for the needs of individuals and their families struggling with autism. To learn more about Autism Speaks, please visit www.autismspeaks.org; to learn more about Autism Speaks' governmental advocacy efforts, please visit www.autismvotes.org.

Autism Spectrum Therapies

ABAI Organizational Member

6001 Bristol Parkway, #200
Culver City, CA 90230
(310) 641-1100
barredondo@autismtherapies.com
www.autismtherapies.com

Booth: 107

Autism Spectrum Therapies is a leading provider of applied behavior analysis services for individuals with autism in southern California. Our customized programs address the various needs of individuals, their families, schools, and communities.

Autism Training Solutions

2800 Woodlawn Drive, Suite 175
Honolulu, HI 96822
(866) 966-9452
janet@autismtrainingsolutions.com
www.autismtrainingsolutions.com

Booth: 215

Autism Training Solutions is the online education company dedicated to training professionals and paraprofessionals within the field of autism. By combining interactive videos with online assessments and supervision, we have created a dynamic approach for staff training that has reduced organizational training costs while creating success stories in the field. We provide new employee training, professional development opportunities, and BACB-approved CEUs—online!

Bancroft

ABAI Organizational Member

425 Kings Highway East
Haddonfield, NJ 08033
(800) 774-5516
inquiry@bnh.org
www.bancroft.org

Booth: 131

Bancroft is a leading nonprofit organization that annually serves 1,300 children and adults with intellectual and developmental challenges and acquired brain injuries. We offer educational, vocational, residential, structured day, rehabilitation, and behavioral programs, as well as in-home and outpatient services.

Founded in 1883, Bancroft has sites in New Jersey, Pennsylvania, and Delaware. We strive to ensure that every person is given opportunities for lifelong learning and fulfillment.

Behavior Analyst Certification Board

2888 Remington Green Lane, Suite C
Tallahassee, FL 32308
(850) 765-0905
christine@bacb.com
www.bacb.com

Booth: 202

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 (BCBA) and board certified assistant behavior analyst (BCaBA). 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 Boulevard
Milford, MA 01757
(508) 478-0207
swoolf@beaconservices.org
www.beaconservices.org

Booth: 111

BEACON Services 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 ABAI, BEACON has published peer reviewed research and presents its own research.

Behaven Kids

8922 Cuming Street
Omaha, NE 68114
(402) 926-4373
janiep@behavenkids.com
www.behavenkids.com

Booth: 320

Behaven Kids is a behavioral day treatment program for young children, ages 2–8, with severe and chronic behavior problems. Nationally, the preschool expulsion rate is more than three times the rate found among K-12 students (Gilliam, 2005). Stop by to discuss owning a Behaven Kids franchise in your area—a personally and professionally rewarding opportunity. Also enter a drawing for a free book.

Behavior Development Solutions

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

Booth: 301

Behavior Development Solutions provides training products, services, and tools for behavior analysts. New this year, our courses are online to provide access to both PC and Mac users. Our empirically validated 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, browse our online Books for Behavior Analysts store for resources selected for the behavior analytic community without having to browse through a plethora of remotely related books. Visit us at ABAI!

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

19019 Ventura Boulevard
Tarzana, CA 91356
(818) 345-2345
employment@centerforautism.com
www.centerforautism.com

Booth: 326

The Center for Autism and Related Disorders, Inc. (CARD) is among the world's largest organizations effectively treating children with autism. With 21 years of experience providing behavior analytic treatment, CARD maximizes each child's potential. CARD provides therapy, supervision, training, mentorship, and SKILLS—a comprehensive online system for staff training, assessment, curriculum, treatment design, and progress tracking. CARD is a BACB-approved continuing education provider.

**Central California Autism Center,
California State University, Fresno**

2576 E. San Ramon Avenue, M/S ST11
Fresno, CA 93740
(559) 278-6773
info@ccac-fresnostate.org
www.ccac-fresnostate.org

Booth: 206

Central California Autism Center (CCAC) is a treatment and research center providing principle-based behavior therapy. Our center-based program provides behavioral treatment for young children with a diagnosis along the autism spectrum and is engaged in active, ongoing research. CCAC was developed by the Applied Behavior Analysis Program, within the Department of Psychology, and is located on campus at California State University, Fresno.

CNOW

ABAI Organizational Member

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

Booth: 330

CNOW designs and manages customized interactive video conferencing 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 Avenue, Suite 350
Monrovia, CA 91016
(877) 796-9883
abustos@codemetro.com
www.codemetro.com

Booth: 200

CodeMetro's flagship product, NPAAWorks, is business management software developed specifically for special needs clinics to help manage and ease work related to scheduling, billing, payroll, clients and contracts, analysis, and more. It tracks operational and administrative records and processes them into useful logs and reports. NPAAWorks provides owners and supervisors a bird's-eye view of the company, giving their staff access to information they need to do their jobs effectively.

The Columbus Organization
ABAI Organizational Member

1012 W 9th Avenue, Suite 80
King of Prussia, PA 19406
(800) 229-5116
rtann@columbusorg.com
www.columbusorg.com

Booth: 227

The Columbus Organization is the nation's leading provider of on-site and consultative services for individuals with special needs. Columbus's national reputation has been built on an outcome-oriented approach, coupled with a commitment to support all of our employees and ensure their success. Columbus currently provides behavior analysis services 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 visit our website at www.columbusorg.com.

Criterion Child Enrichment
ABAI Organizational Member

321 Fortune Boulevard
Milford, MA 01757
(508) 473-3422
awenkozma@aol.com
www.criterionchild.com

Booth: 113

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.

Edusoft

Theresienstrasse 6-8
Munich, Bavaria 80333
Germany
(386) 31-401-362
julian@edusoftug.de
www.edusoftup.de

Booth: 306

Our applied behavior analysis (ABA) curriculum platform, ABATRACKER (www.abatracker.com), is designed for use by ABA professionals in the business of developing and delivering ABA lessons. The curriculum is developed and delivered by your organization using your tools, customized for each student, and trackable down to the captured data point. In addition, it allows you to report on results and plan the next lesson in real time. It is revolutionary.

Evergreen Center
ABAI Organizational Member

345 Fortune Boulevard
Milford, MA 01757
(508) 478-3621 ext. 115
gdefalco@evergreen.org
www.evergreenctr.org

Booth: 115

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 instruction that is scientifically based. We teach functional daily living, pre-academic, and early academic skills, and we address challenging behaviors. For more information visit our website at www.evergreenctr.org.

Florida Institute of Technology

150 W. University Boulevard
Melbourne, FL 32901
(321) 674-8382
abareg@fit.edu
<http://aba.fit.edu>

Booth: 127

Learn applied behavior analysis any time, any day! Florida Tech Behavioral Science and Technology offers a comprehensive program in behavior analysis. All courses meet the instructional requirements for certification as a board certified behavior analyst or board certified assistant behavior analyst from the Behavior Analyst Certification Board. The program is offered 100% online in a user friendly format; no special computer skills are needed! Visit <http://aba.fit.edu> for more information or call 1 (800) 676-9245 or (321) 674-8382.

Humana Military

500 West Main
Louisville, KY 40201-7462
(502) 301-3490
gmarsh@humana.com
www.humana-military.com

Booth: 208

Humana Military Healthcare Services administers a demonstration on enhanced access to autism services in the TRICARE South region. This demonstration allows paraprofessional educational intervention service providers or tutors to provide one-on-one autism services to members of the military in the United States. Applied behavior analysis therapy is administered by TRICARE-authorized providers as a special education benefit under the Extended Care Health Option.

Indivisual Consulting, LLC

2563 W. Argyle Street, Unit 2
Chicago, IL 60625
(773) 332-7382
indivisualconsultingllc@gmail.com
www.indivisualconsultingllc.com

Booth: 209

Indivisual Consulting, LLC supports children, adolescents, and adults with communication deficits characteristic of autism and related disorders. We develop customized visual tools to support communication, learning, positive behavior, independence, and inclusion based on the needs of the individual. Our tools include schedules, calendars, reinforcement boards, task sequences, and many more.

Institute of Professional Practice, Inc.

ABAI Organizational Member

PO Box 1249
Montpelier, VT 05601
(978) 343-5860
kkelly@ippi.org
www.ippi.org

Booth: 331

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

Intercare Therapy, Inc.

6360 Wilshire Boulevard, Suite 300
Los Angeles, CA 90048
(323) 866-1880
cschenke@intercaretherapy.com
www.intercaretherapy.com

Booth: 125

Intercare Therapy, Inc. specializes in providing individualized evidence-based interventions to children with autism and related disorders. Services include intake assessments, school-based services, home-based services, center-based services (social/adaptive/speech and language skills), and parent training. More than 160 trained clinicians and licensed professionals work with over 100 schools. Intercare Therapy, Inc. currently serves clients throughout Los Angeles County and is vendorized by regional centers.

Judge Rotenberg Educational Center
ABAI Organizational Member

250 Turnpike Street
Canton, MA 02021
(781) 828-2202
m.ferns@judgerc.org
www.judgerc.org

Booth: 207

Judge Rotenberg Educational 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.

Lakeview Specialty Hospital

1701 Sharp Road
Waterford, WI 53185
(800) 611-2063 ext. 394
mparacremer@lakeview.com
www.lakeviewsystem.com

Booth: 219

Lakeview provides comprehensive, expert care for individuals with neurobehavioral and neurodevelopmental conditions. We strive to provide the best care possible in every instance by developing individualized strategies to help people recover faster, function at higher levels, and realize greater potential. We offer a full continuum of care, from hospitalization and acute needs, community reintegration, and fully licensed and accredited special education schools.

May Institute

ABAI Organizational Member

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

Booth: 121

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 injuries, 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.

PO Box 319
St. Albans, VT 05478
(802) 527-2343
steve@med-associates.com
www.med-associates.com

Booth: 208

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.

Medical Reimbursement Consultants, Inc.

121 West Sycamore Street
Kokomo, IN 46901-4634
(765) 472-2085 ext. 102
taunya@mrcbilling.com
www.mrcbilling.com

Booth: 319

Medical Reimbursement Consultants (MRC) has experienced staffing and software solutions that offer BCBA's a customized and comprehensive approach to managing their business. Our experience translates into better, faster reimbursement, and keeps the focus on the child rather than dealing with insurance claims. Our knowledge of how applied behavior analysis (ABA) centers operate, combined with our software and billing efficiency, makes MRC a powerful business solution for ABA centers.

Melmark

ABAI Organizational Member

2600 Wayland Road
Berwyn, PA 19312
1-888-MELMARK
jimpowers@melmark.com
www.melmark.org

Booth: 306

Melmark is a not-for-profit provider of residential, educational, vocational, and therapeutic services for children and adults with autism spectrum disorders, developmental disabilities, acquired brain injuries, other neurological and genetic disorders, and related challenging behaviors. Melmark has program locations in both Berwyn, PA, and Andover, MA. Melmark's programs and services are offered in an environment of warmth, care, and respect.

Microception

4555 Mansell Road
Atlanta, GA 30022
(770) 521-4366
info@microception.com
www.microception.com

Booth: 303

Microception is a market leading video information systems company, developing applications that add a new visual dimension to information gathering and reporting systems by delivering high-quality video and audio linked to relevant data—Transforming Video Into Knowledge™. Microception's primary offering is VideOversight™, a system that records, archives, and manages interviews and monitored sessions for applied behavioral analysis, child advocacy, and law enforcement.

National Autism Center

ABAI Organizational Member

42 Pacella Park Drive
Randolph, MA 02369
(781) 440-0400
kleahy@nationalautismcenter.org
www.nationalautismcenter.org

Booth: 123

The National Autism Center is May Institute's center for the promotion of evidence-based practice. It is dedicated to serving children and adolescents with autism spectrum disorder (ASD) by providing reliable information, promoting best practices, and offering comprehensive resources for families, practitioners, and communities. In 2009 the center completed its National Standards Report—the most comprehensive analysis available about treatments for children and adolescents with ASD.

The New England Center for Children

33 Turnpike Road
Southborough, MA 01772
(508) 481-1015
jobs@necc.org
www.necc.org
Booth: 101

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 (ABA) to children with autism for over 35 years. In addition to its central school in Southborough, MA, NECC provides consulting and model ABA classrooms throughout New England and recently opened a school in Abu Dhabi.

Nova Southeastern University, Mailman Segal Institute

3301 College Avenue
Fort Lauderdale, FL 33314
(954) 262-7126
msiaba@nova.edu
www.nova.edu/msi
Booth: 226

Nova Southeastern University's Mailman Segal Institute provides a wide range of programs and services in the field of autism. Academic programs in autism and applied behavior analysis are offered at the undergraduate, master's, and doctoral levels.

Partners in Behavior Milestones

10330 Hickman Mills Drive, Building 11
Kansas City, MO 64137
(816) 501-5138
lbingham@behavioralmilestones.com
Booth: 232

Partners in Behavioral Milestones is a comprehensive behavior analytic service provider founded in 1997. Our staff includes board certified behavior and assistant behavior analysts; behavior, occupational and physical therapists; and speech language pathologists. We specialize in serving those with chronic and severe behavioral challenges using evidence-based, data-driven methods, individualized for each client to ensure everyone we serve has the opportunity to reach their fullest potential.

Professional Crisis Management Association, Inc.

10269 NW 46 Street
Sunrise, FL 33351
(954) 746-0165
pcma@pcma.com
www.pcma.com
Booth: 400

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.

QBS, Inc.

PO Box 6221, 1562 Washington Street
Holliston, MA 01746
(508) 429-9211
agately@qbscompanies.com
www.qbscompanies.com
Booth: 218

QBS, Inc. provides quality behavioral solutions to complex behavioral problems using evidence-based behavior analytic interventions. We offer consultation, training, and software. QBS behavior analysts have experience with behavior challenges from disruption to severe aggression and self-injury with all ages, settings, and diagnoses.

Realizing Children's Strengths Learning Center

6 Strathmore Road
Natick, MA 01760
(508) 650-5948
cboydpickard@progressforallchildren.com
www.progressforallchildren.com

Booth: 214

Realizing Children's Strengths was developed to provide the highest quality of individualized behavioral and educational services for children with autism spectrum disorders and other developmental disabilities. We believe that every child has unique skills, and we are dedicated to helping each child develop these skills and reach their full potential.

Rethink Autism

19 West 21st Street, Suite 403
New York, NY 10010
(877) 988-8871
info@rethinkautism.com
www.rethinkautism.com

Booth: 302

Rethink Autism offers BCBA supervision worldwide and makes research-based treatment tools accessible and affordable for both parents and professionals. Our web-based platform includes a curriculum of over 1,200 video-based exercises, staff/parent training modules, and ongoing assessment/automated progress tracking tools. We also offer professional support options, from short-term problem behavior assessment to case consultation with our team of experts.

SEEK Education, Inc.

ABAI Organizational Member

9060 Huntington Drive
San Gabriel, CA 91775
www.seekeducation.org

Booth: 208

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

Southwest Research Institute

6220 Culebra Road
San Antonio, TX 78238-5166
(866) 828-9128
malachi.wurpts@swri.org
www.swri.org

Booth: 402

Southwest Research Institute (SwRI) is an independent, nonprofit, applied research and development organization dedicated to technology development and transfer. In collaboration with autism treatment experts, SwRI has developed an innovative software application (Behavior Breakthrough), which uses game-based technologies to train caregivers of children with autism in the use of applied behavior analysis techniques. Visit SwRI's website (tspi.swri.org) for more information and demonstrations of our services and products.

Spectrum Center

ABAI Organizational Member

16360 San Pablo Avenue
San Pablo, CA 94806
(210) 684-5111
info@spectrumtechnologies.org
www.spectrumtechnologies.org

Booth: 231

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.

St. Amant
ABAI Organizational Member

440 River Road
Winnipeg, Manitoba R2M 3Z9
Canada
Booth: 309

St. Amant is a nonprofit comprehensive resource for Manitobans with a developmental disability, acquired brain injury, or autism. We offer a wide range of care and services to in-house and community children and adults through a variety of programs. St. Amant is committed to ensuring our clients receive evidence-based treatments and hosts the largest body of behavior analysts in the province.

STAR Autism Support

6663 SW Beaverton-Hillsdale
Portland, OR 97225
(503) 297-2864
information@starautismsupport.com
www.starautismsupport.com

Booth: 211

STAR Autism Support provides curriculum materials, workshops, and training to school and agency staff who work with students with autism. Our mission is to help others successfully implement research-based applied behavior analysis techniques. We want every child with autism to receive effective instruction.

Summit Educational Resources

150 Stahl Road
Getville, NY 14068
(716) 629-3400
info@summitted.org
www.summitted.org

Booth: 201

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 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 1,800 individuals each year.

Technology North Corporation

#1109 10080 Jasper Avenue
Edmonton, Alberta AB T5J 1V9
Canada
(780) 953-6863
ling.huang@technologynorth.net
www.technologynorth.net

Booth: 133

Technology North ActiveCare is a smartphone-based, client centered, activity tracking and outcome measurement program that enables service providers to improve service accountability and effectiveness. Service providers can quickly build and update service plans, then forward these to a front-line worker's smartphone. Program activities, discrete trials, and behavior data are *all* captured efficiently and in real time, allowing goals to be monitored and services adjusted more quickly.

TheraCare of New York, Inc.

116 West 32nd Street, 8th Floor
New York, NY 10001
(212) 564-2350 ext. 2153
carolmccarthy@theracare.com
www.theracare.com

Booth: 101

TheraCare is an employee-owned, multiservice healthcare and educational organization that provides rehabilitative, developmental, and educational services throughout New York City, surrounding counties, and New Jersey and Connecticut. We seek clinicians who will provide services in the natural environment, including homes, day care centers, schools, and community centers. TheraCare offers a competitive compensation and benefits package.

**University of Colorado Denver BCBA/BCaBA Approved
Sequence Certificate Programs**

1380 Lawrence Street, #625
Denver, CO 80204
(303) 315-4984
kevin.poole@ucdenver.edu
www.ucdenver.org
Booth: 109

The University of Colorado Denver is now offering two course sequences in behavior analysis to prepare students to become effective board certified behavior analysts or board certified assistant behavior analysts. These sequences meet criteria established by the behavior analysis certification board for approved coursework. Students who complete our program will not have to provide further coursework documentation when applying for the examinations.

Wellspring Autism Network

16719 Ruscoe Boulevard
North Hills, CA 91343
(888) 51-NETWORK
byoung@wellspring.com
www.wellspringautismnetwork.com
Booth: 300

Wellspring Autism Network is a national consortium of like-minded providers who specialize in the treatment of children with autism and developmental disabilities using applied behavior analysis (ABA). This elite national network contracts with health plans, behavioral health companies, and others that reimburse for ABA treatment for their members. For more information on joining the network as a provider, call 1 (888) 51-NETWORK.

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- ★ Research Based (ABA) Programs
- ★ Staff Training
- ★ Comprehensive Curriculums



STAR Autism Support | www.starautismsupport.com
Phone: (503) 297-2864 | Fax: (503) 292-4173



ABAI Learning Center and Premiere Packs

- Access up to 50 hours of audio and video content after the convention from your own computer
- Includes the B. F. Skinner Lecture Series, Invited Presenters, the ABAI Opening Event and SABA Awardees, the Presidential Address, and the Presidential Scholar Address
- Opportunities to earn PSY and BACB CE credit for CE-approved sessions

Learning Center

ABAI Denver 2011

FRIDAY, May 27

Day Schedule

Workshops

Behavioral Bash



Colorado Convention Center; Friday, May 27

[illegible]

Colorado Convention Center; Friday, May 27

4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am		Room
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Exhibits (4 pm–7:30 pm), Bookstore, Posters, and Registration																		Exhibit Hall F
W#30 AUT	McGrate Maher			† ‡														301
W#32 AUT	Wright			† ‡														302
W#49 PRA	Cross			† ‡														303
W#45 EDC	Cauley			† ‡														304
W#33 AUT	Turan			† ‡														401/402
W#37 AUT	Meyer			† ‡														403
W#38 CBM	Flora			† ‡														404
W#51 TBA	Hoadley			† ‡														405
W#52 VRB	Passos			† ‡														406
W#40 CBM	Kellum			† ‡														407
W#43 DEV	Chok			† ‡														601
Interview Room																		602
																		603
Interview Room																		604
W#36 AUT	Cicero			† ‡														605
Speaker Ready Room																		606
																		607
W#44 EDC	Marchand-Martella			† ‡														610/612
																		704/706
																		708
																		710/712
																		Korbel Ballroom 1A
																		Korbel Ballroom 1B
																		Korbel Ballroom 1C
																		Korbel Ballroom 1D
																		Korbel Ballroom 1E
																		Korbel Ballroom 1F
																		Korbel Ballroom 2A
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																		Korbel Ballroom 4C
																		Korbel Ballroom 4D
																		Korbel Ballroom 4E
																		Korbel Ballroom 4F
																		Four Seasons 1-3
																		Four Seasons 4

Meeting Room Level (Street Level)

Ballroom Level (Sub-Level)

LEGEND



= ABAI Services



= Continuing education credit available for behavior analysts



= Continuing education credit available for psychologists

Hyatt Regency Denver; Friday, May 27

	Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		3 pm	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Fourth Level	Capitol Ballroom 1													#1 Chapter Leadership Training <i>By invitation only.</i>					
	Capitol Ballroom 2			W#17 CSE Wagner												† ‡			
	Capitol Ballroom 3			W#12 AUT Little												† ‡			
	Capitol Ballroom 4			W#3 AUT Gerenser												† ‡			
	Capitol Ballroom 5			W#28 VRB Ming												† ‡			
	Capitol Ballroom 6			W#13 AUT Schramm												† ‡			
	Capitol Ballroom 7			W#2 AUT McDonald												† ‡			
	Limestone																		
	Sandstone																		
	Marble																		
Third Level	Centennial Ballroom Foyer A																		
	Centennial Ballroom Foyer B																		
	Centennial Ballroom A			W#18 CSE Olive												† ‡			
	Centennial Ballroom B			W#21 EDC Riffel												† ‡			
	Centennial Ballroom C			W#8 AUT Larsson												†			
	Centennial Ballroom D	Society for Quantitative Analyses of Behavior General Sessions																	
	Centennial Ballroom E																		
	Centennial Ballroom F			W#4 AUT Miklos												† ‡			
	Centennial Ballroom G			W#25 PRA Williams												† ‡			
	Centennial Ballroom H			W#5 AUT Godfrey												† ‡			
	Mineral Hall A			W#20 EDC Silva												† ‡			
	Mineral Hall B			W#16 CSE Blankenship												† ‡			
	Mineral Hall C			W#22 EDC Eshleman												† ‡			
	Mineral Hall D			W#7 AUT Matchneva												† ‡			
	Mineral Hall E			W#24 PRA Heering												†			
	Mineral Hall F			W#26 PRA Feddock															
	Mineral Hall G															† ‡			
	Agate ABC																		
	Granite A			W#10 AUT Martineau												† ‡			
	Granite BC			W#19 EDC Ennis Soreth												† ‡			
	Quartz A			W#23 OBM Bruce												† ‡			
	Quartz B			W#11 AUT Slaton												† ‡			

Hyatt Regency Denver; Friday, May 27

4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am		Room	Fourth Level
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
#1 Chp. Ldrshp. Training								#4 Behavioral Bash: Applied Behavior Analysis Trivia Pursuit										Capitol Ballroom 1	
																		Capitol Ballroom 2	
																		Capitol Ballroom 3	
																		Capitol Ballroom 4	
																		Capitol Ballroom 5	
																		Capitol Ballroom 6	
																		Capitol Ballroom 7	
																		Limestone	
																		Sandstone	Third Level
																		Marble	
																		Centennial Ballroom Foyer A	
																		Centennial Ballroom Foyer B	
W#42 DDA McGreevy						† ‡												Centennial Ballroom A	
W#29 AUT DeBoer						† ‡												Centennial Ballroom B	
W#34 AUT Bird						† ‡												Centennial Ballroom C	
Society for Quantitative Analyses of Behavior General Sessions																		Centennial Ballroom D	
						Society for Quantitative Analyses of Behavior Reception												Centennial Ballroom E	
						#3 International Development Reception												Centennial Ballroom F	
																		Centennial Ballroom G	
																		Centennial Ballroom H	
W#41 CSE Schell						† ‡												Mineral Hall A	
W#50 PRA Cappalli						† ‡												Mineral Hall B	
W#35 AUT Ross						† ‡												Mineral Hall C	
W#48 OTH Stenhoff						†												Mineral Hall D	
W#46 EDC Sellinger						† ‡												Mineral Hall E	
W#31 AUT Cannon																		Mineral Hall F	
						† ‡												Mineral Hall G	
				#2 Friends of SABA Reception														Agate ABC	
W#39 CBM Tsai						† ‡												Granite A	
W#47 OBM McGee						† ‡												Granite BC	
																		Quartz A	
																		Quartz B	

LEGEND

=

Special and Invited Events

†

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Continuing education credit available for BACB certificants

‡

=

Continuing education credit available for psychologists



Continuing Education

Continuing Education (CE) Opportunities!

You told us you wanted more CE opportunities, and we listened! ABAI is pleased to present you with expanded offerings for CE credit at this year's Annual Convention: 295 events approved for BACB credit and 126 events approved for PSY credit.

Many of the presentations from our Invited Speakers this year are approved for PSY credit—in addition to BACB credit—a first for ABAI!

Another first: we will be offering the presentations from our Invited Speakers* as online self-study modules, also CE eligible. If you miss a presentation onsite, you can view it online after the convention, and still receive credit! See the ABAI Learning Center for details.

We're happy to offer these expanded CE opportunities to meet your needs. When you talk, we listen!

**subject to speaker approval.*

Workshop #1	CE: PSY/BA
<p>8:00 am–11:00 am 405 (Convention Center) OBM CE Instructor: Heather M. McGee, Ph.D.</p> <p>Improving Organizational Systems LORI H. DIENER (Performance Blueprints, Inc.) and HEATHER M. MCGEE (Western Michigan University)</p> <p>Audience: Leaders, supervisors, managers, directors, OBM practitioners, and OBM students. Level: Introductory Pre-registration: \$140 (Member), \$165 (Nonmember) On-site: \$165 (Member), \$190 (Nonmember)</p>	
Workshop #2	CE: PSY/BA
<p>8:00 am–3:00 pm Capitol Ballroom 7 (Hyatt Regency) AUT CE Instructor: Mary Ellen McDonald, Ph.D.</p> <p>Developing Social Skills in Learners With Autism Spectrum Disorder: From Assessment to Intervention MARY ELLEN MCDONALD (Hofstra University) and ERIN SPARACIO and JOYANN TRAMUTA (Eden II Programs)</p> <p>Audience: Psychologists, special educators, social workers, speech pathologists, and parents. Level: Introductory Pre-registration: \$230 (Member), \$280 (Nonmember) On-site: \$255 (Member), \$305 (Nonmember)</p>	
Workshop #3	CE: PSY/BA
<p>8:00 am–3:00 pm Capitol Ballroom 4 (Hyatt Regency) AUT CE Instructor: Joanne Gerenser, Ph.D.</p> <p>Applied Behavior Analysis and Speech Language Pathology: An Integrated Approach to Promoting Language in Learners With Autism JOANNE GERENSER and BONNIE M. FORMAN (Eden II Programs)</p> <p>Audience: Behavior analysts, speech pathologists, teachers, and clinicians. Level: Intermediate Pre-registration: \$190 (Member), \$240 (Nonmember) On-site: \$215 (Member), \$265 (Nonmember)</p>	

Workshop #4	CE: PSY/BA
<p>8:00 am–3:00 pm Centennial Ballroom F (Hyatt Regency) AUT CE Instructor: Michael Miklos, MS</p> <p>Programming From the Verbal Behavior-Milestone Assessment and Placement Program: Procedures Derived From a Public School Support System MICHAEL MIKLOS and AMIRIS DIPUGLIA (Pennsylvania Training and Technical Assistance Network) and LINDA T. FRANCHOCK (PA Verbal Behavior Project)</p> <p>Audience: This presentation will be valuable to anyone who uses the VB-MAPP as a tool to guide instructional programs for students with autism. The session will not focus on issues related to VB-MAPP administration, but rather on interpretation and application issues. It is appropriate for BCBAs involved in consultation regarding instruction of the verbal operations, special education teachers and administrators, as well as other professions involved in the delivery of special education services for students with autism and other disabilities. Level: Introductory Pre-registration: \$180 (Member), \$230 (Nonmember) On-site: \$205 (Member), \$255 (Nonmember)</p>	
Workshop #5	CE: PSY/BA
<p>8:00 am–3:00 pm Centennial Ballroom H (Hyatt Regency) AUT CE Instructor: Rebecca Godfrey, Ph.D.</p> <p>Augmentative and Alternative Communication: Proloquo2Go and Considerations When Using Technology With Those Diagnosed With Autism REBECCA GODFREY (Central East Autism Program) and KATELYN FERGUSON and MARIO NOTARIANNI (York Behaviour Management Services)</p> <p>Audience: This workshop is intended for professionals and teachers. Level: Introductory Pre-registration: \$205 (Member), \$255 (Nonmember) On-site: \$230 (Member), \$280 (Nonmember)</p>	

Workshop #6 CE: PSY/BA 8:00 am–3:00 pm 303 (Convention Center) AUT CE Instructor: Robert F. Putnam, Ph.D. Developing the Social Skills of Students With Autism Spectrum Disorder Served in Inclusive Settings ROBERT F. PUTNAM and MARISA PETRUCCELLI (May Institute) Audience: Behavior analysts, educational consultants, and technical assistance providers. Level: Intermediate Pre-registration: \$180 (Member), \$230 (Nonmember) On-site: \$205 (Member), \$255 (Nonmember)	Workshop #9 CE: PSY/BA 8:00 am–3:00 pm 304 (Convention Center) AUT CE Instructor: Monika M. Suchowierska, Ph.D. 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) and LINDA S. HEITZMAN-POWELL (University of Kansas Medical Center) Audience: Beginners. Level: Introductory Pre-registration: \$190 (Member), \$240 (Nonmember) On-site: \$215 (Member), \$265 (Nonmember)
Workshop #7 CE: PSY/BA 8:00 am–3:00 pm Mineral Hall D (Hyatt Regency) AUT CE Instructor: Anna Matchneva, M.Ed. Building Cooperation and Motivation to Learn ANNA MATCHNEVA (1 Step Ahead Services Inc.) and ALEXIA STACK (none) Audience: Individuals working with learners from infancy through the early elementary years, behavior analysts, staff serving individuals with autism and related disorders, parents and caregivers, and teachers. Level: Introductory Pre-registration: \$195 (Member), \$245 (Nonmember) On-site: \$220 (Member), \$270 (Nonmember)	Workshop #10 CE: PSY/BA 8:00 am–3:00 pm Granite A (Hyatt Regency) AUT CE Instructor: Elizabeth Martineau, Ed.D. Preparing for Adulthood: Vocational and Life Skills Training for Teenage Students With Autism ELIZABETH MARTINEAU, CRYSTAL SEAGLE, and HEATHER M. REGO (Nashoba Learning Group) Audience: Session will be designed for BCBA level teachers and clinical directors, and program coordinators. Presenters will assume that participant is familiar with a variety of applied behavior analysis teaching techniques and with individualized curriculum design for students up through the teenage years. Participants should have a strong interest in developing individualized programs for teenagers and young adults with autism that result in students achieving job readiness and as high a degree of independence as possible. Level: Intermediate Pre-registration: \$205 (Member), \$255 (Nonmember) On-site: \$230 (Member), \$280 (Nonmember)
Workshop #8 CE: BA 8:00 am–3:00 pm Centennial Ballroom C (Hyatt Regency) AUT CE Instructor: Eric V. Larsson, Ph.D. Obtaining Insurance Reimbursement for Early Intensive Behavior Intervention for Autism: How We Do It. Medical Necessity Determinations, Billing, and Management of Recovery-Oriented Treatment ERIC V. LARSSON, KARA L. RIEDESEL, and CHARRYSE M. FOUQUETTE (Lovaas Institute Midwest) Audience: Administrators, consultants, lead therapists, line therapists, parents, and graduate students. Participants should have a basic understanding of behavioral terms used in EIBI. At least 1-month's experience with EIBI is preferable. Level: Intermediate Pre-registration: \$195 (Member), \$245 (Nonmember) On-site: \$220 (Member), \$270 (Nonmember)	Workshop #11 CE: PSY/BA 8:00 am–3:00 pm Quartz B (Hyatt Regency) AUT CE Instructor: Jessica Slaton, M.Ed. Refining Teaching Through Technology: Using PowerPoint to Create Highly Individualized Behavior Analytic Teaching Programs for Children With Autism JESSICA SLATON (Nashoba Learning Group) 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 (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. Please remember a Windows laptop is necessary to participate in workshop activities, and Macs cannot run some of the critical features needed.

Level: Intermediate

Pre-registration: \$180 (Member), \$230 (Nonmember)

On-site: \$205 (Member), \$255 (Nonmember)

Workshop #12 **CE: PSY/BA**

8:00 am–3:00 pm

Capitol Ballroom 3 (Hyatt Regency)

AUT

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

Strategies for Increasing Parent Fidelity of Implementation and Decreasing Child Challenging Behavior During Problematic Routines

AMANDA L. LITTLE and JENNIFER SHUBERT (University of Texas at Austin) and NANETTE L. PERRIN (Early Childhood Autism Program)

Audience: Behavior analysts, including board certified behavior analysts, board certified assistant behavior analysts, service providers and other professionals in the field of behavior analysis and 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

Pre-registration: \$180 (Member), \$230 (Nonmember)

On-site: \$205 (Member), \$255 (Nonmember)

Workshop #13 **CE: PSY/BA**

8:00 am–3:00 pm

Capitol Ballroom 6 (Hyatt Regency)

AUT

CE Instructor: Robert Schramm, MA

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

ROBERT SCHRAMM (Knospe-ABA)

Audience: This workshop is of value to anyone working with difficult learners or learners with autism spectrum disorder that have made earning

instructional control difficult, including BCBAs, teachers, tutors, or parents.

Level: Intermediate

Pre-registration: \$185 (Member), \$235 (Nonmember)

On-site: \$210 (Member), \$260 (Nonmember)

Workshop #14 **CE: PSY/BA**

8:00 am–3:00 pm

302 (Convention Center)

AUT

CE Instructor: Kimberly Wroblewski, MS

From Diagnosis to Indistinguishable: Developing Individualised Early Intensive Intervention Programmes for Young Learners With Autism

KIMBERLY WROBLEWSKI and MARY HOPTON-SMITH (Centre for Early Autism Treatment)

Audience: Those who will benefit from this workshop include behaviour analysts, assistant behaviour analysts, consultants, and supervisors of early intervention programmes and parents.

Level: Introductory

Pre-registration: \$190 (Member), \$240 (Nonmember)

On-site: \$215 (Member), \$265 (Nonmember)

Workshop #15 **CE: PSY/BA**

8:00 am–3:00 pm

404 (Convention Center)

CBM

CE Instructor: Jonathan W. Kanter, Ph.D.

Behavioral Activation and the Meaning of Life

JONATHAN W. KANTER (University of Wisconsin, Milwaukee)

Audience: Anyone with an interest in clinical behavior analysis, a behavioral conceptualization of depression, or behavioral treatment of depression.

Level: Intermediate

Pre-registration: \$190 (Member), \$240 (Nonmember)

On-site: \$215 (Member), \$265 (Nonmember)

Workshop #16 **CE: PSY/BA**

8:00 am–3:00 pm

Mineral Hall B (Hyatt Regency)

CSE

CE Instructor: Jennifer Blankenship, M.Ed.

Running Effective Behavior Analytic Social Skills Groups

JENNIFER BLANKENSHIP, ELIZABETH PAIGE ADAMS, and KATHERINE FRANCES CAREY (Advances Learning Center)

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: Intermediate

Pre-registration: \$195 (Member), \$245 (Nonmember)

On-site: \$220 (Member), \$270 (Nonmember)

Workshop #17 **CE: PSY/BA**

8:00 am–3:00 pm

Capitol Ballroom 2 (Hyatt Regency)

CSE

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

Supervision Ethics: Strategic Oversight and Guidance in an Ever-Changing World

KAREN R. WAGNER, MARTA T. FIOL, and BETHANY DOWDING (Behavior Services of Brevard, Inc.)

Audience: This workshop is for intermediate and advanced BCBA's who are currently providing supervision or who are considering it.

Level: Intermediate

Pre-registration: \$195 (Member), \$245 (Nonmember)

On-site: \$220 (Member), \$270 (Nonmember)

Workshop #18 **CE: PSY/BA**

8:00 am–3:00 pm

Centennial Ballroom A (Hyatt Regency)

CSE

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

Special Education Law and the Practicing Behavior Analyst: Legal and Ethical Considerations

MELISSA L. OLIVE (Walden University), REBECCA RYAN (Law Offices of Rebecca Ryan), and PAMELA M. MARTIEN (Developmental Disabilities Resource Center)

Audience: Practicing behavior analysts, special education administrators, and supervisors.

Level: Intermediate

Pre-registration: \$180 (Member), \$230 (Nonmember)

On-site: \$205 (Member), \$255 (Nonmember)

Workshop #19 **CE: PSY/BA**

8:00 am–3:00 pm

Granite BC (Hyatt Regency)

EDC

CE Instructor: Michelle Ennis Soreth, Ph.D.

Academic Assessment Tools for Behavior Analysts: Incorporating Fluency-Based Academic Performance Data Within a Comprehensive Multi-Method Functional Behavioral Assessment

PHILIP L. CONCORDS and KAREN M. ZELTMAN (ABC Consultants, LLC), MICHELLE ENNIS SORETH (Rowan University), and TARA FREDERICK (ABC Consultants, LLC)

Audience: Behavior analysts, school psychologists, special/general education teachers with prior training and experience in conducting functional behavioral assessment including direct observation data collection, and educators who have interest in or familiarity with response to intervention methodology.

Level: Introductory

Pre-registration: \$210 (Member), \$260 (Nonmember)

On-site: \$235 (Member), \$285 (Nonmember)

Workshop #20 **CE: PSY/BA**

8:00 am–3:00 pm

Mineral Hall A (Hyatt Regency)

EDC

CE Instructor: Jody M. Silva, MA

Thinking Big, Playing Nice: Implementing a Behavioral Framework District-Wide With a Multidisciplinary Team

JODY M. SILVA (Washoe County School District), KAYCEE BENNETT (University of Nevada, Reno), ELIZABETH SEXTON (Washoe County School District), and JAIME GARDNER, BENJAMIN N. WITTS, THOURAYA AL-NASSER, and ERIKA RYST (University of Nevada, Reno)

Audience: This workshop has been designed primarily for educators, school administrators, school psychologists and counselors, and behavior analysts working in school districts. However, it provides a unique look at implementing a systems-wide behavioral framework, and any interested participant is encouraged to attend.

Level: Introductory

Pre-registration: \$230 (Member), \$280 (Nonmember)

On-site: \$255 (Member), \$305 (Nonmember)

Workshop #21 **CE: PSY/BA**

8:00 am–3:00 pm

Centennial Ballroom B (Hyatt Regency)

EDC

CE Instructor: Laura A. Riffel, Ph.D.

Traveling the Yellow Brick Road From Functional Behavior Analysis to Behavior Intervention Plans and Avoiding the Flying Monkeys

LAURA A. RIFFEL (Behavioral Intervention Program)

Audience: School psychologists, behavior specialists, and special education administrators/coordinators.

Level: Intermediate

Pre-registration: \$180 (Member), \$230 (Nonmember)

On-site: \$205 (Member), \$255 (Nonmember)

Workshop #22
CE: PSY/BA

8:00 am–3:00 pm
Mineral Hall C (Hyatt Regency)
EDC
CE Instructor: John W. Eshleman, Ed.D.

Precision Teaching and Standard Celeration Charting
ABIGAIL B. CALKIN (Calkin Consulting Center), JOHN W. ESHLEMAN (The Chicago School of Professional Psychology), MICHAEL FABRIZIO (FEAT of Washington), KERRI L. MILYKO (University of Nevada, Reno), HENRY S. PENNYPACKER (University of Florida), and JESUS ROSALES-RUIZ (University of North Texas)

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

Level: Introductory

Pre-registration: \$215 (Member), \$265 (Nonmember)

On-site: \$240 (Member), \$290 (Nonmember)

Workshop #23
CE: PSY/BA

8:00 am–3:00 pm
Quartz A (Hyatt Regency)
OBM
CE Instructor: Guy S. Bruce, Ed.D.

Data-Based Process to Improve Outcomes for Children With Autism
GUY S. BRUCE and JORDAN P. BOUDREAU (Florida Institute of Technology)

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 staff are able to work together more efficiently to help clients achieve their goals. It can help agency supervisors and trainers provide more efficient resources, training, and management practices so that individual staff will be more effective in helping clients achieve their goals.

Level: Intermediate

Pre-registration: \$215 (Member), \$265 (Nonmember)

On-site: \$240 (Member), \$290 (Nonmember)

Workshop #24
CE: BA

8:00 am–3:00 pm
Mineral Hall E (Hyatt Regency)
PRA
CE Instructor: Paul W. Heering, MA

Using Microsoft Excel to Create a Comprehensive Consultant Tracking Template: Creating Consult Notes, Billing, Hour Tracking, Payment Tracking, and Tracking Other Information
PAUL W. HEERING (Evergreen Center), WILLIAM A. FLOOD (May South, Inc.), and NATASHA HIDEN BURNS (Dog's Best Friend Training and Walking Service)

Audience: This workshop is for anyone looking to simplify their billing and time tracking procedures. No behavior analysis background is required. The ability to complete simple Excel tasks (typing in a cell, opening a document, navigating through sheets) is preferred. Although this workshop specifically teaches how to create billing and time tracking templates, many users will find the basic skills taught will generalize to other areas of their job.

Level: Introductory

Pre-registration: \$180 (Member), \$230 (Nonmember)

On-site: \$205 (Member), \$255 (Nonmember)

Workshop #25
CE: PSY/BA

8:00 am–3:00 pm
Centennial Ballroom G (Hyatt Regency)
PRA
CE Instructor: W. Larry Williams, Ph.D.

"Why Won't They Listen to Me?" Improving Interactions With Consumers, Treatment Providers, and Other Professionals
WILLIAM C. FOLLETTE, JORDAN T. BONOW, SABRINA DARROW, CLAUDIA DROSSEL, and W. LARRY WILLIAMS (University of Nevada, Reno)

Audience: While any behavior analyst could potentially benefit from an improved repertoire for interpersonal interactions, the primary target audience of this workshop consists of behavior analysts who work in applied settings and have direct contact with persons unfamiliar with behavior analysis. In particular, this workshop is designed for those professional behavior analysts who often find themselves asking questions such as "Why won't they listen to me?" when their expert advice is not followed by those without formal behavior analytic training. Ideally, audience members will be BCBAs, though this workshop is also appropriate for BCaBAs, as they will have adequate knowledge of the foundational behavioral principles used to analyze interpersonal interactions. Although some of the material presented in the workshop is adapted from clinical behavior analytic applications, no preexisting

knowledge of psychotherapy is assumed or required. As a whole, nonprofessionals (e.g., undergraduate students, parents) and those without a basic understanding of behavioral principles are discouraged from attending this workshop.

Level: Introductory

Pre-registration: \$190 (Member), \$240 (Nonmember)

On-site: \$215 (Member), \$265 (Nonmember)

Workshop #26 **CE: PSY/BA**

8:00 am–3:00 pm

Mineral Hall FG (Hyatt Regency)

PRA

CE Instructor: Jamie Rose Feddock, MA

Instructional Design for Students With Special Needs: Identifying Critical and Variable Attributes for Effective Programming

KRISTIN WILKINSON SMITH and ELIZABETH GRACE LEFEBRE (Organization for Research and Learning), JAMIE ROSE FEDDOCK (FEAT of Washington), and REBECCA PHILLIPS (Organization for Research and Learning)

Audience: Professionals whose job descriptions include program and instructional design for students with special needs.

Level: Intermediate

Pre-registration: \$205 (Member), \$255 (Nonmember)

On-site: \$230 (Member), \$280 (Nonmember)

Workshop #27 **CE: PSY/BA**

8:00 am–3:00 pm

403 (Convention Center)

VRB

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

Everything You Wanted to Know About Verbal Behavior but Were Afraid to Ask: What Are the Functional Parts of Verbal Behavior, What Are They Good for, and How Are They Shaped?

A. CHARLES CATANIA (University of Maryland, Baltimore County)

Audience: Those who may find this workshop useful include those who have read Skinner's book, *Verbal Behavior*, and would like a contemporary updating of the issues treated there, those familiar with the concepts of verbal behavior mainly as used in applied settings who would like a more systematic overview, and 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.

Level: Intermediate

Pre-registration: \$185 (Member), \$235 (Nonmember)

On-site: \$210 (Member), \$260 (Nonmember)

Workshop #28 **CE: PSY/BA**

8:00 am–3:00 pm

Capitol Ballroom 5 (Hyatt Regency)

VRB

CE Instructor: Siri Morris Ming, MA

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

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

Audience: BCBAs, teachers, psychologists, speech pathologists and other professionals with experience developing EIBI programming for children with autism based on an analysis of verbal behavior.

Level: Advanced

Pre-registration: \$180 (Member), \$230 (Nonmember)

On-site: \$205 (Member), \$255 (Nonmember)

Workshop #29 **CE: PSY/BA**

4:00 pm–7:00 pm

Centennial Ballroom B (Hyatt Regency)

AUT

CE Instructor: Sonja R. de Boer, Ph.D.

Successful Inclusion for Students With Autism: Creating a Complete, Effective Autism Spectrum Disorder Inclusion Program

SONJA R. DE BOER (de Boer Consulting and Training, LLC)

Audience: This workshop is specifically designed for special education teachers, behavior analysts/consultants, general education teachers, and school administrators.

Level: Intermediate

Pre-registration: \$150 (Member), \$175 (Nonmember)

On-site: \$175 (Member), \$200 (Nonmember)

Workshop #30 **CE: PSY/BA**

4:00 pm–7:00 pm

301 (Convention Center)

AUT

CE Instructor: Jill E. McGrath Maher, M.Ed.

Group Learning: How to Systematically Teach Children With Autism to Become Group Learners

JILL E. MCGRATH MAHER and MICHELE D. BROCK (Crossroads School for Children)

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

Level: Introductory

Pre-registration: \$125 (Member), \$150 (Nonmember)

On-site: \$150 (Member), \$175 (Nonmember)

Workshop #31	CE: PSY/BA
4:00 pm–7:00 pm Mineral Hall FG (Hyatt Regency) AUT CE Instructor: Barbara O'Malley Cannon, Ph.D. Public School Consultation: Creating Infrastructure and Evaluating Results BARBARA O'MALLEY CANNON, JESSICA R. EVERETT, RENEE M. DEAN, MARY KAMINSKI, and JAMES T. ELLIS (Melmark New England) Audience: Individuals working with individuals with autism or other developmental delays in public school settings such as psychologists, special education teachers, or behavioral consultants. Level: Introductory Pre-registration: \$125 (Member), \$150 (Nonmember) On-site: \$150 (Member), \$175 (Nonmember)	
Workshop #32	CE: PSY/BA
4:00 pm–7:00 pm 302 (Convention Center) AUT CE Instructor: C. Baker Wright, Ph.D. Asperger's and Prompt Dependency: Effective Strategies for Helping Those With Asperger's to Help Themselves C. BAKER WRIGHT (Behavior Management Consultants, Inc.) Audience: Teachers, behavior analysts, and speech/language pathologists. Level: Introductory Pre-registration: \$135 (Member), \$160 (Nonmember) On-site: \$160 (Member), \$185 (Nonmember)	
Workshop #33	CE: PSY/BA
4:00 pm–7:00 pm 401/402 (Convention Center) AUT CE Instructor: Michelle Turan, Ph.D. Evidence-Based Practices in Error Correction LIANNE M. MOROZ and NATALIE P. GROTEAU (Surrey Place Centre) and MICHELLE TURAN (University of Windsor) Audience: Instructor therapists, ABA supervisors, behavior analysts, and psychologists. Level: Intermediate Pre-registration: \$140 (Member), \$165 (Nonmember) On-site: \$165 (Member), \$190 (Nonmember)	

Workshop #34	CE: PSY/BA
4:00 pm–7:00 pm Centennial Ballroom C (Hyatt Regency) AUT CE Instructor: Frank Bird, M.Ed. Utilizing Technology to Improve Treatment and Safety in School and Residential Programs KIMBERLY L. MAYER, ANDREW SHLESINGER, and FRANK L. BIRD (Melmark New England) Audience: The target audience is paraprofessionals, professionals, and administrators working within both residential and day programs for students with disabilities. Individuals looking to obtain information on how technology can be utilized to maximize service delivery within their settings. Additionally, this workshop is appropriate for individuals seeking guidance on utilizing the technology they have to further service delivery. Level: Introductory Pre-registration: \$125 (Member), \$150 (Nonmember) On-site: \$150 (Member), \$175 (Nonmember)	
Workshop #35	CE: PSY/BA
4:00 pm–7:00 pm Mineral Hall C (Hyatt Regency) AUT CE Instructor: Robert K. Ross, Ed.D. The Conversation Box: A Strategy for Increasing Social Interactions in Children With Autism LAURA J. DANTONA, ERICA M. ANDRESEN, AMIE HAHN, and ROBERT K. ROSS (BEACON Services) Audience: Behavior analysts who currently work with children with autism who are verbal and yet do not have well established interactive social skills. Level: Intermediate Pre-registration: \$145 (Member), \$170 (Nonmember) On-site: \$170 (Member), \$195 (Nonmember)	
Workshop #36	CE: PSY/BA
4:00 pm–7:00 pm 605 (Convention Center) AUT CE Instructor: Frank R. Cicero, Ph.D. Sexuality and Individuals on the Autism Spectrum: Designing Effective Curricula and Teaching Strategies FRANK R. CICERO and EILEEN HOPKINS (Eden II Programs)	

Audience: The workshop content will be appropriate for parents of individuals on the spectrum, however the content and the way it is presented will be geared towards enhancing the skills of certified behavior analysts already working in the field.

Level: Intermediate

Pre-registration: \$130 (Member), \$155 (Nonmember)

On-site: \$155 (Member), \$180 (Nonmember)

Workshop #37 **CE: PSY/BA**

4:00 pm–7:00 pm

403 (Convention Center)

AUT

CE Instructor: Linda S. Meyer, Ed.D.

Fitness and Autism: Evidence-Based Practices to Promote Healthy Lifestyles and Inclusion Opportunities

LINDA S. MEYER (Autism New Jersey), RANDY I. HOROWITZ (Eden II Programs), and BARBARA WELLS (Autism New Jersey)

Audience: The workshop is appropriate for behavior analysts and who are interested in starting, expanding, or enhancing health and fitness programs for individuals with autism spectrum disorders to promote inclusion in families and communities.

Level: Intermediate

Pre-registration: \$145 (Member), \$170 (Nonmember)

On-site: \$170 (Member), \$195 (Nonmember)

Workshop #38 **CE: PSY/BA**

4:00 pm–7:00 pm

404 (Convention Center)

CBM

CE Instructor: Stephen Ray Flora, Ph.D.

Behavior Analytic Training for Health, Life, Fitness, and Peak Personal Performances
STEPHEN RAY FLORA (Youngstown State University)

Audience: The target audience is board certified behavior analysts, BCaBAs, 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.

Level: Intermediate

Pre-registration: \$125 (Member), \$150 (Nonmember)

On-site: \$150 (Member), \$175 (Nonmember)

Workshop #39 **CE: PSY/BA**

4:00 pm–7:00 pm

Granite A (Hyatt Regency)

CBM

CE Instructor: Mavis Tsai, Ph.D.

Enrich Your Supervisory Process Using Principles of Functional Analytic Psychotherapy and Acceptance and Commitment Therapy

MAVIS TSAI (University of Washington) and JOANNE STEINWACHS (none)

Audience: Supervisors of therapists and anyone who is interested in the therapy supervisory process.

Level: Introductory

Pre-registration: \$135 (Member), \$160 (Nonmember)

On-site: \$160 (Member), \$185 (Nonmember)

Workshop #40 **CE: PSY/BA**

4:00 pm–7:00 pm

407 (Convention Center)

CBM

CE Instructor: Kate Kellum, Ph.D.

Seeking Change With Purpose: Values Work in Behavior Analysis

EMILY KENNISON SANDOZ (University of Louisiana at Lafayette) and KATE KELLUM (University of Mississippi)

Audience: 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

Pre-registration: \$130 (Member), \$155 (Nonmember)

On-site: \$155 (Member), \$180 (Nonmember)

Workshop #41 **CE: PSY/BA**

4:00 pm–7:00 pm

Mineral Hall A (Hyatt Regency)

CSE

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

Resolving Ethical Issues

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

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

Pre-registration: \$125 (Member), \$150 (Nonmember)

On-site: \$150 (Member), \$175 (Nonmember)

Workshop #42

CE: PSY/BA

4:00 pm–7:00 pm
Centennial Ballroom A (Hyatt Regency)
DDA
CE Instructor: Patrick E. McGreevy, Ph.D.
For Living-Communication, Behavior, and Functional Skills: An Assessment, Curriculum, and Skill-Tracking Instrument Based on B. F. Skinner's Analysis of Verbal Behavior
PATRICK E. MCGREEVY and TROY A. FRY
(Patrick McGreevy and Associates) and COLLEEN CORNWALL (Applied Behavioral Learning)
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, including autism.
Level: Intermediate
Pre-registration: \$140 (Member), \$165 (Nonmember)
On-site: \$165 (Member), \$190 (Nonmember)

Workshop #43

CE: PSY/BA

4:00 pm–7:00 pm
601 (Convention Center)
DEV
CE Instructor: James Chok, Ph.D.
Using the Vineland-II to Measure Adaptive Skill Development
JAMES CHOK (Melmark New England)
Audience: Individuals who are enrolled in, or have completed a graduate program in applied behavior analysis, education, psychology, or a related field.
Level: Introductory
Pre-registration: \$125 (Member), \$150 (Nonmember)
On-site: \$150 (Member), \$175 (Nonmember)

Workshop #44

CE: PSY/BA

4:00 pm–7:00 pm
610/612 (Convention Center)
EDC
CE Instructor: Nancy Marchand-Martella, Ph.D.
Adolescent Literacy Instruction and Read to Achieve: Comprehending Content Area and Narrative Text
NANCY E. MARCHAND-MARTELLA and RONALD C. MARTELLA (Eastern Washington University) and GREGORY J. BENNER (University of Washington, Tacoma)
Audience: Teachers, behavior analysts, and special education teachers.
Level: Intermediate
Pre-registration: \$125 (Member), \$150 (Nonmember)
On-site: \$150 (Member), \$175 (Nonmember)

Workshop #45

CE: PSY/BA

4:00 pm–7:00 pm
304 (Convention Center)
EDC
CE Instructor: Kevin S. Cauley, M.Ed.
Using TAGteach to Deliver Instructions and Positive Reinforcement in Various Applications Including Precision Teaching
THERESA MCKEON (TAGteach International), and KEVIN S. CAULEY and ELIZABETH BENEDETTO-NASHO (Step By Step Learning Group, Inc.)
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: Intermediate
Pre-registration: \$125 (Member), \$150 (Nonmember)
On-site: \$150 (Member), \$175 (Nonmember)

Workshop #46

CE: PSY/BA

4:00 pm–7:00 pm
Mineral Hall E (Hyatt Regency)
EDC
CE Instructor: Elizabeth L. Sellinger, Ph.D.
Using a Team Approach to Conduct School-Based Functional Behavioral Assessment
ELIZABETH L. SELLINGER and NICHOLE D. COLLINS (Institute of Professional Practice, Inc.)
Audience: BCBAs, BCaBAs, consultants, school psychologists, educators, and social workers who are likely to conduct school-based functional behavioral assessment using the IEP team. This workshop is best suited for those who are familiar with conducting FBAs, but would like to improve team collaboration in the process.
Level: Introductory
Pre-registration: \$125 (Member), \$150 (Nonmember)
On-site: \$150 (Member), \$175 (Nonmember)

Workshop #47

CE: PSY/BA

4:00 pm–7:00 pm
Granite BC (Hyatt Regency)
OBM
CE Instructor: Heather McGee, Ph.D.
Improving Workplace Performance Support
LORI H. DIENER (Performance Blueprints, Inc.) and HEATHER M. MCGEE (Western Michigan University)
Audience: Directors, managers, OBM practitioners, and OBM students.
Level: Introductory
Pre-registration: \$140 (Member), \$165 (Nonmember)
On-site: \$165 (Member), \$190 (Nonmember)

Workshop #48	CE: BA
4:00 pm–7:00 pm Mineral Hall D (Hyatt Regency) OTH CE Instructor: Donald M. Stenhoff, Ph.D.	
Using Excel for Analyzing Treatment Outcomes in Applied Settings REBECCA RENEE WISKIRCHEN (ACCEL), CHRISTINA BAROSKY (The BISTA Center), STEPHANIE A. JOHNSON (STAR, Inc.), JULIE NEENAN and DONALD M. STENHOFF (The BISTA Center), BRYAN J. DAVEY (ACCEL), and ELEAZAR VASQUEZ III (University of Central Florida)	
Audience: Behavior analysts, practitioners, students, researchers, educational service providers, and others interested in visual display of data in single- subject research and program progress.	
Level: Introductory	
Pre-registration: \$125 (Member), \$150 (Nonmember)	
On-site: \$150 (Member), \$175 (Nonmember)	
Workshop #49	CE: PSY/BA
4:00 pm–7:00 pm 303 (Convention Center) PRA CE Instructor: Jannette Cross, Ph.D.	
A Comprehensive Assessment Paradigm for Inpatient Treatment Settings Serving the Seriously Mentally Ill JANNETTE CROSS (none)	
Audience: Individuals interested in inpatient treatment, assessment and treatment research of those with serious mental illnesses. This includes clinicians, administrators, and policy makers.	
Level: Intermediate	
Pre-registration: \$135 (Member), \$160 (Nonmember)	
On-site: \$160 (Member), \$185 (Nonmember)	
Workshop #50	CE: PSY/BA
4:00 pm–7:00 pm Mineral Hall B (Hyatt Regency) PRA CE Instructor: Cara M. Cappalli, MS	
A Training on Training: Supervising Paraprofessional Staff in the Real World LISA TERESHKO, CARA M. CAPPALLI, and CYNDI GIORDANO (ACES, Inc.)	

Audience: Behavior analysts, administrators, special education teachers and other professionals (from a variety of disciplines) working in a variety of special education settings, including birth-to-three, home-based services, public and private schools, consultation models and residential settings. This workshop is primarily geared to those working to establish or improve upon paraprofessional staff supervision struggling with concerns as described above.

Level: Introductory

Pre-registration: \$125 (Member), \$150 (Nonmember)

On-site: \$150 (Member), \$175 (Nonmember)

Workshop #51	CE: PSY/BA
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4:00 pm–7:00 pm
405 (Convention Center)
TBA
CE Instructor: Mary Hoadley, M.Ed.

Using Functional Analysis as Positive Behaviour Support for Staff: Three Case Studies

MARY ROBERTA HOADLEY (Parley Services Limited)

Audience: Behaviour analysts and practitioners in hospitals and facilities.

Level: Advanced

Pre-registration: \$140 (Member), \$165 (Nonmember)

On-site: \$165 (Member), \$190 (Nonmember)

Workshop #52	CE: PSY/BA
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4:00 pm–7:00 pm
406 (Convention Center)
VRB
CE Instructor: Maria de Lourdes Passos, Ph.D.

Linguistic Fundamentals for the Analysis of Verbal Behavior

MARIA DE LOURDES PASSOS (Universidade Federal do Rio de Janeiro)

Audience: This workshop is designed for behavior analysts, speech pathologists, teachers, and other professionals interested in the study of verbal behavior. No previous knowledge of linguistics is required, but familiarity with the basic concepts of behavior analysis (e.g., reinforcement, operants, shaping, stimulus control) is requisite.

Level: Introductory

Pre-registration: \$125 (Member), \$150 (Nonmember)

On-site: \$150 (Member), \$175 (Nonmember)

1 Special Event

1:00 pm–5:00 pm
 Capitol Ballroom 1 (Hyatt Regency)

Closed Meeting: Affiliated Chapters Leadership Training

Chair: Gordon Bourland (Trinity Behavioral Associates)

ABAI training sessions are great opportunities for chapter leaders to gain knowledge and expertise on issues of central importance to their ABAI affiliated chapters. This training is for chapter leaders only. Although the chapter training is free for up to three officers per chapter, advance registration is required. This event is closed; attendance is by invitation only.

2 Special Event

5:30 pm–7:00 pm
 Agate ABC (Hyatt Regency)

Friends of SABA Reception

Chair: Raymond G. Miltenberger (University of South Florida)

ABAI members who made a donation to the Society for the Advancement of Behavior Analysis (SABA) in 2010 and 2011 are invited to a reception in honor of their contributions and commitment to the field. We are very grateful for the generosity of those who support the activities of ABAI and SABA. Donations fund student research fellowships, the Master's Thesis and Doctoral Dissertation Endowment, and grants for students who are presenting authors at ABAI events.

3 Special Event

7:00 pm–8:30 pm
 Centennial Ballroom FGH (Hyatt Regency)

International Development Welcome Reception

Chair: Martha Hübner (Universidade de Sao 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. *2010 International Development Awardees:* James T. Ellis (Melmark New England), "Pilot Classroom for Children With Autism in Georgetown, Guyana"; Jeremy H. Greenberg (The Children's Institute of Hong Kong), "Project RAISE (Reinforcement and Inclusion of Special Education)"; and Jun Yu (Idaho State University), "A Clinical Trial of Behavioral Family Therapy in China."

4 Special Event

8:30 pm–11:00 pm
 Capitol Ballroom (Hyatt Regency)

2011 Behavioral Bash at the Grand Hyatt, Denver: Applied Behavior Analysis Trivia Pursuit

Chair: Sarah M. Dunkel-Jackson (Southern Illinois University)

This year's Behavioral Bash will consist of an applied behavior analysis (ABA) theme trivia pursuit game in which everyone is invited to participate. Each member will receive an answer sheet as they enter the Bash. Questions will be asked periodically throughout the 2-hour event while ABAI members socialize and trade stories. The top 10 scores of the night will receive different gifts, courtesy of ABAI, respectively according to their score. Gifts range from gift certificates to an iPod to a mystery grand prize. This night will be a lot fun, a bit educational, and full of laughs and discovery. Please join us for this year's Behavioral Bash, where you never know what tiny, random, fun, and irrelevant fact you might learn or reveal to the rest of the group. See you there!



Society for the Quantitative Analyses of Behavior

34th Annual Meeting, May 26–28, 2011

Hyatt Regency Denver, CO

SQAB events will be located in Centennial Ballrooms D–E

Thursday Evening, May 26, Centennial Ballroom E

1st Poster Session, Cash Bar and Registration (5:00–8:00 pm)

Friday, May 27, Centennial Ballroom D

Registration and Coffee and Pastries (7:00–8:00 am)

8:00 **Alliston K. Reid**, *Wofford College*
President's Introduction

Special Section on Extinction

8:15 **K. Matthew Lattal**, *Oregon Health and Science University*
Extinction and Behavior: What Are We Modeling and How Do We Do It?

8:50 **Ralph R. Miller and Mario A. Laborda**, *The State University of New York, Binghamton*
and University of Chile
Extinction and Recovery: Theory, Current Research, and Potential Applications

Break and Refreshments (9:25 am)

10:00 **Andy Delamater**, *Brooklyn College-City University of New York*
Extinction Effects on Sensory Specific Associations

10:35 **Gavan P. McNally**, *The University of New South Wales*
Placing Prediction Into the Fear Circuit

11:10 **Rick A. Bevins**, *University of Nebraska-Lincoln*
Disentangling the Nature of the Nicotine Stimulus With Extinction Learning

Lunch (12:00–1:45 pm)

1:45 **Mark E. Bouton, Travis P. Todd, Drina Vurbic, and Neil E. Winterbauer**,
University of Vermont
Contextual Control of Operant Extinction Learning

2:20 **William M. Baum**, *University of California, Davis*
Extinction as Discrimination

2:55 **John A. Nevin**, *University of New Hampshire*
Resistance to Extinction and Behavioral Momentum

Break and Refreshments (3:30)

4:00 **Federico Sanabria and Timothy H. C. Cheung**, *Arizona State University*
Extinction Under a Behavioral Microscope

4:35 **Daniel Gottlieb**, *Sweet Briar College*
Inferring Asymmetries in Learning Curves for Acquisition and Extinction of
Conditioned Responding

5:10 **E. Daniel Papachristos and C. R. Gallistel**, *Rutgers University*
A Rationalist Approach to Extinction

Business Meeting, Centennial Ballroom D (6:00 pm)

2nd Poster Session and Cash Bar, Centennial Ballroom E (6:30–9:00 pm)

Saturday, May 23, Centennial Ballroom D
Registration and Coffee and Pastries (7:15–8:30 am)

- 8:30** **Peter J. Urcuioli**, *Purdue University*
 Stimulus Class Formation and Emergent Relations
- 9:05** **Nathalie Boutros, Michael Davison, and Douglas Elliffe**, *University of Auckland*
 Strengthening Versus Signaling Processes in Reinforcement
- Break and Refreshments (9:40 am)*
- 10:00** **Kimberly Kirkpatrick and Tiffany Galtress**, *Kansas State University*
 Motivation and Timing
- 10:35** **David W. Stephens**, *University of Minnesota*
 Why Experience Matters: Reliability and Uncertainty in the Evolution of
 Behavioral Plasticity
- 11:10** **Closing Remarks**

*∫*_{QAB} Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

Saturday afternoon, May 28, Room 403, Colorado Convention Center

Time	Speaker	Affiliation	Title	Introduced by
1:00	Neville M. Blampied	University of Canterbury, New Zealand	Single-Case Research Designs: Useful Tools for 21st Century Applied Research	Ray Pitts , University of North Carolina, Wilmington
2:00	Kennon A. Lattal	West Virginia University	Facets of Operant Extinction	K. Matthew Lattal, Oregon Health and Science University
3:00	Amy L. Odum	Utah State University	Delay Discounting: Who, What, When, Where, Why, and How?	James E. Mazur, Southern Connecticut State University
4:00	Mia Stephens	SAS Institute	Visualization and Data Analysis With JMP	Alliston Reid, Wofford College

For further information, visit the SQAB website at <http://sqab.psychology.org> or contact
 Tim Shahan, SQAB Program Chair, at tim.shahan@usu.edu

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ABAI Denver 2011

SATURDAY, May 28

Day Schedule

Workshops

Opening Event/SABA Awards

Sessions

Business Meetings

ABAI Expo



Colorado Convention Center; Saturday, May 28

	Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		3 pm		
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
	Exhibit Hall F	Exhibits (10 am–2 pm), Bookstore, Posters, and Registration																		
Meeting Room Level (Street Level)	301			W#56 AUT Partington				† ‡						#23 BPH Huskinson						
	302			W#69 DDA Lanagan				† ‡						#16 OTH Ch: Lam			#44 OTH Ch: Yen		#74 OTH	
	303			W#73 PRA Bailey				† ‡												
	304			W#53 AUT Wroblewski				† ‡												
	401/402			W#60 AUT Cicero				† ‡								#38 EAB NV † ‡				
	403			W#59 AUT McCabe-Odri				† ‡						#12 EAB Blampped		#39 EAB Lattal		#59 EAB Odum		
	404			W#74 PRA Everett				† ‡												
	405			W#64 CBM Cross				† ‡												
	406			W#70 EDC Almon				† ‡						#25 EAB Ch: Kellerstedt		†	#52 EAB Ch: Leslie			
	407			W#65 CBM Calkin				† ‡												
	601			W#58 AUT Bondy				† ‡						#29 TPC Ch: Potter			#56 TPC Ch: Schneider		†	
	602	Interview Room																		
	603			W#78 VRB Champlin				† ‡											#72 CBM	
	604	Interview Room																		
	605			W#77 VRB Sundberg				† ‡								#42 CBM Ch: Bachmeyer		†	#71 CBM	
	606	Speaker Ready Room																		
	607			W#76 TPC Whalen				† ‡							#11 CBM Whitaker † ‡		#40 OBM Chase		#61 TPC Chemero † ‡	
	610/612			W#63 CBM Nastally				† ‡							#24 DEV Ch: Luczynski		†	#51 DEV Ch: Baker		†
	704/706			W#75 TBA Milyko				† ‡							#15 OBM Ch: Methot †			#68 OBM Ch: McGee		
	708			W#66 CBM Patterson				† ‡							#31 CSE Ch: Casella		†		#58 CSE Ch: Dorsey	
710/712			W#62 CBM Woods				† ‡										#69 OBM Ch: Luna Segundo			
Ballroom Level (Sub-Level)	Korbel Ballroom 1A			W#61 AUT Chrzczonowski				† ‡						#14 EDC Ch: Coughlin		#43 EDC Ch: Bruce		† #73 EDC		
	Korbel Ballroom 1B			W#57 AUT Leach				† ‡						#35 EDC Ch: Sylva			#66 EDC Ch: McKerchar		†	
	Korbel Ballroom 1C			W#72 PRA Wyatt				† ‡						#34 EDC Ch: Blicard			#67 EDC Ch: Corwin			
	Korbel Ballroom 1D			W#67 CSE Hoadley				† ‡						#27 TBA Ch: Foreman		†	#54 TBA Ch: Ivy		†	
	Korbel Ballroom 1E			W#55 AUT Selbst				† ‡						#28 TBA Ch: Gautreaux			#55 TBA Ch: Feliciano		†	
	Korbel Ballroom 1F			W#71 OBM Reid				† ‡						#30 VRB Ch: Frying			#62 AAB Ch: Allgood		†	
	Korbel Ballroom 2A			W#68 DDA Cipani				† ‡						#13 EDC Snyder † ‡			#57 AAB Weiss † ‡			
	Korbel Ballroom 2B							#8 PPP Welcome						#36 VRB Ch: Carbone		†		#70 VRB Ch: Szabo		†
	Korbel Ballroom 2C													#33 DDA Ch: Hammond			#64 DDA Ch: Anderson		†	
	Korbel Ballroom 3A			W#54 AUT Ellis				† ‡						#26 PRA Ch: Bailey		†	#53 PRA Ch: Denne			
	Korbel Ballroom 3B																	#63 DDA Ch: Samaha		†
	Korbel Ballroom 3C													#32 DDA Ch: Kaya			#65 DDA Ch: Luczynski		†	
	Korbel Ballroom 4A													#22 AUT Ch: de la Cruz		†	#48 AUT Ch: Pinney		†	
	Korbel Ballroom 4B													#17 AUT Ch: Seiverling		†	#47 AUT Ch: Mummaw		†	
	Korbel Ballroom 4C													#20 AUT Ch: McGale Maher		†	#49 AUT Ch: Gould		†	
	Korbel Ballroom 4D													#19 AUT Ch: MacDonald		†	#45 AUT Ch: DeLeon		†	
	Korbel Ballroom 4E													#21 AUT Ch: Vedora			#46 AUT Ch: White			
	Korbel Ballroom 4F													#18 AUT Ch: Kelso			#50 AUT Ch: Regester			
	Four Seasons 1-3												#9 Opening Event and SABA Awards							
	Four Seasons 4													#10 AUT Hanley † ‡		† #37 DDA Kennedy		† #60 PRA Horner † ‡		

Colorado Convention Center; Saturday, May 28

4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am		Room
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Exhibits (4 pm-7:30 pm), Bkstore, Posters, & Registration				Poster Session				Ed. Bkst (until 11 pm) Posters, and Reg.		ABAI Expo								Exhibit Hall F
								#119 EBP SIG										301
#74 OTH Ch: Israel †								#120 STEP SIG										302
								#128 Honoring Masava Sato										303
								#118 Wisc. ABA										304
#78 SCI Schaal † † †				#101 BPH † † † Neisewander				#122 BACB U. Connect Faculty										401/402
#77 EAB Stephens								#115 JEAB										403
				#94 EAB Ch: Miller †				#114 Kentucky ABA										404
								#116 BAO SIG										405
#86 EAB Ch: Rogers †								#123 NWABA										406
								#125 Clinical SIG										407
#88 TPC Ch: Daar †								#121 Autism Knows No Bdrs.										601
Interview Room								Interview Room										602
#72 CBM Ch: Flynn								#127 NYSABA										603
Interview Room								Interview Room										604
#71 CBM Ch: Gutshall †								#126 Journ. Prec. Teaching										605
Speaker Ready Room								Sp. Ready Rm.										606
#76 DEV Siegler † †								#124 TBA SIG										607
				#98 TPC Ch: Jarmolowicz														610/612
#68 Cont'd. Ch: Johnson								#117 VRB SIG										704/706
#85 CSE Ch: Iovannone †																		708
#69 Cont'd. Ch: Miller																		710/712
#73 EDC Ch: Detrich				#102 EDC Ch: Sota †														Korbel Ballroom 1A
#66 Cont'd. Ch: Hursh †																		Korbel Ballroom 1B
#67 Cont'd. Ch: Pereira Delgado																		Korbel Ballroom 1C
																		Korbel Ballroom 1D
																		Korbel Ballroom 1E
#62 Cont'd. Ch: Maxwell								#129 IGNITE! Ch: Pritchard										Korbel Ballroom 1F
																		Korbel Ballroom 2A
#70 Cont'd. Ch: Houmanfar †																		Korbel Ballroom 2B
#64 Cont'd. Ch: Yoo †																		Korbel Ballroom 2C
#87 PRA Ch: Karsina †																		Korbel Ballroom 3A
#63 Cont'd. Ch: Kelley †																		Korbel Ballroom 3B
#65 Cont'd. Ch: Neidert †																		Korbel Ballroom 3C
#81 AUT Ch: Miklos †																		Korbel Ballroom 4A
#80 AUT Ch: McKeon †																		Korbel Ballroom 4B
#84 AUT Ch: Hanstford																		Korbel Ballroom 4C
#82 AUT Ch: Clark †																		Korbel Ballroom 4D
#83 AUT Ch: Harvey																		Korbel Ballroom 4E
#75 AUT Ch: Powers †				#100 AUT Ch: Murray														Korbel Ballroom 4F
#79 VRB Schlinger † †																		Four Seasons 1-3
																		Four Seasons 4

LEGEND

= Special and
Invited Events

= B. F. Skinner
Lecture Series

= ABAI Services

†

= Continuing
education credit
available for
BACB certificants

‡

= Continuing
education credit
available for
psychologists

Ch.

= Chairperson

Meeting Room Level (Street Level)

Ballroom Level (Sub-Level)

Hyatt Regency Denver; Saturday, May 28

	Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		3 pm	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Fourth Level	Capitol Ballroom 1					#7 SIG Leadership Training <i>By invitation only.</i>													
	Capitol Ballroom 2																		
	Capitol Ballroom 3																		
	Capitol Ballroom 4																		
	Capitol Ballroom 5																		
	Capitol Ballroom 6	#5 Pilates and Yoga		#6 Health, Sport and Fitness SIG 6K Local Run															
	Capitol Ballroom 7																		
	Limestone																		
	Sandstone																		
	Marble																		
Third Level	Centennial Ballroom Foyer A																		
	Centennial Ballroom Foyer B																		
	Centennial Ballroom A																		
	Centennial Ballroom B																		
	Centennial Ballroom C																		
	Centennial Ballroom D	Society for Quantitative Analyses of Behavior General Sessions																	
	Centennial Ballroom E																		
	Centennial Ballroom F																		
	Centennial Ballroom G																		
	Centennial Ballroom H																		
	Mineral Hall A																		
	Mineral Hall B																		
	Mineral Hall C																		
	Mineral Hall D																		
	Mineral Hall E																		
	Mineral Hall F																		
	Mineral Hall G																		
	Agate ABC																		
	Granite A																		
	Granite BC																		
	Quartz A																		
	Quartz B																		

LEGEND

= Special and Invited Events

Workshop #53	CE: PSY/BA
8:00 am–11:00 am 304 (Convention Center) AUT CE Instructor: Kimberly Wroblewski, MS Using Video Feedback to Develop Self-Management in Learners With Autism KIMBERLY WROBLEWSKI and MARY HOPTON-SMITH (Centre for Early Autism Treatment) Audience: The workshop is designed for teachers, special education teachers, psychologists, behaviour analysts, consultants, and supervisors of home-based intervention programmes. Level: Introductory Pre-registration: \$135 (Member), \$160 (Nonmember) On-site: \$160 (Member), \$185 (Nonmember)	
Workshop #54	CE: PSY/BA
8:00 am–11:00 am Korbel Ballroom 3A (Convention Center) AUT CE Instructor: Bob Ellis, Ph.D. Applied Behavior Analysis in the 21st Century: Imitation, Autism, and the Mirror Neuron BOB ELLIS (The Resource Center) Audience: Those working with (teaching) children, adolescents, and adults on the autism spectrum disorder. Level: Intermediate Pre-registration: \$125 (Member), \$150 (Nonmember) On-site: \$150 (Member), \$175 (Nonmember)	
Workshop #55	CE: PSY/BA
8:00 am–11:00 am Korbel Ballroom 1E (Convention Center) AUT CE Instructor: Michael C. Selbst, Ph.D. POWER-Solving: A Systematic Approach to Teaching Social Skills STEVEN GORDON and MICHAEL C. SELBST (Behavior Therapy Associates, PA) Audience: Teachers, paraprofessionals, parents, and mental health professionals. Level: Intermediate Pre-registration: \$155 (Member), \$180 (Nonmember) On-site: \$180 (Member), \$205 (Nonmember)	

Workshop #56	CE: PSY/BA
8:00 am–11:00 am 301 (Convention Center) AUT CE Instructor: James W. Partington, Ph.D. Developing Advanced Verbal Behavior in Children With Autism Necessary for Describing Experiences and Developing Friendships JAMES W. PARTINGTON and NISSA INTARACHOTE (Behavior Analysts, Inc.) Audience: Professionals, paraprofessionals, and educators. Level: Intermediate Pre-registration: \$130 (Member), \$155 (Nonmember) On-site: \$155 (Member), \$180 (Nonmember)	
Workshop #57	CE: PSY/BA
8:00 am–11:00 am Korbel Ballroom 1B (Convention Center) AUT CE Instructor: Debra A. Leach, Ed.D. Bringing Applied Behavior Analysis Into Inclusive Classrooms to Improve Outcomes for Students With Autism Spectrum Disorders DEBRA A. LEACH (Winthrop University) Audience: Teachers, behavior analysts, administrators, speech/language pathologists. Level: Introductory Pre-registration: \$125 (Member), \$150 (Nonmember) On-site: \$150 (Member), \$175 (Nonmember)	
Workshop #58	CE: PSY/BA
8:00 am–11:00 am 601 (Convention Center) AUT CE Instructor: Andy Bondy, Ph.D. Teaching Critical Communication Skills: Help! I Can't Wait to Ask for a Break! ANDY BONDY and LORI A. FROST (Pyramid Educational Consultants) Audience: Teachers, behavior analysts, speech pathologists and other professionals providing communication training in autism and developmental disabilities. Familiarity with Skinner's verbal operants will be helpful. Level: Intermediate Pre-registration: \$135 (Member), \$160 (Nonmember) On-site: \$160 (Member), \$185 (Nonmember)	

Workshop #59 **CE: PSY/BA**

8:00 am–11:00 am

403 (Convention Center)

AUT

CE Instructor: Kathleen McCabe-Odri, Ed.D.

Everybody Calm Down! Behavior Relaxation Strategies for Individuals With Autism: From Preschool Through High School

KATHLEEN MCCABE-ODRI and LAURA KENNEALLY (Advance Inc.) and LORI LORENZETTI, JENNIFER CORNELLY, and NICOLE M. RZEMYSK (Partners in Learning, Inc.)

Audience: Behavior consultants, certified behavior analysts, graduate students, and teachers.

Level: Intermediate

Pre-registration: \$140 (Member), \$165 (Nonmember)

On-site: \$165 (Member), \$190 (Nonmember)

Workshop #60 **CE: PSY/BA**

8:00 am–11:00 am

401/402 (Convention Center)

AUT

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

Toilet Training Individuals on the Autism Spectrum: Behaviorally Based Approaches

FRANK R. CICERO (Eden II Programs)

Audience: The workshop content is appropriate for parents who have a child on the autism spectrum; however, content and presentation will be designed for behavior analysts already working in the field who are having difficulty with toilet training.

Level: Intermediate

Pre-registration: \$130 (Member), \$155 (Nonmember)

On-site: \$155 (Member), \$180 (Nonmember)

Workshop #61 **CE: PSY/BA**

8:00 am–11:00 am

Korbel Ballroom 1A (Convention Center)

AUT

CE Instructor: Michelle Chrzczonowski, MS

The Importance of Sensitivity Training for Typical Peer Models and Application of an Integrated Peer Groups Model

MICHELLE CHRZCZONOWSKI (Pinnacle Academy) and KIRSTINA ORDETJ (Center for Autism Resource and Education)

Audience: Certified behavior analysts.

Level: Intermediate

Pre-registration: \$125 (Member), \$150 (Nonmember)

On-site: \$150 (Member), \$175 (Nonmember)

Workshop #62 **CE: PSY/BA**

8:00 am–11:00 am

710/712 (Convention Center)

CBM

CE Instructor: Douglas W. Woods, Ph.D.

Comprehensive Behavioral Intervention for Tics

DOUGLAS W. WOODS (University of Wisconsin-Milwaukee) and MICHAEL HIMLE (University of Utah)

Audience: Researchers, clinicians, and graduate students interested in better understanding the impact of environmental variables on tics and/or learning behavioral intervention strategies for Tourette syndrome and chronic tic disorders. The target audience also includes a broader range of professionals who are in positions where people with TS will be contacted/served. Typical settings include hospitals, inpatient/outpatient clinics, schools, or universities.

Level: Introductory

Pre-registration: \$125 (Member), \$150 (Nonmember)

On-site: \$150 (Member), \$175 (Nonmember)

Workshop #63 **CE: PSY/BA**

8:00 am–11:00 am

610/612 (Convention Center)

CBM

CE Instructor: Becky Nastally, Ph.D.

Contemporary Behavioral Perspectives on the Treatment of Obesity

BECKY L. NASTALLY (Southern Illinois University) and ALYSSA N. WILSON (Southern Illinois University Carbondale)

Audience: This workshop will be beneficial for clinicians who practice or are interested in practicing in the area of weight loss (not limited to behavior analysts), researchers, professors, and students.

Level: Intermediate

Pre-registration: \$135 (Member), \$160 (Nonmember)

On-site: \$160 (Member), \$185 (Nonmember)

Workshop #64 **CE: PSY/BA**

8:00 am–11:00 am

405 (Convention Center)

CBM

CE Instructor: Jannette Cross, Ph.D.

Bridging Science and Practice in Inpatient Treatment Settings for the Seriously Mentally Ill

JANNETTE CROSS (none)

Audience: Individuals interested in inpatient treatment, assessment and treatment research of those with serious mental illnesses. This includes clinicians, administrators, and policy makers. In

addition, those involved in other residential treatment or rehabilitation settings could benefit from this information.

Level: Intermediate

Pre-registration: \$135 (Member), \$160 (Nonmember)

On-site: \$160 (Member), \$185 (Nonmember)

Workshop #65 **CE: PSY/BA**

8:00 am–11:00 am
407 (Convention Center)
CBM

CE Instructor: Abigail B. Calkin, Ph.D.

Changing Thoughts, Feelings, and Urges

ABIGAIL B. CALKIN (Calkin Consulting Center) and
EMMA F. DOUGLAS-COBANE (Treehouse Trust)

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

Level: Introductory

Pre-registration: \$132 (Member), \$157 (Nonmember)

On-site: \$157 (Member), \$182 (Nonmember)

Workshop #66 **CE: PSY/BA**

8:00 am–11:00 am
708 (Convention Center)
CBM

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

Behavioral Pharmacology: How to Distinguish Between Social and Automatic Functions for Problem Behaviors for Individuals Taking Psychotropic Medications

TINA G. PATTERSON (BCBA Consultant)

Audience: BCBAs, BCABAs, psychologists, and other behavior professionals.

Level: Advanced

Pre-registration: \$135 (Member), \$160 (Nonmember)

On-site: \$160 (Member), \$185 (Nonmember)

Workshop #67 **CE: PSY/BA**

8:00 am–11:00 am
Korbel Ballroom 1D (Convention Center)
CSE

CE Instructor: Mary Roberta Hoadley, M.Ed.

Data Collection and Measurement Strategies in Community Settings With Variability That Cannot Be Controlled

MARY ROBERTA HOADLEY (Parley Services Limited)

Audience: ABA practitioners working with adults or in community and facility settings.

Level: Advanced

Pre-registration: \$135 (Member), \$160 (Nonmember)

On-site: \$160 (Member), \$185 (Nonmember)

Workshop #68 **CE: PSY/BA**

8:00 am–11:00 am
Korbel Ballroom 2A (Convention Center)
DDA

CE Instructor: Ennio Cipani, Ph.D.

Addressing Problem Behavior of Children and Adults With Developmental Disabilities

ENNIO C. CIPANI (National University) and Joshua K. Pritchard (Florida Institute of Technology)

Audience: BCBAs, educational and mental health personnel, and practicing professionals including other licensees in mental health.

Level: Intermediate

Pre-registration: \$125 (Member), \$150 (Nonmember)

On-site: \$150 (Member), \$175 (Nonmember)

Workshop #69 **CE: PSY/BA**

8:00 am–11:00 am
302 (Convention Center)
DDA

CE Instructor: Taira Lanagan, MS

Sleep Disorders and Intellectual Disabilities: Behavioral Interventions and Research Update

ARTHUR E. WILKE and TAIRA LANAGAN (Center for Autism and Related Disorders, Inc.)

Audience: Behavior analysts, special education teachers, social workers, speech and language pathologists, and parents.

Level: Introductory

Pre-registration: \$190 (Member), \$215 (Nonmember)

On-site: \$215 (Member), \$240 (Nonmember)

Workshop #70 **CE: PSY/BA**

8:00 am–11:00 am
406 (Convention Center)
EDC

CE Instructor: Holly Almon, MS

Teaching Self-Management Skills to Children With Disabilities

HOLLY ALMON and KATHLEEN S. LAINO (West Coast Behavioral Consultants), ANDREW M. SYVERTSEN (FEAT of Washington), PAUL ROGERS (Blueprints), and VALORI N. BERENDS (Academy for Precision Learning)

Audience: Applied behavior analysts/BCBAs/BCaBAs designing instruction in school- and home-based programs, professionals, practitioners interested in teaching self-management skills to children, adolescents, or young adults with developmental disabilities.

Level: Intermediate

Pre-registration: \$150 (Member), \$175 (Nonmember)

On-site: \$175 (Member), \$200 (Nonmember)

Workshop #71 **CE: PSY/BA**

8:00 am–11:00 am
Korbel Ballroom 1F (Convention Center)
OBM
CE Instructor: Dennis H. Reid, Ph.D.

Training and Supervising Support Staff:**Evidence-Based Strategies**

DENNIS H. REID and CAROLYN GREEN (Carolina Behavior Analysis and Support Center)

Audience: The target audience is 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 aspiring supervisors, in residential and day treatment settings for people with developmental and related disabilities, consultants, and supervisors in schools for students with special needs.

Level: Intermediate

Pre-registration: \$125 (Member), \$150 (Nonmember)

On-site: \$150 (Member), \$175 (Nonmember)

Workshop #72 **CE: PSY/BA**

8:00 am–11:00 am
Korbel Ballroom 1C (Convention Center)
PRA
CE Instructor: W. Joseph Wyatt, Ph.D.

Behavioral Practice in the Era of Bio-Psychiatry and Big Pharma: Steps to Success

W. JOSEPH WYATT (Third Millennium Press)

Audience: The workshop is appropriate for behavioral practitioners who interface with medical practitioners including physicians within various specialties, but especially psychiatrists and family practitioners. This workshop is also suitable for faculty members who train practitioners-to-be, and for graduate students who anticipate behavioral practice.

Level: Introductory

Pre-registration: \$125 (Member), \$150 (Nonmember)

On-site: \$150 (Member), \$175 (Nonmember)

Workshop #73 **CE: PSY/BA**

8:00 am–11:00 am
303 (Convention Center)
PRA
CE Instructor: Jon S. Bailey, Ph.D.

BACB Ethics 2.0: Understanding the New Additions to the Code of Ethics

JON S. BAILEY (Florida State University) and MARY R. BURCH (Bailey Burch Workshops)

Audience: Experienced BCBAs who wish to review the new additions to the code of ethics.

Level: Advanced

Pre-registration: \$130 (Member), \$155 (Nonmember)

On-site: \$155 (Member), \$180 (Nonmember)

Workshop #74 **CE: PSY/BA**

8:00 am–11:00 am
404 (Convention Center)
PRA
CE Instructor: Jessica R. Everett, Ph.D.

Behavioral Consultation: Strengths-Based Models of Parent Training

JESSICA R. EVERETT, BARBARA O'MALLEY CANNON, MARY KAMINSKI, and KRISTI LOMBARDO (Melmark New England)

Audience: Individuals working with parents in home, school, or clinic-based settings such as psychologists, special education teachers, or behavior analysts.

Level: Introductory

Pre-registration: \$125 (Member), \$150 (Nonmember)

On-site: \$150 (Member), \$175 (Nonmember)

Workshop #75 **CE: PSY/BA**

8:00 am–11:00 am
704/706 (Convention Center)
TBA
CE Instructor: Kerri L. Milyko, MA

Precision Teaching and Standard Celeration Charting Part Deux; Application of the Science

KERRI L. MILYKO (Precision Teaching Learning Center), KELLY J. FERRIS (Organization for Research and Learning), JENNIFER TESTA (Morningside Academy), and JEFFREY GESICK (University of North Texas)

Audience: This workshop is intended for individuals who are fluent at basic standard celeration charting mechanics or have attended an introductory precision teaching workshop. Ideally, participants would have (minimal) previous experience applying precision teaching in real-life situations.

Level: Intermediate

Pre-registration: \$135 (Member), \$160 (Nonmember)

On-site: \$160 (Member), \$185 (Nonmember)

Workshop #76 **CE: PSY/BA**

8:00 am–11:00 am
607 (Convention Center)
TPC
CE Instructor: Christina Whalen, Ph.D.

Developing and Evaluating Interventions for Autism Spectrum Disorders Using a Research-Based Approach

CHRISTINA WHALEN (TeachTown) and MANYA C. R. VAUPEL (Spectrum Circles)

Audience: Clinic leaders, education directors, researchers, and graduate students.

Level: Intermediate

Pre-registration: \$145 (Member), \$170 (Nonmember)

On-site: \$170 (Member), \$195 (Nonmember)

Workshop #77

CE: PSY/BA

8:00 am–11:00 am

605 (Convention Center)

VRB

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

Skinner's Analysis of Verbal Behavior: Beyond the Elementary Verbal Operants

MARK L. SUNDBERG (Sundberg and Associates) and DAVID C. PALMER (Smith College)

Audience: Participants should have formal training in behavior analysis and a working knowledge of Skinner's analysis of verbal behavior. Participants should bring their copy of the book *Verbal Behavior* to the workshop.

Level: Advanced

Pre-registration: \$135 (Member), \$160 (Nonmember)

On-site: \$160 (Member), \$185 (Nonmember)

Workshop #78

CE: PSY/BA

8:00 am–11:00 am

603 (Convention Center)

VRB

CE Instructor: Nancy I. Champlin, MS

Implementation of the VB-MAPP as an Assessment and Curriculum for Children With Autism in a Center-Based Setting

NANCY J. CHAMPLIN, NICOLE M. CARLISLE, LESLEY A. MACPHERSON, KATIE SHELTON, ALANA BELEZZI, AIMEE COLLIER, CYNDA HOENIG, and MEGAN HUBER (Autism Concepts, Inc.)

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/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 teach language.

Level: Intermediate

Pre-registration: \$145 (Member), \$170 (Nonmember)

On-site: \$170 (Member), \$195 (Nonmember)

Saturday, May 28



Come to the ABAI Author Signing!

Meet with leading authors on behavior analysis and have your books signed by them!

6:30 pm–7:30 pm on Sunday, May 29

ABAI Bookstore in Exhibit Hall F (Colorado Convention Center)

5 Special Event

7:00 am–7:50 am

Capitol Ballroom 6–7 (Hyatt Regency)

Pilates and Yoga Session Hosted by the Health, Sports, and Fitness Special Interest Group

Chair: Amanda N. Adams (California State University, Fresno)

Please come to this event, which is becoming a tradition at ABAI. Dress comfortably and join us for a session led by qualified instructors (who are also BCBA-D). The session begins with introductory pilates strengthening exercises and finishes with yoga stretches and relaxation. No experience is necessary. We look forward to helping you revive and refresh; a really great way to start a conference day.

6 Special Event

8:00 am–9:30 am

Capitol Ballroom 6–7 (Hyatt Regency)

Health, Sport, and Fitness Special Interest Group–6K Local Run

Chair: Marianne L. Jackson (California State University, Fresno)

A 6K (just over 3 miles) run organized by members of the Health, Sport, and Fitness Special Interest Group. All levels of runners welcome. Will meet in the assigned room to communicate the route and then head out as a group. Please wear appropriate running attire.

7 Special Event

9:00 am–11:00 am

Capitol Ballroom 1 (Hyatt Regency)

Closed Meeting: Special Interest Group Leadership Training

Chair: Richard W. Malott (Western Michigan University)

ABAI is pleased to offer a leadership training session for officers of ABAI Special Interest Groups (SIGs) 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. Topics are being finalized. 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 officers per SIG, registration is required. This event is closed; attendance is by invitation only.

8 Special Event

10:00 am–10:50 am

Korbel Ballroom 2B (Convention Center)

Parents, Professionals, and Students: Welcome to the ABAI Convention

Chair: Audrey Meissner (New Haven Learning Centre)

Parents and other caregivers of individuals with special needs (as well as professionals and students) are attending the ABAI convention in increasing numbers but may have questions about how to make the most of the experience. An event as large as the ABAI convention may seem overwhelming to newcomers. Parents, professionals, and students attending the event for the first time are encouraged to participate in this convention orientation and visit our webpage at www.AutismPPPSIG.org. We will provide an overview of ABAI and its convention and highlight the types of events that parents, professionals and students will encounter.

9 Special Event

11:30 am–1:00 pm

Four Seasons 1–3 (Convention Center)

OTH

Opening Event and Society for the Advancement of Behavior Analysis Awards

Chair: Raymond G. Miltenberger (University of South Florida)

Award for Distinguished Service to Behavior Analysis: Jacob L. Gewirtz, Ph.D. (Florida International University) (Experimental Analysis)



Following graduation from the Townsend Harris Preparatory High School of the City College of New York, **Jacob L. Gewirtz** received a BS from Brooklyn College, followed by MS and Ph.D. degrees from the University of Iowa (1948) where he majored in the conceptual areas of conditioning/learning and developmental psychology. Subsequently, he taught sequentially in psychology departments: first at the University of Chicago; then at the Hebrew University of Jerusalem; the University of Maryland, Baltimore County; Temple University; and the State University of New York, Stony Brook where he was a professor/director of the doctoral program in developmental psychology as well as professor of

pediatrics. From 1956 to 1976, he served as chief of the Infant Conditioning and Development Lab in the Clinical Center of the National Institutes of Health. In 1980, at Florida International University, he became chair of the Department of Psychology, then served as director of the developmental-psychology doctoral program, after which he established—and to this day remains director of—the behavior analysis programs. He has served concurrently as a clinical professor of pediatrics and psychiatry at the University of Miami Medical School. His research interests have been in social and attachment learning and the roles of stimulus classes like touch (singly and in combinations), and in the learnings that play a role in early development, socialization, and intelligence. His long-term research interest has been in the concurrent conditioning of parental behavior by infant behavior, and vice versa, in routine settings. Dr. Gewirtz's presentation is titled, "Human Infant 'Emotional' Processes During Early Development Involve Operants Under the Discriminative and Positive-Reinforcer Control of Routine Caregiver Behaviors."

Abstract: This paper summarizes facets of a research program on "emotional" processes in early human-infant behavioral development, in which I have long been involved. I have studied experimentally and successfully several developmental research themes of human infancy such as operant-learning processes, where the variance in the infant behaviors studied could be accounted for by their relations to the parent-provided proximal antecedent and consequent stimuli. These infant emotional phenomena include those termed "attachment," "fear of the dark," "fear of strangers," and "jealousy." I illustrate how these phenomena can be based on operant learning processes that, as process explanations, constitute remarkable discrepancies from nominal conceptions of "process" in the developmental and clinical literatures. For the most part, infant emotional phenomena heretofore have been explored by nonexperimental means, often under the aegis of nominal process theories that resort to exploratory fictions (e.g., an "insecurely-attached" infant, an "anxious" infant). Mainstream developmentalists tend to minimize or exclude entirely the contributions of environmental factors, most specifically of antecedent and contingent stimuli provided via caregiver behavior, and of learning, to the infant (problem) behaviors at issue. Thus, many infant emotional responses are gratuitously conceptualized in the developmental literature as biologically based, or equally bad, as resulting from the nonprocess pseudocausal hollow variable of chronological age.

Award for International Dissemination of Behavior Analysis: Erik Arntzen, Ph.D. (Akershus University College) (Experimental Analysis)



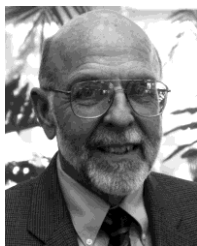
Erik Arntzen received his Ph.D. from University of Oslo, Norway, in February 2000. Arntzen's dissertation was focusing on variables influencing responding in accordance with stimulus equivalence. He also holds a degree in clinical psychology. He is currently Professor in Behavior Analysis at Akershus University College (AUC). Dr. Arntzen is the head of the master's program in behavior analysis at AUC. His research contributions include both basic and applied behavior analysis, with an emphasis on research in relational stimulus control and verbal behavior. He has also been interested

Saturday, May 28

Furthermore, he has research projects within the areas of gambling behavior and consumer behavior. Dr. Arntzen has published papers in a number of different journals including *Journal of Applied Behavior Analysis (JABA)*, *The Psychological Record (TPR)*, *Behavioral Interventions*, *European Journal of Behavior Analysis (EJOBA)*, *Experimental of Analysis of Human Behavior Bulletin*, *Analysis of Gambling Behavior*, *The Analysis of Verbal Behavior*, *Psychopharmacology*, *The Service Industries Journal*, and the *Journal of Organizational Behavior Management*. Dr. Arntzen is the president of the European ABA and he is also the secretary of international affairs in the board of the Norwegian Association for Behavior Analysis. He has presented papers at conferences world-wide. Dr. Arntzen is a founder and also one of the editors of the *European Journal of Behavior Analysis*. He has served on the editorials board of several journals, including the *JABA*, *TPR*, the *International Journal of Psychology and Psychological Therapy*, and *The Behavior Analyst Today*. He was the local organizer of the 2009 ABAI International Conference in Oslo, Norway. Dr. Arntzen's presentation is titled, "The Future of Behavior Analysis in Norway."

Abstract: Behavior analysis has always had a strong position in applied settings in Norway, perhaps stronger than in any other European country. However, until recently an academic emphasis has been missing. Approximately seven years ago, a master's program in behavior analysis was established at Akershus University College to facilitate the dissemination of behavior analysis in Norway. In 2010, a Ph.D. program followed. The addition of these programs as part of the education system opened the possibilities for teaching all aspects of behavior analysis, such as (a) conceptual or theoretical analysis, (b) experimental behavior analysis, and (c) applied behavior analysis. These programs are necessary conditions for the dissemination of behavior analysis and also prevent the impression that behavior analysis is just a "bag of tricks." Furthermore, I think the possibilities for training students in laboratory settings has made a great impact on the field by opening opportunities for collaboration with different laboratories allowing for the global exchange of students and ideas.

Award for Scientific Translation: Dean L. Fixsen, Ph.D. (Florida Mental Health Institute)
(Applied Behavior Analysis)



Dean L. Fixsen, Ph.D., began his career in human services in 1963 as a psychiatric aide in a large state hospital for children with profound developmental delays. Dean received his doctorate in Experimental Psychology from the University of Kansas in 1970. Dean has spent his career developing and implementing evidence-based programs, initiating and managing change processes in provider organizations and service delivery systems, and working with others to improve the lives of children, families, and adults. Over the past five decades, Dean has co-authored over 100 publications including the highly regarded monograph, *Implementation research: A synthesis of the literature* (<http://nim.fpg.unc.edu/resources/publications/Monograph/index.cfm>). He has served on numerous editorial boards (including *Implementation Science*; www.implementationscience.com) and has advised federal, state, and local governments. Dean currently is a senior scientist at the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Dean is co-director (with Karen Blase) of the National Implementation Research Network (<http://nimr.fpg.unc.edu>); co-director (with Karen Blase, Rob Horner, and George Sugai) of the State Implementation and Scaling up of Evidence-based Practices (SISEP) Center (www.scalingup.org); and co-chair (with Bianca Albers and Jennifer Schroeder) of the Global Implementation Conference (www.implementationconference.org). Dr. Fixsen's presentation is titled, "Extending the Reach of Applied Behavior Analysis."

Abstract: The Teaching-Family Model is a product of applied behavior analysis (ABA) and an example of mission-driven research and development. As outlined by Montrose Wolf and Lonnie and Elaine Phillips in 1967, the goals were to develop a treatment program that is humane, effective, satisfactory to consumers, cost efficient, and replicable. In this quest, procedures led to practices that led to programs. In 1970 Saleem Shah, director of the NIMH Center for Crime and Delinquency and a big supporter, called our wonderful research on procedures a "bag of tricks" and our insistence on behavioral language a "sacred cow." We soon learned he was right. Judges, probation officers, social workers, and others in the real world of human services wanted a program that could help children. Funders and referral agents wanted a description in plain language. Shah's advice led us down the path of program replication, and that led us to a science of implementation of evidence-based programs and other innovations. In 1981 Stephanie Stolz reviewed the lack of adoptions of innovations from applied behavior analysis and asked, "does anybody care?" In 2011 we can say, "Yes, Stephanie, they do care," but we have to help them care.

Award for Enduring Programmatic Contributions to Behavior Analysis: The Ohio State University Special Education Program (Service Delivery)

Sheila R. Alber-Morgan, Ph.D., **Ralph Gardner III**, Ph.D., and **Nancy Neef**, Ph.D., will accept the award on behalf of the program's faculty, students, and graduates.

Abstract: For the past 40 years, The Ohio State University's (OSU) special education program has helped advance the science of applied behavior analysis to improve the quality of life for people with disabilities. Because much of the research by OSU faculty and students takes place in inclusive classrooms, vocational, and community settings, learners without special needs and the practitioners who serve them also benefit. The MA program, accredited by ABAI in 1995, emphasizes the design, implementation, and evaluation of curricular and instructional interventions to improve academic, social, self-care, and vocational skills. Students may choose from a wide variety of school, residential, employment, and other community settings in which to complete field experience requirements and conduct their thesis research. Master's program graduates work as classroom teachers, behavior analysts, or program supervisors in public schools, private schools, or community agencies. The Ph.D. program prepares leadership personnel for special education whose research, teaching, and professional practice are grounded in the philosophy of behaviorism and the methodological and technological principles of applied behavior analysis. Since 1987 OSU has received a series of Leadership Training Grants from the U.S. Office of Special Education that provide tuition and stipends for students in the nation's only special education doctoral program explicitly built upon behavior analysis. In 1995 OSU was the first doctoral program to receive ABAI accreditation. While OSU faculty members have published hundreds of peer-reviewed journal articles and authored dozens of books in education, special education, and behavior analysis, the ultimate measure of the program's contributions can be found in the accomplishments of the program's graduates whose work has helped bring evidence-based instructional practices to teachers and students around the world.

10 Invited Presenter

1:00 pm–1:50 pm

Four Seasons 4 (Convention Center)

AUT

PSY/BACB CE Offered. CE Instructor: Gregory P. Hanley, Ph.D.

Towards a Model for Developing Effective and Preferred Treatments for a Stereotypic Behavior of Persons Diagnosed With Autism

Chair: Jeffrey H. Tiger (Louisiana State University)

GREGORY P. HANLEY (Western New England College)



Gregory Hanley has been applying the principles of learning to improve socially important behaviors of children and adults with and without disabilities for over 20 years. He worked and trained at the Spurwink School, the Groden Center, and the Kennedy Krieger Institute, was degreed at the University of Florida, was tenured at the University of Kansas, and 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 60 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 Fellow of the American

Psychological Association (Division 25), the current editor of *Behavior Analysis in Practice (BAP)*, and a past associate editor of *BAP*, *The Behavior Analyst*, and the *Journal of Applied Behavior Analysis*. The focus of his current research is on preventing the development of severe problem behavior. This commitment has occasioned several ongoing projects related to the development and refinement of social and leisure repertoires and to the assessment and treatment of severe problem behavior correlates (e.g., sleep problems, noncompliance, stereotypic behavior).

Abstract: Persons diagnosed with autism often engage in repetitive acts that appear to serve no function; these acts are collectively referred to as stereotypy due to the formal similarity of the acts and the periodicity with which they are emitted. Behavior analysts are often called upon to develop behavior plans addressing stereotypy when it is exhibited with impairing frequency. It is growing increasingly difficult, however, to select from among the many interventions that have been demonstrated to be effective.

Therefore, the formal and functional homogeneity of different treatments for stereotypy will be discussed in the context of a full recognition of the formal and functional heterogeneity of stereotypy. This discussion will occur within a presentation of a model for identifying the least effortful intervention for stereotypy that is both effective and preferred by the person diagnosed with autism. The limits of our current stereotypy treatment literature will also be identified and will occasion a discussion of the next generation of applied behavior-analytic research related to the stereotypic behavior of persons with autism.

11 B. F. Skinner Lecture Series

1:00 pm–1:50 pm

607 (Convention Center)

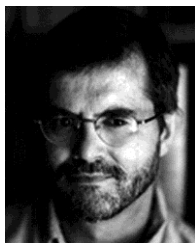
CBM

PSY/BA CE Offered. CE Instructor: Robert Whitaker

Anatomy of an Epidemic: Psychiatric Medications and the Astonishing Rise of Mental Illness in America

Chair: Thomas J. Waltz (University of Nevada, Reno)

ROBERT WHITAKER



Robert Whitaker is the author of four books, two of which tell of the history of psychiatry. His first, *Mad in America: Bad Science, Bad Medicine and the Enduring Mistreatment of the Mentally Ill* was named by *Discover* magazine as one of the best science books of 2002, while the American Library Association named it one of the best history books of that year. His newest book, *Anatomy of an Epidemic: Magic Bullets, Psychiatric Drugs, and the Astonishing Rise of Mental Illness in America*, investigates the astonishing rise in the number of disabled mentally ill in the United States. Prior to writing books, Robert Whitaker worked as the science and medical reporter at the *Albany Times Union* newspaper in New York for a number of years.

His journalism articles won several national awards, including a George Polk award for medical writing, and a National Association of Science Writers' award for best magazine article. A series he co-wrote for *The Boston Globe* was named a finalist for the Pulitzer Prize in 1998.

Abstract: According to conventional histories of psychiatry, the arrival of Thorazine in asylum medicine in 1955 kicked off a "psychopharmacological revolution." Yet, since 1955, the disability rate due to mental illness in the United States has risen more than six-fold. Moreover, this epidemic of disabling mental illness has accelerated since 1987, when Prozac, the first of the "second-generation" drugs arrived on the market. A review of the long-term outcomes literature for psychiatric medications reveals why this is so. The "medical model" paradigm of care, which emphasizes continual use of psychiatric medications, is a failed paradigm, and needs to be dramatically rethought.

12 SQAB Tutorial

1:00 pm–1:50 pm

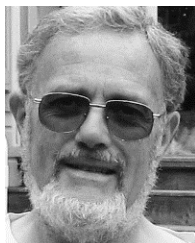
403 (Convention Center)

EAB; Experimental Analysis

Single-Case Research Designs: Useful Tools for 21st Century Applied Research

Chair: Raymond C. Pitts (University of North Carolina Wilmington)

NEVILLE MORRIS BLAMPID (University of Canterbury)



Neville M. Blampied graduated from the University of Auckland in 1970. He was fortunate to attend a university where introductory psychology students had *Principles of Psychology* (Keller and Schoenfeld, 1950) as a textbook and had weekly rat bar-pressing labs. He continued studying behavior analysis under faculty such as Drs. Ivan Beale and John Irwin. Appointed to a faculty position at the University of Canterbury (Christchurch, New Zealand) in 1970, he found students increasingly interested in behavior modification and applied behavior analysis, and became more and more involved in applied areas. Since his first applied study in 1975 he has published more than 25 empirical evaluations of clinical interventions using single-case research designs, as well as basic research

on choice, avoidance, and behavioral pharmacology. He is proud of having published in both the *Journal of the Experimental Analysis of Behavior* and *Journal of Applied Behavior Analysis*. In the late 1980s he became

interested in the growing controversy about the adequacy of the standard Fisherian model of research, and has written advocating for more recognition of single-case research as an alternative to group designs, including a chapter titled "Single-case research and the scientist-practitioner ideal" in the forthcoming *Handbook of Behavior Analysis*.

Abstract: The tutorial will outline some contemporary challenges facing applied psychological research, e.g., establishing the effectiveness as well as the efficacy of interventions. It will then review the history of the development of the standard model of psychological research, based on Fisher's null-hypothesis significance testing (NHST), and will present some critical evidence indicating that NHST has serious problems and limitations, especially for applied research and for the scientist-practitioner model of applied psychology. The tutorial will summarise the origins of single-case research from its origins in the experimental analysis of behaviour and show how the standard suite of applied single case designs emerged. Reversal, multiple-baseline, changing-criterion, and alternating-treatments designs and their visual analysis will be discussed in some detail, along with their strengths and limitations. Recent innovations in single-case designs will be presented, including ways of adapting them for evaluating group interventions. Finally, the general utility of single-case designs for meeting the challenges of contemporary applied research in psychology will be affirmed.

13 B. F. Skinner Lecture Series

1:00 pm–1:50 pm

Korbel Ballroom 2A (Convention Center)

EDC

PSY/BACB CE Offered. CE Instructor: Marlene Snyder, Ph.D.

The Olweus Bullying Prevention Program in the US: What Do We Know?

Chair: Jennifer L. Austin (University of Glamorgan)

MARLENE SNYDER (Clemson University)



Marlene Snyder, Ph.D. is the Director of Development for the Olweus Bullying Prevention Program (OBPP), Institute on Family and Neighborhood Life, Clemson University, Clemson, South Carolina. Dr. Snyder is a co-author of the *Olweus Bullying Prevention Programs' Schoolwide Guide, Teacher Guide*, and the related program CDs and DVDs, as well as *Class Meetings that Matter*. She serves as a national and international consultant in the areas of bullying prevention and intervention, education and mental health, child welfare, and juvenile justice issues. Dr. Snyder travels extensively for OBPP training of trainers as well as national and international conference presentations. Dr.

Snyder is the founding president of the International Bullying Prevention Association. She currently serves as a national board member for Welcoming Schools and has served as a national board member for Children and Adults With Attention Deficit Disorder.

Abstract: Bullying among children and youth is an issue of increasing concern to educators, practitioners, health care professionals, policy makers, parents and others. In this session, Dr. Snyder will present data on the nature and prevalence of bullying among children and youth and will describe research-based efforts to prevent and reduce bullying in schools. Using recent published data, as well as findings from the national database for the Olweus Bullying Questionnaire (containing over 500,000 surveys from schoolchildren in grades 3–12), Dr. Snyder will describe the prevalence of bullying among children and note age and gender differences in its occurrence. She also will highlight data describing children's feelings and attitudes about bullying and their views about how peers and teachers react to bullying. Finally, Dr. Snyder will describe the internationally recognized Olweus Bullying Prevention Program and describe its research basis.

14 Paper Session

1:00 pm–1:50 pm

Korbel Ballroom 1A (Convention Center)

EDC

Changing Behavior at School: Group and Individual Contingencies

Chair: Cristy Coughlin (University of Oregon)

Using Group-Oriented Contingency Systems to Improve Academic Performance in the Classroom (Service Delivery) CRISTY COUGHLIN and Cynthia M. Anderson (University of Oregon)
Putting the Individualization in Individualized Behavior Contracts (Experimental Analysis)
KAREN R. BOSTIC (University of Nebraska Kearney)

15 Panel Discussion

1:00 pm–1:50 pm
704/706 (Convention Center)
OBM; Service Delivery
BACB CE Offered. CE Instructor: Nicole Heal, Ph.D.

Defining and Building Professional Delivery Skill Sets for Practicing Behavior Analysts

Chair: Laura L. Methot (CLG, Inc.)
W. LARRY WILLIAMS (University of Nevada, Reno)
LAURA L. METHOT (CLG, Inc.)
TRAVIS G. MCNEAL (CLG, Inc.)

16 Panel Discussion

1:00 pm–1:50 pm
302 (Convention Center)
OTH; Theory

Perspectives on the Future of Behavior Analysis

Chair: Wing Yan Lam (California State University, Los Angeles)
ALAN D. POLING (Western Michigan University)
PHILIP N. CHASE (Cambridge Center for Behavioral Studies)
ALLEN NEURINGER (Reed College)

17 Symposium

1:00 pm–2:20 pm
Korbel Ballroom 4B (Convention Center)
AUT; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Laura Seiverling, Ph.D.

Assessment and Treatment of Feeding Problems in Children With Autism Spectrum Disorder

Chair: Laura J. Seiverling (Westchester Institute for Human Development)

Assessment of Feeding Difficulties in Children With Autism Spectrum Disorders

COURTNEY POOLER and William G. Sharp (Marcus Autism Center), Raymond G. Romanczyk (State University of New York at Binghamton), and David L. Jaquess (Marcus Autism Center)

Effects of Behavioral Skills Training on Parent Implementation of a Treatment Package to Increase Food Acceptance in Children With Food Selectivity

LAURA J. SEIVERLING (Westchester Institute for Human Development), Keith E. Williams (Penn State Hershey Medical Center), Peter Sturmey (Queens College, City University of New York), and Sadie E. Hart (Penn State University)

A Clinical Demonstration of a Treatment Package for Food Selectivity: How and When Should Escape Extinction Be Implemented?

LAURA J. SEIVERLING (Westchester Institute for Human Development) and Amy M. Kokitus and Keith E. Williams (Penn State Hershey Medical Center)

An Evaluation of Sequential Presentation of Foods to Increase Variety in an Individual With Autism

BIANCA PIZZO, Molly Coyle, and Katherine M. Hurlock (Bancroft)

18 Symposium

1:00 pm–2:20 pm
Korbel Ballroom 4F (Convention Center)
AUT; Applied Behavior Analysis

Shop Till You Drop: Interventions to Promote Generalized Purchasing Skills for an Individual With Autism

Chair: Ginger L. Kelso (Stephen F. Austin State University)
Discussant: Charles L. Salzberg (Utah State University)

Methods to Teach Generalized Price Identification Skills to an Individual With Autism

GINGER L. KELSO, Glen L. McCuller, Betty Kyle, Joshua A. Staley, and Carol Bradley (Stephen F. Austin State University)

Teaching Generalized Worker Identification Skills to an Individual With Autism

GLEN L. MCCULLER, Ginger L. Kelso, Carol Bradley, Betty Kyle, and Joshua A. Staley (Stephen F. Austin State University)

Teaching Tax Estimation to an Individual With Autism

GINGER L. KELSO, Glen L. McCuller, Joshua A. Staley, Carol Bradley, and Betty Kyle (Stephen F. Austin State University)

19 Symposium

1:00 pm–2:20 pm

Korbel Ballroom 4D (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Rebecca MacDonald, Ph.D.

Joint Attention and Social Pragmatics in Children With Autism

Chair: Rebecca P. F. MacDonald (New England Center for Children)

Teaching Joint Attention Related Behaviors in the Context of Social Versus Nonsocial Consequences: Assessing Affective Expression

TESSA CORDEIRO and Rebecca P. F. MacDonald (New England Center for Children)

Teaching Children With Autism to Attend to and Socially Reference Auditory Environments

METTE MADSEN (Therapeutic Pathways, Inc.) and Jane S. Howard (California State University, Stanislaus)

Improving Accuracy of Joint Attention Assessment by Extending the Observation Period After Toy Activation

CATHERINE PARRISH, Rebecca P. F. MacDonald, and William H. Ahearn (New England Center for Children)

The Effect of Social Stories and Peer Video Modeling to Increase Social Pragmatics in Children With Autism

LINDSAY L. WILKINSON and Rebecca P. F. MacDonald (New England Center for Children)

20 Symposium

1:00 pm–2:20 pm

Korbel Ballroom 4C (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jill McGrath Maher, M.Ed.

Comparison of Traditional Analog Functional Analysis and Trial Based Functional Analysis

Chair: Jill E. McGrath Maher (Crossroads School for Children)

Discussant: Thomas L. Zane (The Center for Applied Behavior Analysis at The Sage Colleges)

Comparison of Traditional Analog Functional Analysis and Trial Based Functional Analysis

CHERYL J. DAVIS (none), Michele D. Brock and Jill E. McGrath Maher (Crossroads School for Children), and Thomas L. Zane (The Center for Applied Behavior Analysis at The Sage Colleges)

Investigating the Efficacy of a Trial Based Functional Analysis Compared to a Traditional Functional Analysis

THOMAS L. ZANE (The Center for Applied Behavior Analysis at The Sage Colleges) and CAROLYN SNIEZYK (Crossroads Center for Children)

Comparison of Trial-Based Functional Analysis Done in Analog Versus Naturalistic Environments

SEAN FIELD, Traci Lanner, Brandon Scott Nichols, and Michele Myers (School at Springbrook) and Thomas L. Zane (The Center for Applied Behavior Analysis at The Sage Colleges)

21 Symposium

1:00 pm–2:20 pm

Korbel Ballroom 4E (Convention Center)

AUT; Applied Behavior Analysis

The Use of Visually Based Instructional Procedures for Children With Autism

Chair: Joseph M. Vedora (BEACON Services)

Discussant: David Robert Dilley (BEACON Services)

The Use of a Textual Prompt and Fading Procedure to Teach Spelling to an Adolescent With Autism

KELLER MACMATH and Joseph M. Vedora (BEACON Services)

Plain Text Cues Versus Visually Enhanced Text Cues in the Teaching of Social Communication Skills

EMILY HARRIS and Robert K. Ross (BEACON Services)

Using Video Based Activity Schedules and Matrix Training to Teach Socio-Dramatic Play

DAVID ROBERT DILLEY and Joseph M. Vedora (BEACON Services)

22 Symposium

1:00 pm–2:20 pm

Korbel Ballroom 4A (Convention Center)

AUT; Service Delivery

BA CE Offered. CE Instructor: Berenice de la Cruz, Ph.D.

A Collaborative Model for Providing Intensive Behavior Intervention Services to Young Children With Autism

Chair: Berenice de la Cruz (Autism Community Network)

Discussant: Jessica Hetlinger Franco (Autism Community Network)

The San Antonio Cooperative Autism Project

JESSICA HETLINGER FRANCO (Autism Community Network)

Outcomes of a 6-Month Intensive Behavior Intervention Program for Children With Autism

BERENICE DE LA CRUZ (Autism Community Network)

Parent Training to Promote Generalization in an Intensive Behavior Intervention Program for Children With Autism

LUPE CASTANEDA (Behavior Analytic Solutions, LLC)

23 Symposium

1:00 pm–2:20 pm

301 (Convention Center)

BPH; Experimental Analysis

Recent Studies of Drug Effects on Choice With Delayed Outcomes

Chair: Sally L. Huskinson (West Virginia University)

Effects of Preference Reversals and d-Amphetamine on Within-Session Delay Discounting in Rats

CHRISTOPHER KREBS and Karen G. Anderson (West Virginia University)

Effects of Fixed-Ratio Requirements and d-Amphetamine on Delay Discounting in Rats

SALLY L. HUSKINSON, Meagan E. Follett, and Karen G. Anderson (West Virginia University)

Acute and Chronic Self-Administration of Alcohol Fails to Impact Impulsive Choice

JOHN R. SMETHELLES, Kelli Lewis, and Mark P. Reilly (Central Michigan University)

Rapid Acquisition in Concurrent Chains: Effects of Morphine on Choice Controlled by Reinforcement Delay

CRAIG W. CUMMINGS (Auburn University) and Christine E. Hughes and Raymond C. Pitts (University of North Carolina Wilmington)

24 Symposium

1:00 pm–2:20 pm

610/612 (Convention Center)

DEV; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kevin Luczynski, MA

The Assessment and Application of Behavior Management Strategies

Chair: Kevin C. Luczynski (Munroe-Meyer Institute, University of Nebraska Medical Center)

An Evaluation of Teaching Peer-to-Peer Social Skills to Decrease Problem Behavior During Free-Play Periods

KEVIN C. LUCZYNSKI (Munroe-Meyer Institute) and Gregory P. Hanley and Kallianne T. Kenny (Western New England College)

Assessment and Treatment of Sleep Problems in Young Children

CHUNYING S. JIN and Gregory P. Hanley (Western New England College)

Assessment of Academic Task Engagement

KERRI P. BERARD, Timothy R. Vollmer, Jeanne M. Donaldson, and Stephen F. Walker (University of Florida)

An Evaluation and Comparison of Timeout Procedures With and Without Release Contingencies

JEANNE M. DONALDSON, and Timothy R. Vollmer (University of Florida)

25 Symposium

1:00 pm–2:20 pm

406 (Convention Center)

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Sigrid Glenn, Ph.D.

Examining Experimentally the Effects of Operant Consequences and Cultural Level Consequences

Chair: Brett Grant Kellerstedt (University of North Texas)

Discussant: Sigrid S. Glenn (University of North Texas)

Analyzing Operant and Cultural Consequences in a Choice Paradigm

CHAD SCOTT HUNTER (University of North Texas)

Cultural Consequences and the Iterated Prisoners' Dilemma Game: Understanding Metacontingency

APRIL M. BECKER (University of North Texas)

Effect of Cultural Consequences on Utilization of Limited Natural Resources in a Common Dilemma Game

DYEGO DE CARVALHO COSTA, Laercia Abreu Vasconcelos, Nayla Cristina da Silva, Elayne Esmeraldo Nogueira, and Clarissa de Pontes Vieira Nogueira (Universidade de Brasília)

26 Panel Discussion

1:00 pm–2:20 pm

Korbel Ballroom 3A (Convention Center)

PRA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jon Bailey, Ph.D.

Ethical Issues in Applied Behavior Analysis

Chair: Jon S. Bailey (Florida State University)

MARY JANE WEISS (The McCarton School)

ELLIE KAZEMI (California State University, Northridge)

R. WAYNE FUQUA (Western Michigan University)

JON S. BAILEY (Florida State University)

27 Symposium

1:00 pm–2:20 pm

Korbel Ballroom 1D (Convention Center)

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: James Soldner, Ph.D.

Examining Behavioral Approaches to Post-Secondary Teaching

Chair: Apral Foreman (University of Mississippi)

Discussant: David A. Eckerman ((AI)2, Inc.)

A Comparison of Interteaching and Classroom Lecture in Rehabilitation Education

JAMES L. SOLDNER (Assumption College) and Rocio Rosales (Youngstown State University)

A Component Analysis of Interteaching

MICHELLE TURAN (University of Windsor) and Chrystal E. R. Jansz (University of Nebraska-Lincoln)

Behavior Analytic Strategies in Postsecondary Instruction: A Quantitative and Qualitative Review

CHRISTAL E. R. JANSZ (University of Nebraska-Lincoln), Michelle Turan (University of Windsor), and Mana Ebrahimi (Brock University)

28 Paper Session

1:00 pm–2:20 pm

Korbel Ballroom 1E (Convention Center)

TBA

Training Educators, Paraeducators, and Childcare Providers in the Terminology, Assessment, and Application of Behavior Analysis

Chair: Grant Gautreaux (Nicholls State University)

Increasing Staff Knowledge of Applied Behavior Analysis Terminology Using Precision Teaching (Applied Behavior Analysis)

MICHELLE P. KELLY (National University of Ireland, Galway)

Training and Monitoring Childcare Providers in the Use of Applied Behavior Analysis

(Experimental Analysis)

NATASHA LEIGH BAILEY and Melissa Stormont (University of Missouri-Columbia)

Foundation to Fluency: Perspectives and Practices for Training Functional Behavior Assessment (Applied Behavior Analysis)

AARON BARNES (University of Wisconsin-Stout) and Cynthia M. Anderson (University of Oregon)

The Effects of Implementing the Teacher Performance Rate/Accuracy as Teacher Training on Teacher Performance and Student Outcomes (Applied Behavior Analysis)

GRANT GAUTREAU (Nicholls State University), Emma L. Hawkins and Emma L. Martin (Jigsaw CABAS School), Kerry Faulkner (Nicholls State University), and Jo Highley (Jigsaw CABAS School)

29 Paper Session

1:00 pm–2:20 pm

601 (Convention Center)

TPC

Current Status and Future Developments

Chair: William F. Potter (California State University, Stanislaus)

Walden I, II, III... Is It time for a Walden IV? (Theory)

ANDREE FLEMING-HOLLAND, Marco Wilfredo Salas-Martinez, Sebastian Figueroa-Rodriguez, and Cesar G. Aguilar-Salazar (Universidad Veracruzana)

Unexplored Areas in Behavior Analysis (Theory)

WILLIAM F. POTTER (California State University, Stanislaus), Andrea Duroy (Stanislaus County Office of Education), and Kenneth Killingsworth (California State University, Stanislaus)

The Scientometric Structure of Applied Behavior Analysis (Experimental Analysis)

JAVIER VIRUES, Joseph J. Pear, and Camilo Hurtado-Parrado (University of Manitoba)

30 Paper Session

1:30 pm–2:20 pm

Korbel Ballroom 1F (Convention Center)

VRB

Theoretical Issues in the Analysis of Verbal Behavior

Chair: Mitch Fryling (The Chicago School of Professional Psychology)

The Role of Philosophy in Verbal Behavior (Theory)
MITCH FRYLING (The Chicago School of Professional Psychology)

Verbal Behavior and the Problem of Units (Theory)
JOHN H. MABRY (none)

31 Symposium

1:30 pm–2:50 pm
708 (Convention Center)
CSE; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Sarah Casella, MS

Behavior Analysis Research on Pedestrian Safety
Chair: Sarah E. Casella (Western Michigan University)
Discussant: Michelle L. Arnold (Western Michigan University)

The Evaluation of in Pavement Prompts and Three Dimensional Pavement Illusions on Yielding Behavior

NICOLE CAMBRIDGE and Ron Van Houten (Western Michigan University)

Rapid-Flash Rectangular Flashing Beacons Increase Night Driver Yielding Behavior at Two Mid-Block Crosswalks

JIM SHURBUTT and Ron Van Houten (Western Michigan University)

Effects of a Leading Pedestrian Interval Signal Phase on Yielding to Pedestrians at Three Traffic Signals Intersections

RON VAN HOUTEN (Western Michigan University)

32 Paper Session

1:30 pm–2:50 pm
Korbel Ballroom 3C (Convention Center)
DDA

Evaluation of Interventions for Young Children
Chair: Cahit Kaya (Unknown)

Using Social Stories to Facilitate Decision-Making for Individuals With Severe Disabilities (Experimental Analysis)

PAMELA WOLFE (The Pennsylvania State University) and Cheryl Ostry (University of Colorado, Denver)

Getting Applied Behavior Analysis to California's Early Start Population: A Model for Providing Applied Behavior Analysis-Based Interventions to Infants and Toddlers (Service Delivery)

NICOLETTE NEFDT-GONZALEZ and Michelle E. Coulter (STAR, Inc.)

Using Response Shaping to Increase Toy Play in Children With Developmental Disabilities (Experimental Analysis)

CAHIT KAYA and Mark Wolery (Vanderbilt University)

33 Paper Session

1:30 pm–2:50 pm
Korbel Ballroom 2C (Convention Center)
DDA

Applications of Applied Behavior Analysis for Individuals With Fragile X Syndrome
Chair: Jennifer Lynn Hammond (Stanford University)

Computerized Discrete Trial Training in Fragile X Syndrome: An Empirical Study (Applied Behavior Analysis)

SCOTT S. HALL, Jennifer Lynn Hammond, Melissa Hirt, and Allan L. Reiss (Stanford University)

Effects of Computerized Match-to-Sample Training on Emergent Mathematical Relations of Children With Fragile X Syndrome (Applied Behavior Analysis)

JENNIFER LYNN HAMMOND, Melissa Hirt, Allan L. Reiss, and Scott S. Hall (Stanford University)

Social Withdrawal Behaviors in Fragile X and Autism Spectrum Disorders (Applied Behavior Analysis)
MARY CARUSO-ANDERSON (University of Manitoba), Daina Crafa (Universitat Osnabruck), and Griffin W. Rooker, Louis P. Hagopian, and Walter Kaufmann (Kennedy Krieger Institute)

34 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 1C (Convention Center)

EDC; Applied Behavior Analysis

Recent Advances in Applied Research With At-Risk College Student-Athletes

Chair: David Bicard (Our Lady of Peace Hospital)

Discussant: David Bicard (Our Lady of Peace Hospital)

Recent Research on Self-Management for At-Risk College Student-Athletes During Required Study Hall

JESSICA L. MILLS and Valorie R. Lott (University of Memphis) and David Bicard (Our Lady of Peace Hospital)

Recent Research on the Effects of Text Messaging on At-Risk College Student-Athletes' Punctuality and Attendance

DAVID BICARD (Our Lady of Peace Hospital) and Valorie R. Lott, Jessica L. Mills, Sara C. Bicard, and Laura B. Casey (University of Memphis)

Hurdles to Jump, Obstacles to Tackle, and Races to Win: Adhering to NCAA Standards While Implementing Reinforcement Based Behavior Change Project for College Student-Athletes

JESSICA L. MILLS, Valorie R. Lott, and Kimya Massey (University of Memphis) and David Bicard (Our Lady of Peace Hospital)

35 Paper Session

1:30 pm–2:50 pm

Korbel Ballroom 1B (Convention Center)

EDC

Educating Children With Autism: Issues in Programming, Data Collection, and Intervention

Chair: Judith Sylva (California State University, San Bernardino)

Educational Programming for Children With Autism: Delivering Socially Valid Outcomes (Service Delivery)

JUDITH SYLVA (California State University, San Bernardino), Doreen J. Ferko (California Baptist University), Suzanne Robinson (University of California, Fullerton), and Lisa Kistler (Riverside County Office of Education)

Effect of Prototypical Staff Training on Frequency of Data Collection by Teachers of Students With Autism (Applied Behavior Analysis)

JESSICA HARKINS and Smita Shukla Mehta (University of North Texas)

Using High-Probability Requests in the Classroom to Decrease Challenging Behaviors (Applied Behavior Analysis)

ANNIE MCLAUGHLIN (Virginia Institute of Autism) and Carol Ann Davis (University of Washington)

36 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 2B (Convention Center)

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Vincent Carbone, Ed.D.

Teaching Listener and Speaker Behavior to Children With Autism and Other Developmental Disabilities

Chair: Vincent Joseph Carbone (Carbone Clinic)

Increasing the Vocal Responses of Children With Autism and Developmental Disabilities Using Manual Sign Mand Training and Prompt-Delay Procedures

Vincent Joseph Carbone and Emily Sweeney Kerwin (Carbone Clinic), Vivian A. Attanasio (none), Tamara S. Kasper (The Center for Autism Treatment, Inc.), and LEANNE B. REID (Carbone Clinic)

A Conceptual Analysis of Joint Control

KRISTIN M. ALBERT and Vincent Joseph Carbone (Carbone Clinic)

Using Joint Control Training to Teach a Child With Autism to Tact Yes and No

KRISTIN M. ALBERT and Vincent Joseph Carbone (Carbone Clinic)

The Role of Joint Control in Teaching Listener Responding to Children With Autism and Other Developmental Disabilities

KAITLIN GRACE CAUSIN, Vincent Joseph Carbone, Kristin M. Albert, Laura K. Peterhoff, and Christy M. Winder (Carbone Clinic)

37 Invited Presenter

2:00 pm–2:50 pm

Four Seasons 4 (Convention Center)

DDA

PSY/BACB CE Offered. CE Instructor: Craig Kennedy, Ph.D.

Problem Behavior: What's Pain Got to Do With it?

Chair: Joel Eric Ringdahl (University of Iowa)

CRAIG H. KENNEDY (Vanderbilt University)



Craig Kennedy is the associate dean for research at Peabody College of Vanderbilt University and a professor of special education and pediatrics. From 1992–1996 he was a faculty member in the Department of Special Education at the University of Hawaii at Manoa. From 1996–1997 he was a faculty member in the Departments of Psychiatry and Clinical Pharmacology at the Medical College of Pennsylvania. He joined Vanderbilt University in 1997 and served as chair of the Special Education Department from 2006 to 2009. Dr. Kennedy's research and development interests focus on students with intellectual/developmental disabilities, including autism spectrum disorders. This work focuses on assessment and intervention of mechanisms underlying problematic behavior.

Much of his current work focuses on analyses of gene-brain-environment interactions associated with the development of problem behaviors such as aggression, self-injury, and stereotypy using human and animal models. Dr. Kennedy has served as an associate editor for the *Journal of Applied Behavior Analysis*, *Journal of the Association for Persons With Severe Handicaps*, and *Journal of Behavioral Education*, and as an editorial board member for numerous peer-reviewed journals. He is also the recipient of the B. F. Skinner award from the American Psychological Association (Division 33).

Abstract: Using functional assessment techniques, researchers have demonstrated that many of these behaviors are maintained by positive and/or negative reinforcement contingencies. That is, problem behaviors come under the control of social contingencies related to the presentation or removal of salient stimuli in the person's environment. However, to complicate this analytical picture, people with autism also have a very high incidence of health conditions. Recent research findings indicate that the presence of health conditions can initiate or exacerbate problem behaviors. Indeed, it may be that many inconclusive functional assessments are not conclusive because the presence of a health condition (and its associated pain) has not been adequately assessed. An important finding of our research is that health conditions appear to increase behaviors that are negatively reinforced, but may not influence (or decrease) behaviors that are positively reinforced. This pattern suggests that the pain associated with a variety of health conditions may act as a motivating operation to establish noxious stimuli as negative reinforcers or increase their aversiveness, thus increasing rates of problem behaviors maintained by these contingencies. These findings suggest that health assessments and functional behavioral assessments should be conducted concurrently when the temporal pattern of problem behavior suggests a health condition may be a contributing factor. The resulting interventions may then need to target the health condition to alleviate or eliminate the pain associated with it and social reinforcement contingencies that may be maintaining the problem behavior. Therefore, assessment and intervention should be interdisciplinary and multifaceted in nature.

38 B. F. Skinner Lecture Series

2:00 pm–2:50 pm

401/402 (Convention Center)

EAB

PSY/BA CE Offered. CE Instructor: Yael Niv, Ph.D.

Learning Latent Structure

Chair: Matthew C. Bell (Santa Clara University)

Yael Niv (Princeton University)



Yael Niv is an assistant professor at the Princeton Neuroscience Institute and the Psychology Department at Princeton University. She received her Ph.D. from the Hebrew University in Jerusalem, after conducting her doctoral research at the Interdisciplinary Center for Neural Computation at the Hebrew University and at the Gatsby Computational Neuroscience Unit at University College London. In her research she strives to understand animal and human learning and decision-making at the computational, behavioral, and neural levels. The focus of her work is on the neural and computational processes underlying reinforcement learning—the ongoing day-to-day processes by which we learn from trial and error and without

explicit instructions, to predict future events and to act upon the environment so as to maximize reward and minimize punishment. The data of interest come from decades of animal conditioning literature, and the myriad of more recent investigations into the neural underpinnings of conditioned behavior and human decision-making. In particular, she is interested in normative explanations of behavior, that is, models that offer a principled understanding of why our brain mechanisms use the computational algorithms that they do, and in what sense, if at all, these are optimal.

Abstract: Associative learning theory in psychology has traditionally posited that animals and humans learn to associate between observed events in order to predict future outcomes and optimize control. However, in many cases the task to be learned has more structure than just the co-occurrence of stimuli. Even if its components are observed, this structure is latent and the animal needs to extract it from its experience via inference. In this talk I will present work in which we have begun to explore how animals and humans learn latent structures and use these to improve reinforcement learning.

39 SQAB Tutorial

2:00 pm–2:50 pm

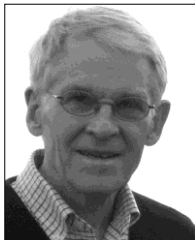
403 (Convention Center)

EAB; Experimental Analysis

Facets of Operant Extinction

Chair: K. Matthew Lattal (Oregon Health & Science University)

KENNON A. LATTAL (West Virginia University)



Kennon A. Lattal (Ph.D., University of Alabama, 1969) is centennial professor in the Department of Psychology at West Virginia University, where he has taught since 1972. His professional activities include service as editor of the *Journal of the Experimental Analysis of Behavior*; associate editor for English-language submissions of the *Mexican Journal of Behavior Analysis*; editorial board member of seven behavioral journals; and president of ABAI, the Division for Behavior Analysis of the American Psychological Association, and the Society for the Experimental Analysis of Behavior. He is a recipient of West Virginia University's Award for Outstanding Teaching and Benedum Distinguished Scholar Award. He has

mentored 36 Ph.D. students at West Virginia and is the author of 120 refereed publications on many different topics within behavior analysis.

Abstract: Operant extinction is a cluster of procedures, all of which reduce the targeted response often while generating other responses. Procedures for reducing operant responses that have been labeled extinction include removal of the reinforcer, removal of the response-reinforcer relation, and

rendering ineffective the reinforcer used to establish the responses. These different procedures are differentially effective in both eliminating the targeted response and in generating other responses. These generative effects include operant response bursts, spontaneous recovery, response induction, generalization, and recurrence phenomena such as reinstatement and resurgence. This tutorial reviews the varied effects of extinction on operant behavior; compares such effects to those of other procedures such as reinforcing other responses, punishment, and satiation; and critiques historical and contemporary research on these topics.

40 Invited Presenter

2:00 pm–2:50 pm

607 (Convention Center)

OBM

Are You TED Worthy? Using Performance Systems Analysis to Target Public Awareness

Chair: Lori H. Diener (Performance Blueprints, Inc.)

PHILIP N. CHASE (Cambridge Center for Behavioral Studies)



Philip N. Chase has a Ph.D. in Psychology from the University of Massachusetts, Amherst, where he studied with Beth Sulzer-Azaroff and John Donahoe, and was influenced by a host of University of Massachusetts' 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 3-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, a Benedum Distinguished Scholar Award from West Virginia University, and an Outstanding Mentor Award from the Association for Behavior Analysis International. He is currently serving as the executive director of the Cambridge Center for Behavioral Studies.

Abstract: A primary goal of the Cambridge Center for Behavioral Studies is to increase public awareness of behavioral services and behavioral science. To achieve this goal we organize conferences, provide lists of speakers for a variety of venues, accredit world-class behavioral programs, and disseminate text, video, and audio resources on behavioral science and practice. Achieving this goal requires sensitivity to a range of cultural and communication issues that might be solved by a careful focus on our audiences. Many have recognized, however, that communicating to diverse audiences has been difficult for behavior analysts. Performance systems analysis (PSA) has the potential to help us with this focus by identifying accomplishments with the largest potential for improvement, as well as the critical measures that guide our efforts to achieve these accomplishments. This talk will present some ways that the Cambridge Center is using PSA to respond to these challenges. One sub-goal or objective will illustrate this analysis: developing the next wave of behavioral scientists and practitioners. The presentation will address how the Center's marketing, communications, and public relations are changing in response to the consequences provided by populations of young creative scientists who might make future contributions to high-quality behavioral science.

42 Symposium

2:00 pm–3:20 pm

605 (Convention Center)

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Melanie Bachmeyer, Ph.D.

Further Advancements in the Assessment and Treatment of Various Topographies of Pediatric Food Refusal

Chair: Melanie H. Bachmeyer (Kennedy Krieger Institute)

Discussant: Linda J. Cooper-Brown (University of Iowa)

Evaluation of the Interaction of Reinforcement Variables and Food Type in the Treatment of Food Refusal

MELANIE H. BACHMEYER (Kennedy Krieger Institute) and David P. Wacker, Linda J. Cooper-Brown, and Jessica O'Brien (University of Iowa)

Flipped Spoon Presentation in the Treatment of Expulsion

WILLIAM G. SHARP, Ashley Odom, and David L. Jaquess (Marcus Autism Center)

Spoon Versus Nuk Brush: Comparing Rates of Expulsion in Children With Pediatric Feeding Disorders

JENNIFER M. KOZISEK, Jon Wilkins, Cathleen C. Piazza, and Rebecca A. Groff (Munroe-Meyer Institute, University of Nebraska Medical Center)

43 Symposium

2:00 pm–3:20 pm

Korbel Ballroom 1A (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Guy Bruce, Ed.D.

Data-Based Processes for Improving Learning Outcomes

Chair: Guy S. Bruce (Florida Institute of Technology)

Discussant: Julie S. Vargas (B. F. Skinner Foundation)

Using a Comprehensive Charting System to Evaluate the Effect of a Range of Educational Procedures

MATTHEW L. ISRAEL, Nick Lowther, Jill Hunt, Michelle Harrington, and Nathan Blenkush (Judge Rotenberg Educational Center)

Data Based Decision Making at Morningside Academy

JOANNE K. ROBBINS (Morningside Academy)

Engineering a Data-Based Process to Improve Learning Efficiencies of Children With Autism

GUY S. BRUCE, Jordan P. Boudreau, and Lindsey Knopf (Florida Institute of Technology)

44 Panel Discussion

2:30 pm–3:20 pm

302 (Convention Center)

OTH; Service Delivery

Fred Keller Dynasty: A Legend and a Common Man

Chair: Sherman Yen (Asian American Anti-Smoking Foundation)

ALLISON Y. LORD (Asian American Anti-Smoking Foundation)

C. J. CONRAD (Asian American Anti-Smoking Foundation)

45 Symposium

2:30 pm–3:50 pm

Korbel Ballroom 4D (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Iser DeLeon, Ph.D.

Examining the Influence of Reinforcement and Response Parameters on Academic Performance and Problem Behavior in Children With Intellectual Disabilities

Chair: Iser Guillermo DeLeon (Kennedy Krieger Institute)

Response Force Under Ratio Schedules and in the Context of Functional Analysis

GRIFFIN W. ROOKER, Brian A. Iwata, and Angie Querim (University of Florida)

Effects of Manipulating Task Parameters & the Availability of a Commitment Response on Self-Control With Task Completion

CHRISTOPHER J. PERRIN and Nancy A. Neef (The Ohio State University)

The Effects of Reinforcement Magnitude on Acquisition During Discrete Trial Teaching

AMBER R. PADEN and Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center)

An Examination of Preference for Choice-Making Opportunities and the Effects of Choice on Acquisition

KAREN A. TOUSSAINT, Tiffany Kodak, and Jason C. Vladescu (Munroe-Meyer Institute, University of Nebraska Medical Center)

46 Symposium

2:30 pm–3:50 pm

Korbel Ballroom 4E (Convention Center)

AUT; Applied Behavior Analysis

Advances in Understanding and Treatment of Autism Spectrum Disorders

Chair: Pamela J. White (University of Texas at Austin)

An Examination of the Effect of Repetitive Motor Behavior Using Tangible Items on Choice Results of a Preference Assessment

SOYEON KANG (University of Texas at Austin), Mark O'Reilly (Meadows Center for Preventing Educational Risk), and Moon Young Chung (University of Texas at Austin)

An Extended Functional Analysis Protocol Assesses the Role of Stereotypy in Two Young Children With Autism Spectrum Disorders

PAMELA J. WHITE (University of Texas at Austin), Mark O'Reilly and Christina L. Fragale (Meadows Center for Preventing Educational Risk), Soyeon Kang (University of Texas at Austin), Kimberly Muhich (Vanderbilt University), Terry S. Falcomata (University of Texas at Austin), Russell Lang (University of California, Santa Barbara), and Jeffrey S. Sigafoos (Victoria University of Wellington)

The Influence of Motivating Operations on Generalization Probes of Mands by Children With Autism Spectrum Disorders

CHRISTINA L. FRAGALE, Mark O'Reilly, and Jeannie M. Aguilar (Meadows Center for Preventing Educational Risk); Nigel Pierce (University of Texas at Austin); Russell Lang (University of California, Santa Barbara); Jeffrey S. Sigafoos (Victoria University of Wellington); and Giulio Lancioni (University College Dublin)

Reporting Practices for Three Autism Related Journals

NIGEL PIERCE (University of Texas at Austin), Christina L. Fragale (Meadows Center for Preventing Educational Risk), Pamela J. White (University of Texas at Austin), and Jeannie M. Aguilar and Mark O'Reilly (Meadows Center for Preventing Educational Risk)

47 Symposium

2:30 pm–3:50 pm

Korbel Ballroom 4B (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kim Lucker, Ph.D.

"Au Naturel": Improving Skills of Individuals With Autism Through Real World Applications

Chair: Heather R. Mumshaw (Behavior Management Consultants, Inc.)

Discussant: C. Baker Wright (Behavior Management Consultants, Inc.)

Think Natural: Transitioning From Token Economies to Student Controlled Schedules

MERRILL MARTIN (Behavior Management Consultants, Inc.)

Where's The Beef? Teaching Restaurant Skills Through Picture Sequencing and Priming Techniques

KIM D. LUCKER and Merrill Martin (Behavior Management Consultants, Inc.)

"Wow, This Is Fun!" Increasing Independently Initiated Functional Play Skills

HEATHER R. MUMMAW and Nicole Torres (Behavior Management Consultants, Inc.)

48 Symposium

2:30 pm–3:50 pm

Korbel Ballroom 4A (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Susan Ainsleigh, Ph.D.

Unique Challenges in International Service Delivery

Chair: Molly Ola Pinney (Global Autism Project)

Discussant: Susan Ainsleigh (Dar Al-Hekma College)

English to Arabic Translation of Applied Behavior Analysis Terminology: What's Lost and What Remains

BETHANY CONDO, Mona Al Haddad, and Susan Ainsleigh (Dar Al-Hekma College)

Engaging With International Partners

PATRICIA I. WRIGHT (Easter Seals)

International Collaborations: Creating Sustainable Centers of Excellence Worldwide

MOLLY OLA PINNEY, Bradley Herron, Casey McFeely, and Jayshree Patel (Global Autism Project)

49 Symposium

2:30 pm–3:50 pm

Korbel Ballroom 4C (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Evelyn Gould, MS

Recent Research on Skill Acquisition With Children With Autism

Chair: Evelyn R. Gould (Center for Autism and Related Disorders, Inc.)

Teaching Children With Autism to Seek Help From Adults When Lost in Public

RYAN BERGSTROM, Adel C. Najdowski, and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Evaluation of a Procedure for Teaching Children With Autism "Stranger Safety" Skills

Ryan Bergstrom, EVELYN R. GOULD, Adel C. Najdowski, and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Teaching a Child With Autism to Infer Others' Emotions

KATHLEEN KELLY, Christine Soliva, and Marla Saltzman (Autism Behavior Intervention, Inc.)

The Effects of Augmenting Vocal Instruction With Sign Language on the Acquisition of Listener Behavior

HEATHER STEFFANI, Laurie Deurmier, Lisa J. Stoddard, and Janine Strack (First Steps For Kids, Inc.)

50 Symposium

2:30 pm–3:50 pm

Korbel Ballroom 4F (Convention Center)

AUT; Service Delivery

Improving Social Behaviors in Adolescents and Young Adults With Asperger's Syndrome

Chair: April Regester (University of Missouri, St. Louis)

Discussant: April Regester (University of Missouri, St. Louis)

Improving Socialization Between Children With Asperger's Disorder and Their Peers in Full-Inclusion Community and Elementary School Settings

BRITTANY KOEGEL and Lynn Kern Koegel (University of California, Santa Barbara), Ty Vernon (Koegel Autism Center), and Robert L. Koegel (University of California, Santa Barbara)

Improving Social Conversation in Young Adults With Autism Spectrum Disorder Using Video Feedback

WHITNEY J. SMITH, Lynn Kern Koegel, and Robert L. Koegel (University of California, Santa Barbara) and April Regester (University of Missouri, St. Louis)

Increasing Socialization in College Students With Asperger Syndrome

KRISTEN ASHBAUGH (Koegel Autism Center), April Regester (University of Missouri, St. Louis), Whitney J. Smith, Lynn Kern Koegel, and Robert L. Koegel (University of California, Santa Barbara)

51 Symposium

2:30 pm–3:50 pm
610/612 (Convention Center)
DEV; Applied Behavior Analysis
BA CE Offered. CE Instructor: Jonathan Baker, Ph.D.

Behavior Analytic Approaches to Treating Problem Behavior in Older Adults

Chair: Jonathan C. Baker (Southern Illinois University)

An Evaluation of a Training Program in Restraint-Free Care for Individuals With Dementia

CHRISTINA GARRISON-DIEHN, Clair Rummel, and Jane E. Fisher (University of Nevada, Reno)

Improving Wayfinding in Elders With Dementia

ALLISON A. JAY, Leilani Feliciano, Kaitlyn Marie Eller, Scott Hanneman, and Sarah Anderson (University of Colorado at Colorado Springs)

Elderspeak: An Investigation of Community-Dwelling Older Adults' Views

KATHLEEN FAIRCHILD and Jonathan C. Baker (Southern Illinois University) and Jeffrey A. Buchanan (Minnesota State University, Mankato)

Training Caregivers of Elders With Dementia Who Exhibit Challenging Behavior to Take a Functional Approach

RYAN P. GUTTERSON (Behavioral Building Blocks) and Michele Wallace (California State University, Los Angeles)

52 Symposium

2:30 pm–3:50 pm
406 (Convention Center)
EAB; Experimental Analysis

Operant Conditioning Models of Alzheimer's Disease

Chair: Julian C. Leslie (University of Ulster)

Discussant: Julian C. Leslie (University of Ulster)

An Introduction to Alzheimer's Disease and Use of Animal Learning Models

KELLY NORWOOD, David Shaw, and Julian C. Leslie (University of Ulster)

Development of an Animal Model Using Operant Extinction and Repeated Acquisition

DAVID SHAW, Kelly Norwood, and Julian C. Leslie (University of Ulster)

A Novel Animal Model Investigating the Role of Insulin on Operant Extinction

JULIAN C. LESLIE, Kelly Norwood, and David Shaw (University of Ulster)

53 Symposium

2:30 pm–3:50 pm
Korbel Ballroom 3A (Convention Center)
PRA; Applied Behavior Analysis

Applied Behavior Analysis in Practice: Addressing Issues of Quality and Competence

Chair: Louise Denne (TreeHouse School)

Discussant: Richard P. Hastings (Bangor University)

A Selective Overview of the Behavioral Literature on Staff Training Protocols

LILLIAN PELIOS (The American College of Greece)

Implementing the York System of Quality Assurance in a Complex Organization

MARGARET LYNN HOWARD (Surrey Place Centre), Adrienne M. Perry (York University), and Kelly Alves and Melissa A. Lavallee (Surrey Place Centre)

Applied Behaviour Analysis-A Competence Based Approach LOUISE DENNE (TreeHouse School) and Richard P. Hastings and J. Carl Hughes (Bangor University)

54 Symposium

2:30 pm–3:50 pm

Korbel Ballroom 1D (Convention Center)

TBA; Applied Behavior Analysis

BA CE Offered. CE Instructor: Jonathan Ivy, MA

Behavioral Research in the College Classroom: An Examination of Active Student Responding Techniques

Chair: Jonathan Ivy (The Ohio State University)

Discussant: Tracy L. Kettering (The Chicago School of Professional Psychology)

Promoting Generalized Responding When Using SAFMEDS as an Instructional Tool

JAMES NICHOLSON MEINDL, Jonathan Ivy, Neal Miller, and Nancy A. Neef (The Ohio State University)

The Effects of SAFMEDS on Test Performance in an Undergraduate Applied Behavior Analysis Course

MICHAEL C. CLAYTON (Youngstown State University)

The Effects of Remote Responders on Participation and Quiz Grades

JENNIFER KLAPATCH (The Chicago School of Professional Psychology)

55 Symposium

2:30 pm–3:50 pm

Korbel Ballroom 1E (Convention Center)

TBA; Applied Behavior Analysis

BA CE Offered. CE Instructor: Gina Feliciano, Ph.D.

Doing More With Less: 3 Models of Efficient and Effective Staff Training in Behavior Analytic Methodologies and Practices

Chair: Gina Marie Feliciano (Bilinguals, Inc.)

Discussant: Janet S. Twyman (University of Massachusetts Medical School)

The Use of a Group Delivered Behavioral Skills Training Package to Teach Graph Analysis to Community Based Teachers

GINA MARIE FELICIANO (Bilinguals, Inc.) and Christine O'Rourke Lang (Mercy College)

The Acquisition of Functional Analysis Methodology Using Video Modeling and a Data Analysis Review Procedure

AMY J. DAVIES LACKEY, Lauren Katz, Samantha M. Solow, Katrina Thorne, Patricia Paloma, and Virginia S. Wong (Manhattan Children's Center)

Testing the Effects of a Teaching Training Protocol on Behavior Analytic Instructional Repertoires

SUDHA RAMASWAMY (Mercy College)

56 Symposium

2:30 pm–3:50 pm

601 (Convention Center)

TPC; Theory

BA CE Offered. CE Instructor: Wayne Fisher, Ph.D.

The Ups and Downs of the Positive/Negative Reinforcement Distinction: Considerations, Applications, and New Data

Chair: Susan M. Schneider (University of the Pacific)

Discussant: M. Jackson Marr (Georgia Institute of Technology)

The Positive/Negative Reinforcement Debate: Recapitulation and Another Look

MARK GALIZIO (University of North Carolina Wilmington)

On the Applied Significance of the Distinction Between Positive and Negative Reinforcement

WAYNE W. FISHER, Kevin C. Luczynski, Michael E. Kelley, and Annelle Waterhouse (Munroe-Meyer Institute, University of Nebraska Medical Center) and Joanna Lomas (Louisiana State University)

The Role of Classical Conditioning in the Positive/Negative Reinforcement Distinction: New Data

SUSAN M. SCHNEIDER (University of the Pacific)

57 B. F. Skinner Lecture Series

3:00 pm–3:50 pm

Korbel Ballroom 2A (Convention Center)

AAB

PSY/BACB CE Offered. CE Instructor: Emily Weiss, Ph.D.

Assessment of Potential Aggression and Behavior Problems in an Animal Shelter Environment

Chair: Kennon A. Lattal (West Virginia University)

EMILY WEISS (American Society for the Prevention of Cruelty to Animals)



Working with companion animals throughout her professional career, **Emily Weiss** has assisted pet owners dealing with severe behavior issues with their pets. She has developed behavior modification programs focusing on aggression. Dr. Weiss has developed the SAFER test, an aggression test now used by shelters across the United States. She also developed the Meet Your Match program, owned by the American Society for the Prevention of Cruelty to Animals (ASPCA), an adoption program designed to match dog to guardian based on behavior, distributed nationwide by the ASPCA in 2003. Dr. Weiss was recently hired as the Senior Director of Shelter Behavior Programs for the ASPCA.

Abstract: This presentation will highlight the problems found by animal welfare professionals working in animal shelter situations when faced with identification of potential aggression and other behavior requiring treatment, or faced with arranging adoptions that are stable and benefit both the animal and its new owner. Following the introduction of the problems, Dr. Weiss will outline two programs she's developed that are in use by the ASPCA and available to animal shelters across the country: the ASPCA's SAFER (Safety Assessment For Evaluating Rehoming) canine aggression assessment tool, and the ASPCA's Meet Your Match, which includes Canine-ality, Puppy-ality and Feline-ality and matches dogs, puppies and cats to pet parents based on science rather than speculation. Shelters using the ASPCA's Meet Your Match report reduced return rates, better customer service and increased adoptions; and the use of this science-based methodology also helps them to better highlight the animals they have available for adoption.

58 Paper Session

05/28/2011

3:00 pm–3:50 pm

708 (Convention Center)

CSE

Representative Democracy

Chair: Michael F. Dorsey (Endicott College)

Representative Democracy: An Analysis of Contingencies, Macrocontingencies, and Metacontingencies in Local, State, and Federal Elections (Theory)

JOHN SCIBAK (Massachusetts House of Representatives)

None of the Above: An Analysis of Voting Patterns and the Prevalence of Blank Ballots

(Applied Behavior Analysis)

JOHN SCIBAK (Massachusetts House of Representatives)

Saturday, May 28

59 SQAB Tutorial

3:00 pm–3:50 pm

403 (Convention Center)

EAB; Experimental Analysis

Delay Discounting: Who, What, When, Where, Why, and How?

Chair: James E. Mazur (Southern Connecticut State University)

AMY ODUM (Utah State University)



Amy L. Odum received her bachelor's degree in psychology from the University of Florida and her master's and Ph.D. from West Virginia University. After a postdoctoral fellowship in human behavioral pharmacology at the University of Vermont, she became an assistant professor at the University of New Hampshire. The West and opportunity then beckoned at Utah State University, where she is an associate professor and part of a growing behavior analytic academic community. Dr. Odum is a member of the Science Board of the ABAI, serves on the board of directors of the Society for the Experimental Analysis of Behavior, and is a member-at-large for Division 25 (Behavior Analysis) of the American Psychological Association. She has been an associate editor of the

Journal of the Experimental Analysis of Behavior as well as a member of the editorial board of other prominent journals in the experimental analysis of behavior and behavioral pharmacology. Her research and teaching interests are in basic behavior analysis and behavioral pharmacology. She receives funding for her research as a principle and co-investigator on grants from the National Institute on Drug Abuse, National Institute on Alcohol Abuse and Alcoholism, and the National Institute of Mental Health.

Abstract: Delay discounting is the decrease in the present value of an outcome when its receipt is remote in time. Many problematic behaviors (e.g., drug addiction, obesity, gambling) can be conceptualized as problems of extreme delay discounting. Delay discounting has been extensively studied in humans and nonhumans, using a variety of procedures, populations, and outcome types. Most (but as yet not all) of the basic findings in the area have substantial generality across these features. This tutorial will include a description of how to conduct research in delay discounting. Examples of illustrative procedures to measure delay discounting and evaluate their utility in different research situations will be given with a step-by-step description of how to use quantitative modeling to analyze the resulting data. Different models and their strengths and weaknesses will be explained along with major findings in the literature and possible future directions for the field.

60 Invited Presenter

3:00 pm–3:50 pm

Four Seasons 4 (Convention Center)

PRA

PSY/BACB CE Offered. CE Instructor: Robert Horner, Ph.D.

The Role of Intensive Behavioral Interventions Within School-Wide Positive Behavioral Interventions and Supports

Chair: Travis Thompson (University of Minnesota)

ROBERT H. HORNER (University of Oregon)



Rob Horner is professor of special education at the University of Oregon. He also is the co-director with Dr. George Sugai of the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (SWPBIS), and co-director with Dr. Dean Fixsen, Karen Blase, and George Sugai of the OSEP Technical Assistance Center on State Implementation and Scaling of Evidence-Based Practices (SISEP). Dr. Horner was an associate editor of the *Journal of Applied Behavior Analysis* and *American Journal on Mental Retardation* and former editor of the *Journal of the Association for Persons with Severe Handicaps* and *Journal of Positive Behavior Interventions*. His research has focused on stimulus control, instructional design for individuals with severe

disabilities, generalization, positive behavior support, data-based decision-making, single-case research design, and the implementation and scaling of evidence-based practices.

Abstract: Extending the principles of behavior analysis to education requires building demonstrations of effective implementation for (a) the whole school student body, (b) targeted groups of students, and (c) the small number of students with the most intense needs. To date the hallmark of applied behavior analysis has been success with those students who need the most intense support. Recently school-wide positive behavioral interventions and supports (PBIS) has extended behavioral practices at the whole-school level in over 13,000 schools. This session will focus on the need to better understand the "systems" variables needed to implement rigorous applied behavior analysis across large numbers of schools. Particular focus will be given to the variables needed to ensure that those students with the most intense behavior support needs are part of the effort to design whole-school application of behavioral systems.

61 B. F. Skinner Lecture Series

3:00 pm–3:50 pm

607 (Convention Center)

TPC

PSY/BACB CE Offered. CE Instructor: Anthony Chemero, Ph.D.

Thinking Without Representations

Chair: Ted Schoneberger (Kohala Educational Services)

ANTHONY CHERERO (Franklin and Marshall College)



Tony Chemero got his Ph.D. in Philosophy and Cognitive Science from Indiana University in 1999. Since then, he has taught at Franklin and Marshall College, where he is now associate professor of psychology. Tony's research is both philosophical and empirical. It is focused on questions related to dynamical modeling, mental representation, ecological psychology, artificial life, and complex systems. He is author of more than 50 articles and the book *Radical Embodied Cognitive Science* (2009), which is part of the Bradford Books series from MIT Press.

Abstract: The cognitive revolution of the 1950s was allegedly necessary because behaviorist methodologies would never be sufficient to explain "real thinking," the kind that humans do. To explain real thinking, the argument went, we need to ascribe representations of the environment, which are transformed by rule-governed computational processes. Now, in the face of challenges to computationalism and representationalism from proponents of dynamical modeling, cognitive scientists have begun repeating the very same arguments: although dynamical models may be fine for explaining certain things (like motor control), they can never explain real thinking. In this talk, this concept will be directly challenged and a series of examples will show that dynamical models can explain real, representation-hungry thinking, and they do so without invoking mental representations.

62 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 1F (Convention Center)

AAB; Service Delivery

BACB CE Offered. CE Instructor: Suzanne Hetts, Ph.D.

Professional Certification and Applied Animal Behavior Practice

Chair: Christy A. Alligood (Disney's Animal Kingdom)

Discussant: Christy A. Alligood (Disney's Animal Kingdom)

Applied Animal Behavior and Professional Certification

SUZANNE HETTS (Animal Behavior Associates)

Certification and Practice in Applied Animal Behavior

TERRI M. BRIGHT (Simmons College)

A BCBA CAAB Perspective

MEGAN MAXWELL (Pet Behavior Change, LLC)

63 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 3B (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Andrew Samaha, Ph.D.

Factors Influencing Selection of Assessment and Treatment Development and Refinement of Assessment and Treatment Approaches for Individuals With Developmental and Intellectual Disabilities

Chair: Andrew Samaha (Utah State University)

Effects of Preference and Stimulus Variation on Response Persistence

ALICE A. KEYL AUSTIN, Sarah E. Bloom, Andrew Samaha, Joseph Michael Lambert, and Megan A. Boyle (Utah State University)

Latency as the Dependent Variable in Trial-Based Functional Analyses

ELIZABETH DAYTON, Sarah E. Bloom, and Andrew Samaha (Utah State University)

Recent Publication Trends in the Assessment and Treatment of Individuals With Autism

MEGAN A. BOYLE, Andrew Samaha, and Sarah E. Bloom (Utah State University)

Assessment and Treatment of Problem Behavior in an Early Childhood Setting Using Trial-Based Functional Analysis Jennifer Jensen, Sarah E. Bloom, and JOSEPH MICHAEL LAMBERT (Utah State University)

64 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 2C (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Vicki Knapp, Ph.D.

Applying Research to Clinical Practice: Applications of Recent Research in Behavior Analysis in the "Real World"

Chair: Stephen R. Anderson (Summit Educational Resources)

Discussant: Robert LaRue (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

Comparison of Paired Choice Preference Assessments to Functional Analysis in the Assessment and Treatment of Problem Behavior in Persons With Dual Diagnosis

ELIZABETH SPEARES (Hillside Children's Center), Deborah A. Napolitano (University of Rochester), and Ken Peers, Jamie Dang, Randell Warren, and Sean Torregiano (Hillside Children's Center)

Increasing Food Intake and Decreasing Inappropriate Mealtime Behaviors With Individuals With Intellectual and Developmental Disabilities in a School-Based Setting

VICKI MADAUS KNAPP and Amy M. Armstrong (Summit Educational Resources)

Observational Learning in the Context of Small Group Instruction for Children With Autism

SUSAN N. LANGER and Andrea Carey (New England Center for Children)

65 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 3C (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kevin Luczynski, MA

Refinements in the Assessment and Treatment of Elopement

Chair: Kevin C. Luczynski (University of Nebraska Medical Center's Munroe-Mey)

Discussant: Gregory P. Hanley (Western New England College)

An Assessment and Treatment of Elopement

MELISSA BOWEN, Todd M. Owen, Wayne W. Fisher, Kasey Stephenson, and Alison M. Betz (University of Nebraska Medical Center)

A Simplified Methodology for Identifying the Function of Elopement

ROBERT K. LEHARDY, Dorothea C. Lerman, and Alyson N. Hovanetz (University of Houston-Clear

Lake); Daniel L. LeSage (One Step at a Time Behavioral Services, LLC); and Lindsay Evans (University of Houston-Clear Lake)

An Evaluation of the Effects of Teaching Appropriate Walking Behavior on Elopement

ANDREA CLEMENTS STEARNS, Tiffany Kodak, and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center); Laura L. Grow (St. Cloud State University); and Lindsey K. Loutsch and Kari J. Adolf (Munroe-Meyer Institute, University of Nebraska Medical Center)

66 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 1B (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Paige McKerchar, Ph.D.

Evaluation of Variables Influencing Compliance and Analysis of Methods for Improvement

Chair: Paige M. McKerchar (Jacksonville State University)

Systematic Evaluation of Variables Contributing to Noncompliance

LAYLA ABBY (Texas Tech University) and Paige M. McKerchar (Jacksonville State University)

An Evaluation of Factors That Influence Instruction-Following Behavior

JOLENE R. SY, Jeanne M. Donaldson, and Timothy R. Vollmer (University of Florida)

An Analysis of Prompting Levels Necessary to Achieve Compliance

KRISTIN MYERS, David A. Wilder, Anthony T. Fischetti, Katie A. Nicholson, Janelle Allison, and Yanerys Leon (Florida Institute of Technology)

Improving Compliance by Teaching Preschoolers to Help Peers Respond Effectively When Their Name Is Called

LAUREN BEAULIEU and Gregory P. Hanley (Western New England College)

67 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 1C (Convention Center)

EDC; Applied Behavior Analysis

The Accelerated Independent Learner Model of Instruction in Kindergarten, First, and Second Grade Classrooms

Chair: Alison M. Corwin (Columbia University)

A Synopsis of a Kindergarten Classroom Utilizing the Accelerated Independent Learner Model of Instruction

KATIE BAKER and Lisa Tullo (Teachers College, Columbia University)

The Application of an Accelerated Independent Learner Model Classroom to First Grade Inclusion

AMANDA C. PHILP and Janet C. Solorzano-Correia (Teachers College, Columbia University)

The Application of an Accelerated Independent Learner Model Classroom to Second Grade Inclusion

DEREK JACOB SHANMAN and Laura E. Lyons (Teachers College, Columbia University)

A Synopsis of a Second Grade Classroom Utilizing the Accelerated Independent Learner Model of Education

JOAN A. BROTO and Hilary Sarah Zeller (Teachers College, Columbia University)

68 Symposium

3:00 pm–4:20 pm

704/706 (Convention Center)

OBM; Applied Behavior Analysis

Technological Tools for Consumer Behavior Analysis Online and in Stores: Motivating and Measuring Choices

Chair: Heather M. McGee (Western Michigan University)

Discussant: Heather M. McGee (Western Michigan University)

On the Motivating Impact of Corporate Social Responsibility at the Point of Online Purchase

ASLE FAGERSTROM (The Norwegian School of Information Technology) and Gordon R. Foxall (Cardiff University)

I've Been Waiting: Sunk Time Effects in Online Dating

DONALD A. HANTULA, Glory Epelle, and Bess J. Puvathingal (Temple University)

The Experimental Analysis of Consumer Behavior in Retailing and E-mail Marketing

VALDIMAR SIGURDSSON (Reykjavik University)

69 Panel Discussion

3:00 pm–4:20 pm

710/712 (Convention Center)

OBM; Applied Behavior Analysis

"Goal Setting and Time Management" and "Assertiveness Training": To Develop Successful Team Work in a Mexican Car Dealership

Chair: Susana Luna Segundo (Monterrey Technology Institute)

KAREN YAZMIN SANCHEZ CHAVES (Monterrey Technology Institute)

JESSICA IVONNE SOBRINO ARVIZU (Monterrey Technology Institute)

BLANCA GUADALUPE LOPEZ TORRES (Monterrey Technology Institute)

NANCY ANAYELI CASTELAN MUNGUIA (Monterrey Technology Institute)

70 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 2B (Convention Center)

VRB; Experimental Analysis

BACB CE Offered. CE Instructor: Thomas Szabo, MA

The Implicit Relational Assessment Procedure—Do You Rap? Innovations in Translational and Applied Research on Complex Human Behavior

Chair: Thomas G. Szabo (University of Nevada, Reno)

Discussant: Emily E. Sandoz (University of Louisiana at Lafayette)

The Mixed Trials Implicit Relational Assessment Procedure in an Organizational Context: An Initial Field Study

THOMAS G. SZABO and W. Larry Williams (University of Nevada, Reno)

Generalization of Derived Relations to an Analogue Eating Task: A Moderator Analysis

MICHAEL BORDIERI, Maureen Kathleen Flynn, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

Experimental Analyses of Processes of Change in Therapies Using Implicit Relational Assessment

NAOKO KISHITA and Takashi Muto (Doshisha University) and Tomu Ohtsuki (Waseda University)

71 Symposium

3:30 pm–4:50 pm

605 (Convention Center)

CBM; Service Delivery

BACB CE Offered. CE Instructor: Katharine Gutshall, MA

Behavioral Intervention Through a State Funded Grant for Children Age 0-5 Years

Chair: Katharine Gutshall (Center for Autism and Related Disorders, Inc.)

Examining the Need, Demographics, and Treatment Length of a State Funded Behavioral Program

KATHARINE GUTSHALL, Amy L. Kenzer, Emily Barba, and Robert N. Davidson (Center for Autism and Related Disorders, Inc.)

Examining Pre and Post Measures as Part of Participation in Short-Term Behavioral Intervention Services

ROBERT N. DAVIDSON, Emily Barba, Amy L. Kenzer, and Katharine Gutshall (Center for Autism and Related Disorders, Inc.)

Examining the Importance of Caregiver Training

EMILY BARBA, Robert N. Davidson, Amy L. Kenzer, and Katharine Gutshall (Center for Autism and Related Disorders, Inc.)

Examining Cost Effective Behavioral Intervention: Two Case Studies

EMILY BARBA, Robert N. Davidson, Amy L. Kenzer, and Katharine Gutshall (Center for Autism and Related Disorders, Inc.)

72 Panel Discussion

3:30 pm–4:50 pm

603 (Convention Center)

CBM; Applied Behavior Analysis

Linking Basic Behavioral Principles to the Abstractive Constructs Used in Acceptance and Commitment Therapy: A Case Example

Chair: Maureen Kathleen Flynn (University of Mississippi)

KELLY G. WILSON (University of Mississippi)

MIKE P. TWOHIG (Utah State University)

PATRICIA BACH (Illinois Institute of Technology)

MAUREEN KATHLEEN FLYNN (University of Mississippi)

73 Symposium

3:30 pm–4:50 pm

Korbel Ballroom 1A (Convention Center)

EDC; Service Delivery

Performance Feedback: Using Data to Improve Teacher Performance

Chair: Ronnie Detrich (The Wing Institute)

Discussant: Timothy A. Slocum (Utah State University)

Using Student Data as a Basis for Feedback to Teachers

RONNIE DETRICH (The Wing Institute)

Performance Feedback: Use It or Lose It

RANDY KEYWORTH (The Wing Institute)

A Systems Approach to Feedback: What You Need to Know and Who Needs to Know It!

JOHN E. STATES (The Wing Institute)

74 Symposium

3:30 pm–4:50 pm

302 (Convention Center)

OTH; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Rachel Matthews, Ph.D.

Consequence Delivery via Technology to Provide Drug-Free Behavioral Treatment to Adolescents With Severe Behavior/Psychiatric Problems

Chair: Matthew L. Israel (Judge Rotenberg Educational Center)

Individualized Use of Money as a Reinforcer to Accelerate Academic Performance

NICK LOWTHER, Matthew L. Israel, Jill Hunt, Rachel Nicolle Matthews, Robert Von Heyn, Michelle Harrington, and Nathan Blenkush (Judge Rotenberg Educational Center)

A Comprehensive Level System

RACHEL NICOLLE MATTHEWS, Matthew L. Israel, Nick Lowther, Robert Von Heyn, and Nathan Blenkush (Judge Rotenberg Educational Center)

Improving Academic Instruction and Reducing Problem Behaviors

RACHEL NICOLLE MATTHEWS, Matthew L. Israel, Robert Von Heyn, Nick Lowther, and Nathan Blenkush (Judge Rotenberg Educational Center)

Treating Problem Behaviors and Ending Aversive Adaptation by Gradually Expanding the Treatment Period

ROBERT VON HEYN, Matthew L. Israel, Susan M. Parker, and Nathan Blenkush (Judge Rotenberg Educational Center)

75 Panel Discussion

4:00 pm–4:50 pm

Korbel Ballroom 4F (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Mary Ann Powers, Ph.D.

On the Cusp of Independence: Developing & Teaching Effective Transitional Goals for Students With Autism

Chair: Mary Ann Powers (Private Practice)

MARY ANN POWERS (Private Practice)

DEBORAH L. BROWN (Stanislaus County Office of Education)

KATHARINE BEMESDERFER (Coryell Autism Center)

76 B. F. Skinner Lecture Series

4:00 pm–4:50 pm

607 (Convention Center)

DEV

PSY/BACB CE Offered. CE Instructor: Robert Siegler, Ph.D.

There's Nothing as Practical as a Good Theory

Chair: Gary D. Novak (California State University, Stanislaus)

ROBERT S. SIEGLER (Carnegie Mellon University)



Robert Siegler is Teresa Heinz professor of cognitive psychology at Carnegie Mellon University. He has been at Carnegie Mellon since receiving his Ph.D. in 1974 from the State University of New York at Stony Brook. In the ensuing years, he has written nine books, edited five others, and authored more than 200 articles, monographs, and book chapters. The books and articles have focused on children's reasoning and problem solving, particularly in scientific and mathematical domains. Among the books he has written are *How Children Discover New Strategies* (1989, with Eric Jenkins, Erlbaum), *How Children Develop: 3rd Edition* (Siegler, DeLoache, and Eisenberg, 2010, Worth Publishers), and *Children's Thinking: 4th Edition* (Siegler & Alibali, 2005, Prentice Hall). His book, *Emerging Minds*, was chosen one of the "Best Psychology Books of 1996" by the Association of American Publishers. His books have been translated into French, German, Chinese, Japanese, Korean, Portuguese, Spanish, and Greek. He also has served as associate editor of the journal *Developmental Psychology* and co-edited the 2006 *Handbook of Child Psychology: Vol. 2: Cognition, Perception, and Language* along with Deanna Kuhn.

Abstract: Theoretical analyses of the development of numerical representations suggest that playing linear number board games, akin to Chutes and Ladders, should enhance young children's numerical knowledge. Consistent with this prediction, playing such a game for roughly 1 hour increases low-income, urban preschoolers' proficiency on a diverse set of numerical tasks: numerical magnitude comparison, number line estimation, counting, and numeral identification. The gains remain present 9 weeks later and are equally strong for African-American and Caucasian children. Playing an identical game, except for the squares varying in color rather than number (akin to Candy Land), does not improve performance on any measure. Moreover, preschoolers' amount of home experience playing number board games is positively correlated with their numerical knowledge, whereas their experience playing card games and video games is not. Consistent with the hypothesis that children are acquiring a mental number line, playing linear board games leads to greater learning than playing circular games. Thus, playing linear, numerical board games with children from low-income backgrounds appears to increase their numerical knowledge and helps them start school on a more equal footing with classmates from more affluent backgrounds.

77 SQAB Tutorial

4:00 pm–4:50 pm

403 (Convention Center)

EAB; Experimental Analysis

Exploration, Visualization and Data Analysis With JMP

Chair: Alliston K. Reid (Wofford College)

MIA STEPHENS (SAS Institute, JMP Division)



Mia Stephens is an academic ambassador with JMP, a division of SAS. Her responsibilities include working with professors and researchers at academic institutions, providing JMP training, support, teaching materials and other resources. Prior to joining JMP in 2009, Mia was a statistics instructor at the University of New Hampshire and a partner with the North Haven Group (NHG), a limited liability company specializing in statistical consulting and training. Mia has worked with a variety of industries and with the federal government, developing training materials, teaching, and consulting. She is co-author of numerous papers and the book *Visual Six Sigma: Making Data Analysis Lean*. Mia holds a master's degree in applied

statistics from the University of New Hampshire, and is currently located in York Harbor, Maine.

Abstract: JMP, developed in the late 1980s by SAS Institute, is desktop software for data exploration and analysis. JMP is a stand-alone product, with a point-and-click graphical user interface. However, JMP can also be integrated with SAS, providing an easy to use and flexible front end. Intuitive, interactive and graphical, JMP lets researchers move quickly from numbers to meaningful statements about findings and results. JMP provides a complete array of statistical procedures, from basic to advanced, providing a vast framework for making rational decisions from data. All JMP output is dynamic and visual, making it easy to graphically explore data and interpret statistical results. In this tutorial Mia will demonstrate popular JMP tools for exploratory data analysis, including graph linking, Tabulate, Graph Builder, Bubble Plots, the data filter, and new mapping tools. She will provide an overview of inferential methods commonly used by behavior analysts, and will introduce JMP tools for modeling, data mining, and simulation.

78 Invited Tutorial

4:00 pm–4:50 pm

401/402 (Convention Center)

SCI; Experimental Analysis

PSY/BACB CE Offered. CE Instructor: David Schaal, Ph.D.

Behavioral Neuroscience

Chair: John C. Borrero (University of Maryland, Baltimore County)

DAVID W. SCHAAL (Accuray Incorporated)



Dave Schaal discovered behaviorism as a student at St. Cloud State University, where he also learned to program a computer and do pigeon experiments. He was accepted into the experimental analysis of behavior program at the University of Florida, where he learned to think a little and picked up a good trade (behavioral pharmacology) from Dr. Marc Branch, one that would result in a post-doctoral fellowship at the University of Minnesota under Dr. Travis Thompson. There he was encouraged to consider how genetic and biological variables contribute to normal and aberrant behavior. Dave joined the psychology faculty of West Virginia University, where thanks to his colleagues and students he was a reasonably successful researcher and teacher. For some

reason he moved to the Department of Neurosurgery at Stanford University in 2002, where some of his ideas about biological variables became useful to him. Dave helped Drs. Timberlake and Steinmetz edit a special issue of the *Journal of the Experimental Analysis of Behavior (JEAB)* devoted to behavioral neuroscience, and he served as editor for behavioral neuroscience for *JEAB* for a few years. A biomedical device company offered him a job in 2006, so he left academia and now he writes about radiosurgery.

Today the great blessings of his life include his loving wife and family, his love of music and fiction, and the fact that his ABAA friends still let him come to this meeting.

Abstract: Functional relations between an animal's environment and its behavior are established, maintained, altered, and elaborated by experience because it has a nervous system. Behavioral neuroscience is the investigation of how the nervous system participates in and accounts for functional relations between environment and behavior. Neuroscience is becoming an increasingly behavioral enterprise, as indicated by recent neuroscience research on the process of reinforcement, which will be reviewed in this presentation. A selective survey of how the neural mechanisms of reinforcement participate in complex operant behavior, followed by examples of the application of behavioral neuroscience to human problems will be included. The talk will conclude with a discussion of the unique conceptual difficulties behavior analysts face when they try to integrate behavioral theory with behavioral neuroscience.

79 Invited Presenter

4:00 pm–4:50 pm

Four Seasons 4 (Convention Center)

VRB

PSY/BACB CE Offered. CE Instructor: Henry Schlinger, Ph.D.

Hearing, Listening, and Auditory Imagining

Chair: Caio F. Miguel (California State University, Sacramento)

HENRY D. SCHLINGER (California State University, Los Angeles)



Henry D. (Hank) Schlinger, Jr. received his Ph.D. in psychology (applied behavior analysis) from Western Michigan University with Jack Michael. He then completed a 2-year NIH-funded post-doctoral fellowship in behavioral pharmacology with Alan Poling. He was a full tenured professor of psychology at Western New England College in Springfield, Massachusetts, before moving to Los Angeles in 1998. He is now associate professor of psychology and director of the MS Program in Applied Behavior Analysis at California State University, Los Angeles. Dr. Schlinger has published more than 50 peer-reviewed scientific articles and commentaries in more than 20 different journals. In addition, he has also authored or co-authored three

books, *Psychology: A Behavioral Overview* (1990), *A Behavior-Analytic View of Child Development* (1995) (which was translated into Japanese), and *Introduction to Scientific Psychology* (1998). He is a past editor of *The Analysis of Verbal Behavior*, current editor of *The Behavior Analyst*, and is on the editorial boards of several other journals. He also serves on the Board of Trustees of the Cambridge Center for Behavioral Studies. He lives with his wife, a writer and editor, and their infant son in the quiet, serene hills of Burbank, California.

Abstract: According to the standard view in psychology, sensation refers to the basic effects of stimuli on sensory receptors and perception refers to how we, or our brains, interpret the sensory experience. The term "interpret" doesn't really specify what the individual does, leaving psychologists to infer that perception is a cognitive process. The radical behavioral approach is to examine what someone does when he or she is said to "perceive" some stimulus. Thus, for radical behaviorists, perception is more parsimoniously viewed as behavior (whether overt or covert) under the control of stimuli (whether public or private). In this talk, the thorny problem of auditory perception, in particular listening to speech and music, will be tackled from a behavior analytic perspective. The speaker will distinguish between sensation (as sensory transduction) and perception (as behaviors under stimulus control) and contend that both auditory perception and imagining involve sub-vocal behaviors and that when we report imagining voices or music, we are responding verbally to our own sub-vocal behaviors (self-singing and self-talking). The talk will conclude with a description of the results from a variety of brain imaging studies, which lend support to the claim that listening and auditory imagining involve sub-vocal behaviors.

80 Symposium

4:00 pm–5:20 pm

Korbel Ballroom 4B (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kevin Cauley, M.Ed.

Bridging the Gap Between Response and Reinforcement

Chair: Theresa McKeon (TAGteach International)

Discussant: Julie S. Vargas (B. F. Skinner Foundation)

Using Shaping and Student Success to Increase Reinforcement for Teachers

THERESA MCKEON (TAGteach International)

Marking What You Want: Using TAGteach With Children With Autism

ELIZABETH BENEDETTO-NASHO and Kevin S. Cauley (Step by Step Learning Group, Inc.)

That's It! The Use of Acoustical Makers to Improve Student Responding

KEVIN S. CAULEY and Elizabeth Benedetto-Nasho (Step By Step Learning Group, Inc.)

81 Symposium

4:00 pm–5:20 pm

Korbel Ballroom 4A (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michael Miklos, MS

Verbal Behavior and Autism Treatments in Pennsylvania Public Schools

Chair: Michael Miklos (Pennsylvania Training and Technical Assistance Network)

Discussant: Christopher Leighton Bloh (Kutztown University)

Criterion Referenced and Pervasive Developmental Disorder-Behavior Inventory Student

Outcomes in a First-Year Applied Behavior Analysis Classroom Using Verbal Behavior

MICHAEL MIKLOS (Pennsylvania Training and Technical Assistance Network), Christopher Leighton Bloh (Kutztown University), and Amiris Dipuglia (Pennsylvania Training and Technical Assistance Network)

Verbal Behavior Programming: Pre-implementation Performance Based Training and Program Implementation Fidelity

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

A Comparison of Two Mand Training Procedures

LORI L. CHAMBERLAIN (Pennsylvania Verbal Behavior Project) and Elizabeth Anne Maher (Behavior Tracker Pro)

82 Symposium

4:00 pm–5:20 pm

Korbel Ballroom 4D (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kathleen Clark, MS

Use of Response Interruption and Redirection in the Treatment of Automatically Maintained Stereotypy

Chair: Kathleen M. Clark (New England Center for Children)

The Role of Vocal and Motor Response Interruption and Redirection on Vocal Stereotypy

LESLEY A. MACPHERSON and Caio F. Miguel (California State University, Sacramento), Victoria Harr (Sacramento State University), and Amber Robinson (California State University, Sacramento)

Comparing Two Redirection Procedures for Treating Motor Stereotypy in Children With Autism

DIANA PARRY-CRUWYS (New England Center for Children), Zara McCambridge (University of Ulster), and William H. Ahearn (New England Center for Children)

The Effects of Manipulating Motivating Operations and Response Interruption and Redirection on Vocal Stereotypy

JESSICA LOVE, Jonathan Fernand, Jillian Kay LaBrie, and Caio F. Miguel (California State University, Sacramento)

The Effects of Response Interruption Redirection and Differential Reinforcement of Other Behavior on Motor Stereotypy

RACHEL FARBER, Carolyn Sanchez, Pamela Ann Sinclair, and William H. Ahearn (New England Center for Children)

83 Symposium

4:00 pm–5:20 pm

Korbel Ballroom 4E (Convention Center)

AUT; Applied Behavior Analysis

Research Examining Aspects of Autism Treatment for Determining Best Practice Standards

Chair: Ada C. Harvey (Florida Institute of Technology)

Discussant: Ada C. Harvey (Florida Institute of Technology)

An Evaluation of Discontinuous and Continuous Measurement Procedures in the Skill Acquisition of Children With Autism Spectrum Disorders

ASHLEY LUGO (University of Nebraska Medical Center)

The Efficacy of Computer Instruction as a Supplementary Tool in Intensive Behavioral Intervention Programs

GENEVIEVE K. COXON and Rachel Lewis (Florida Institute of Technology)

Effect of Choice of Preferred Activity on Social Behavior in Children With Autism

TARA LOUGHREY and Natalie L. Homa (Florida Institute of Technology)

84 Symposium

4:00 pm–5:20 pm

Korbel Ballroom 4C (Convention Center)

AUT; Applied Behavior Analysis

Informing and Implementing Behavioral Support for Families of Children With Autism

Chair: Amy Paige Hansford (Rutgers, The State University of New Jersey)

Discussant: Sandra L. Harris (Rutgers, The State University of New Jersey)

A Cross-Sectional Study of Patterns of Renewed Stress Among Parents of Children With Autism

KATE E. FISKE and Sandra L. Harris (Rutgers, The State University of New Jersey)

Comparative Effects of Mindfulness and Skills-Based Parent Training Programs for Parents of Children With Autism: Feasibility and Preliminary Outcome Data

SUZANNAH J. FERRAIOLI and Sandra L. Harris (Rutgers, The State University of New Jersey)

A Sibling-Mediated Behavioral Intervention for Promoting Play Skills in Children With Autism

AMY PAIGE HANSFORD and Sandra L. Harris (Rutgers, The State University of New Jersey)

85 Symposium

4:00 pm–5:20 pm

708 (Convention Center)

CSE; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Rose Iovannone, Ph.D.

Application of Functional Behavior Assessment-Based Interventions in Diverse Community Contexts

Chair: Rose Iovannone (University of South Florida)

Discussant: Hewitt B. "Rusty" Clark (University of South Florida)

Providing an Individual Assessment-Based Intervention for a Preschooler With Challenging Behavior

MARA MICHELLE CLARKE (University of South Florida)

Prevent-Teach-Reinforce: An Efficacious Functional Behaviour Assessment Process for Schools

ROSE IOVANNONE (University of South Florida)

Application of Functional and Behavior Analysis to Reduce Teenagers Running Away From Foster-Care Placements

KIMBERLY CROSLAND (University of South Florida)

86 Symposium

4:00 pm–5:20 pm

406 (Convention Center)

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Valerie Rogers, MA

Investigations Into Extinction-Induced Response Variability

Chair: Valerie R. Rogers (University of Nevada, Reno)

Behavioral Variability and Percentile Schedules: Making Shaping More Precise

CARLOS F. APARICIO (Savannah State University)

Extinction of Mands to Increase Eye Contact in Children With Autism

SANAZ QUASHEM (Toronto Partnership for Autism Services at Aisling Discoveries Child and Family Centre) and John T. Rapp (St. Cloud State University)

Trained and Untrained Response Variability in Young Children With Autism

Valerie R. Rogers and AINSLEY MCPHERSON (University of Nevada, Reno) and Patrick M. Ghezzi (University of Nevada)

Schedule Effects on Extinction-Induced Response Variability

VALERIE R. ROGERS (University of Nevada, Reno) and Patrick M. Ghezzi (University of Nevada)

87 Symposium

4:00 pm–5:20 pm

Korbel Ballroom 3A (Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Allen Karsina, Ph.D.

Approaches to Reducing the Frequency and Duration of Seclusion Time Out

Chair: Allen J. Karsina (New England Center for Children)

Discussant: Allen J. Karsina (New England Center for Children)

Reducing Duration of Exclusionary Time-Out Through Systematic Fading

CATIA CIVIDINI-MOTTA, Kathryn G. Horton, and Tracey Toran (New England Center for Children)

Replacing Time Out With a Functionally Alternative Break

KELLY L. MCCONNELL, Lindsay Grimm, and Paula Ribeiro Braga-Kenyon (New England Center for Children)

Decreasing Time-Out Durations for Severe Behavior

SARAH BUCKINGHAM, Jessica L. Sassi, and Nikki R. Senkowski (New England Center for Children)

88 Symposium

4:00 pm–5:20 pm

601 (Convention Center)

TPC; Theory

BACB CE Offered. CE Instructor: Timothy Weil, Ph.D.

Armchair Philosophy for the Therapist's Couch

Chair: Jacob H. Daar (University of South Florida)

Stumbling Our Way Through Definitions of Escape, Avoidance, and Experiential Avoidance

CHAD E. DRAKE (University of South Carolina Aiken) and Kate Kellum and Kelly G. Wilson (University of Mississippi)

Making Space for the Term, Making Space

EMILY KENNISON SANDOZ (University of Louisiana at Lafayette), Kate Kellum (University of Mississippi), Chad E. Drake (University of South Carolina Aiken), and Kelly G. Wilson (University of Mississippi)

Derived Relational Responding as a Conceptually Systematic Behavioral Theory and Its Impact on Practice: Acceptance by Behavior Analysts' Requires Seeing What It Looks Like

TIMOTHY M. WEIL (University of South Florida) and Louise A. McHugh (Swansea University)

Including Rule-Contacting as a Part of Rule-Following

KATE KELLUM (University of Mississippi), Linda J. Parrott Hayes (University of Nevada, Reno), Timothy M. Weil (University of South Florida), and Kelly G. Wilson (University of Mississippi)

89 Symposium

4:30 pm–5:20 pm

Korbel Ballroom 1B (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Daniel Hursh, Ph.D.

The Competent Learner Model Course of Study for General Education Teachers

Chair: Daniel E. Hursh (West Virginia University)

Discussant: Vicci Tucci (Tucci Learning Solutions, Inc.)

The Relation Between Competent Learner Repertoire Development and Academic Achievement and/or Social Adjustment

DANA CIHELKOVA and Daniel E. Hursh (West Virginia University) and Vicci Tucci (Tucci Learning Solutions, Inc.)

Creating a Reliable and Valid Coaching Protocol for the Competent Learner Model Course of Study

LIYU CHEN and Daniel E. Hursh (West Virginia University) and Vicci Tucci (Tucci Learning Solutions, Inc.)

Developing the Competent Learner Model Course of Study for General Education Teachers

BRANDI S. WEEKLEY and Daniel E. Hursh (West Virginia University) and Vicci Tucci (Tucci Learning Solutions, Inc.)

90 Panel Discussion

4:30 pm–5:50 pm

Korbel Ballroom 1F (Convention Center)

AAB; Service Delivery

Certification Issues for Behavior Analysts Working in Applied Animal Behavior

Chair: Megan Maxwell (Pet Behavior Change, LLC)

SUSAN G. FRIEDMAN (Utah State University)

GERALD L. SHOOK (Behavior Analyst Certification Board)

MEGAN MAXWELL (Pet Behavior Change, LLC)

SUZANNE HETTS (Animal Behavior Associates)

91 Symposium

4:30 pm–5:50 pm

Korbel Ballroom 3C (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Pamela Neidert, Ph.D.

Evaluating Interventions Appropriate for System-Wide Application

Chair: Pamela L. Neidert (University of Kansas)

Component Analysis of a Commonly Used Toilet Training Program

BRIAN GREER, Pamela L. Neidert, and Claudia L. Dozier (University of Kansas)

Thinning Schedules of Noncontingent Reinforcement Without Extinction

Lynsey M. Jackson (Spectrum of Hope), JENNIFER N. FRITZ (University of Houston-Clear Lake), and Nicole Alana Stiefler (Spectrum of Hope)

Assessment and Treatment of Aggression in an Early Intervention Classroom

KIMBERLEY L. M. ZONNEVELD, Pamela L. Neidert, Claudia L. Dozier, and Joseph Dracobly (University of Kansas)

The Implementation of a Behavior Feeding Intervention Using Both In Vivo and Video-Conferencing Supervision

TAIRA LANAGAN and Katharine Gutshall (Center for Autism and Related Disorders, Inc.)

92 Symposium

4:30 pm–5:50 pm

Korbel Ballroom 2C (Convention Center)

DDA; Service Delivery

BACB CE Offered. CE Instructor: J. Helen Yoo, Ph.D.

Assessment and Treatment of Pica and Object Mouthing

Chair: J. Helen Yoo (Institute for Basic Research)

Discussant: J. Helen Yoo (Institute for Basic Research)

An Evidence-Based Review of Intervention Strategies for Pica

DAVID MCADAM (University of Rochester) and Jonathan Breidbord (Autism Research Centre, University of Cambridge)

Using a Multicomponent Intervention to Decrease Sensory-Maintained Mouthing Behavior in a Child With Autism

NIALL JAMES TONER, Jenny E. Tuzikow, and Deanna M. Giannini (Institute for Basic Research)

Using Differential Reinforcement and Response Blocking to Treat Mouthing: A Case Study

JENNY E. TUZIKOW and Niall James Toner (Institute for Basic Research)

93 Symposium

4:30 pm–5:50 pm

Korbel Ballroom 3B (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michael Kelley, Ph.D.

Clinical Applications of Behavioral Economic Principles

Chair: Michael E. Kelley (Munroe-Meyer Institute, University of Nebraska Medical Center)

Discussant: Henry S. Roane (State University of New York, Upstate Medical University)

A Behavioral Economic Analysis of Token Reinforcement

ALISON M. BETZ (Florida Institute of Technology) and Wayne W. Fisher and Eric S. Grady (Munroe-Meyer Institute, University of Nebraska Medical Center)

Further Evaluation of Unit-Price Related Variables Affecting Allocation

ANURADHA SALIL KUMAR DUTT, Joel Eric Ringdahl, and Wendy K. Berg (University of Iowa)

Correspondence of Single Versus Daily Preference Assessment Outcomes and Reinforcer Efficacy Under Increasing Schedule Requirements

NICOLE M. TROSCLAIR-LASSERRE (GNO Resource Center on Developmental Disabilities) and Nathan A. Call, Addie F. Andrus, and M. Alice Shillingsburg (Marcus Autism Center)

94 Symposium

4:30 pm–5:50 pm

404 (Convention Center)

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Becky Nastally, Ph.D.

Behavior Analysis of Gambling Behavior

Chair: Jeffrey R. Miller (Southern Illinois University Carbondale)

Treatment Strategies for the Near-Miss Effect in Problem Gamblers

BECKY L. NASTALLY and Mark R. Dixon (Southern Illinois University)

Derived Slot Machine Gambling: A Transformation of Discriminative Functions in Accordance With Same and Opposite Relational Frames

ALICE E. HOON and Simon Dymond (Swansea University)

Transformation of Function Demonstrated on a Simulated Horse Track Game

SETH W. WHITING (Southern Illinois University), Alyssa N. Wilson (Southern Illinois University, Carbondale), and Mark R. Dixon (Southern Illinois University)

Myths and Realities of Card Counting in Blackjack or How to Become a Compulsive Gambler

STEPHEN RAY FLORA (Youngstown State University)

95 Symposium

4:30 pm–5:50 pm

Korbel Ballroom 1C (Convention Center)

EDC; Applied Behavior Analysis

The CABAS Accelerated Independent Learner Model of Instruction: Grades 3, 4, and 5

Chair: JoAnn Pereira Delgado (Teachers College, Columbia University)

Discussant: Yasmin J. Helou-Care (Teachers College, Columbia University)

The Accelerated Independent Learner Model of Instruction Classroom: Grade 3

JOANNE MARIE HILL, Haley Pellegren, JoAnn Pereira Delgado, and R. Douglas Greer (Teachers College, Columbia University)

The Accelerated Independent Learner Model of Instruction Classroom: Grade 4

PETRA WIEHE, Suzanne Francois, JoAnn Pereira Delgado, and R. Douglas Greer (Teachers College, Columbia University)

The Accelerated Independent Learner Model of Instruction Classroom: Grade 5

JESSICA ADELE VANDERHOEF, Crystal Lo, JoAnn Pereira Delgado, and R. Douglas Greer (Teachers College, Columbia University)

96 Symposium

4:30 pm–5:50 pm

710/712 (Convention Center)

OBM; Applied Behavior Analysis

The Effectiveness and Sustainability of Four Educational Interventions

Chair: L. Keith Miller (University of Kansas)

The Effects of Blocking and Shaping on Decreasing Stereotypic Tapping Behavior

JEFFREY M. GORDON and L. Keith Miller (University of Kansas)

Effectiveness of a Volunteer-Implemented Behavioral Training Intervention With Sheltered Dogs

VERONICA J. HOWARD and L. Keith Miller (University of Kansas)

The Effects of an Implementation Package on Owner Use of Classical and Operant Counter-Conditioning

KRISTYN SAVAGE ECHTERLING and L. Keith Miller (University of Kansas)

The Effectiveness and Sustainability of a Tutoring Chinese Package

HANG WU and L. Keith Miller (University of Kansas)

97 Paper Session

4:30 pm–5:50 pm

704/706 (Convention Center)

OBM

Improving Performance Through Systems Changes

Chair: Douglas A. Johnson (Western Michigan University)

The Science Behind Behavioral Systems Analysis: A Review of the *Journal of Organizational Behavior Management* (Applied Behavior Analysis)

DOUGLAS A. JOHNSON, Sarah E. Casella, and Sin Chien Lee (Western Michigan University)

Facility-Wide Positive Behavior Support: Practices, Systems and Now DATA for Residential Treatment (Service Delivery)

BARRY L. MCCURDY, Amy Waldron, and Robert A. Nass, Jr. (Devereux Institute of Clinical Training and Research)

Improving the Graduate Admissions Process in a Small Public University Department (Applied Behavior Analysis)

HEATHER M. FRYE and Manish Vaidya (University of North Texas)

Increasing Nutritional Options for Group Meals in a Large Residential Human Service Agency (Applied Behavior Analysis)

AMY KATHERINE LOUKUS (Southern Illinois University); Jonah D. Martin (NeuroRestorative Carbondale); Autumn N. McKeel (Southern Illinois University, Carbondale); and Seth W. Whiting, Aimee C. Howard, Jami E. Evans, Rebecca Batterman, and Mark R. Dixon (Southern Illinois University)

98 Symposium

4:30 pm–5:50 pm
610/612 (Convention Center)
TPC; Theory

On the History of Behavior Analysis: Unexpected Pioneers in the Move Towards Application
Chair: David P. Jarmolowicz (University of Arkansas for Medical Sciences)

Behaviorism at 98: 49/50ths of a Century, and Counting
JAMES T. TODD (Eastern Michigan University)

Where the Action Was: Nate Azrin at Anna State Hospital
DAVID P. JARMOLOWICZ (University of Arkansas for Medical Sciences)

Sidney W. Bijou's Behavior Analysis of Child Development: Its Selection by Consequences
EDWARD K. MORRIS (University of Kansas)

Charles B. Ferster and the Behavioral Analysis of Autism
ALLISON SERRA TETREAULT (West Virginia University)

99 Symposium

4:30 pm–5:50 pm
Korbel Ballroom 2B (Convention Center)
VRB; Experimental Analysis
BACB CE Offered. CE Instructor: Ramona Houmanfar, Ph.D.

Leadership and Decision Making in Time of Change
Chair: Ramona Houmanfar (University of Nevada, Reno)
Discussant: Denis P. O'Hora (National University of Ireland, Galway)

Assessing the Differential Effects of Pre-existing Verbal Relations, Pay for Performance, and Rules on Cooperative Responding
SHARLET D. RAFACZ (Savannah State University) and Ramona Houmanfar (University of Nevada, Reno)

An Analysis of Team Problem Solving
GREGORY SMITH and Ramona Houmanfar (University of Nevada, Reno)

Psychological Flexibility and Innovative Leadership: Values-Clarification and Mindfulness
TODD A. WARD and Ramona Houmanfar (University of Nevada, Reno)

100 Paper Session

5:00 pm–5:50 pm
Korbel Ballroom 4F (Convention Center)
AUT

Impacting State Policies for Behavior Analysts: The Wisconsin Experience
Chair: William J. Murray (Wisconsin DHS)

Wisconsin's BCBA License: One Year Later (Experimental Analysis)
WILLIAM J. MURRAY (Wisconsin DHS) and Tamara S. Kasper (The Center for Autism Treatment, Inc.)

Wisconsin's Autism Insurance Mandate: Gaining Inclusion of BCBAs (Experimental Analysis)
TAMARA S. KASPER (The Center for Autism Treatment, Inc.) and William J. Murray (Wisconsin DHS)

101 B. F. Skinner Lecture Series

5:00 pm–5:50 pm

401/402 (Convention Center)

BPH

PSY/BACB CE Offered. CE Instructor: Janet Neisewander, Ph.D.

Capturing Aspects of Social Influences on Drug Abuse With Animal Models

Chair: Jonathan W. Pinkston (University of North Texas)

JANET NEISEWANDER (Arizona State University)



Janet Neisewander received her BS in biology and psychology from Rockford College, Rockford, IL. She received her MS and her Ph.D. in psychology from the University of Kentucky under the direction of Dr. Michael Bardo. She then received postdoctoral training at the University of Pennsylvania in pharmacology and psychiatry before joining the faculty in psychology at Arizona State University in 1991. There she moved through the ranks to full professor and she served as the founding director of the Behavioral Neuroscience Graduate Program. She is currently a professor in the School of Life Sciences at Arizona State University. Her research uses animal models to examine the role of drug conditioning in the motivation to seek and to self-administer drugs of abuse. She

is particularly interested in the neural circuitry that underlies drug-seeking behavior and the role that dopamine and serotonin systems play within this circuitry. Her latest new research direction examines social influences on drug-related behaviors. The National Institute on Drug Abuse has consistently funded Dr. Neisewander's research for the past 21 years and she has published 75 research articles. She currently serves on the editorial boards of *Psychopharmacology* and the *International Journal of Neuropsychopharmacology* and this year she received the Bernice Grafstein Award for Outstanding Accomplishments in Mentoring from the Society for Neuroscience.

Abstract: Humans and laboratory rats alike depend upon social interactions not only for reproduction, but also for healthy mental and physical development. Dr. Neisewander's laboratory has investigated how social interactions can have both positive and negative influences on drug abuse-related behaviors in rats. They have found that first time experience with cocaine or nicotine is more rewarding in adolescent rats when experienced with another rat than when experienced alone. Also when adolescent rats experience nicotine for the first time, they exhibit an increase in plasma corticosterone if they are alone but not if they are with another rat. Because corticosterone levels normally increase in response to stress, the results suggest that social interaction during initial drug experience may counter the stressful effects of the drug, thereby increasing reward strength and perhaps increasing vulnerability to drug abuse. In contrast, social interaction introduced as part of environmental enrichment after a drug habit has been established in rats attenuates drug-seeking behavior as well as withdrawal-induced elevations of corticosterone and brain activation that occurs upon exposure to drug-associated stimuli. The implications of these findings with regard to understanding drug dependence and the development of treatments for substance abuse will be discussed.

102 Panel Discussion

05/28/2011

5:00 pm–5:50 pm

Korbel Ballroom 1A (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Marta Leon, Ph.D.

The Science of Learning and the Art of Teaching Revisited

Chair: Melinda Sota (Headsprout)

JOANNE K. ROBBINS (Morningside Academy)

KAREN L. MAHON (Dymo/Mimio Interactive Teaching Technologies)

MARTA LEON (Headsprout)

103 Panel Discussion

5:00 pm–5:50 pm

302 (Convention Center)

OTH; Applied Behavior Analysis

Professional Development Series: Understanding the Publication Process

Chair: James Nicholson Meindl (The Ohio State University)

RICHARD M. FOXX (Penn State University)

WILLIAM L. HEWARD (The Ohio State University)

NANCY A. NEEF (The Ohio State University)

104 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

AUT

1. Reduction of Self-Stimulatory Behaviors Across Familiar and Unfamiliar Movies (CBM; Service Delivery) JENNIFER MARLO BELL and Eric Rudrud (St. Cloud State University) and Eric V. Larsson (Lovaas Institute Midwest)

2. Individuals With Autism in the Criminal Justice System (CSE; Service Delivery) XIUCHANG HUANG and Tammy Hughes (Duquesne University), Larry Sutton (Pennsylvania Department of Public Welfare), and Temple Sharese Lovelace (Duquesne University)

3. Increasing Compliance With Haircuts in a Child With Autism (DDA; Applied Behavior Analysis) MEGAN GILBERTSON, Brittany Schumacher, and John T. Rapp (St. Cloud State University)

4. Comparing the Effectiveness of English and Spanish as Languages of Instruction in Spanish Versus English for Children With Autism Who Are From Spanish Speaking Homes (DDA; Applied Behavior Analysis) ALEJANDRA PADILLA and Yasemin Turan (San Diego State University)

5. The Evaluation and Treatment of Encopresis in a Home Setting (EAB; Experimental Analysis) MARY E. HONG, Edward Sbardelatti, Sara T. Henderson, and Sherri Rosenberg (Washington County Mental Health Services, Inc.)

6. Effects of Challenging Behavior on the Achievement of Educational Goals in Students With Autism Spectrum Disorders Receiving Intensive Behavioral Intervention (EDC; Applied Behavior Analysis) REBECCA EMBACHER, Thomas W. Frazier, Courtne Vires, Mary Vallinger, Aletta Sinoff, Francine Dimitriou, and Allison Newman (Cleveland Clinic Center for Autism)

7. The Predictive Validity of the Assessment of Basic Learning Abilities Versus Parents' Prediction With Children With Autism (CSE; Applied Behavior Analysis) COLLEEN MARGARET ANNE MURPHY and Garry L. Martin (University of Manitoba) and Dickie C. T. Yu and Jennifer L. Sloan (St. Amant Research Centre, University of Manitoba)

8. Test-Retest Reliability of the New England Center for Children—Core Skills Assessment (DDA; Applied Behavior Analysis) CHATA A. DICKSON, Maureen Kelly, Meaghan Stapleton, Julie S. Weiss, Sorrel Ryan, and Renee C. Mansfield (New England Center for Children)

9. Strengths and Weaknesses of Three Different Assessment Tools to Measure Social Skills Progress in a Preschool Student With Autism (EDC; Service Delivery) ELIZABETH B. SNYDER (FEAT of Washington)

10. Applied Behavior Analysis Skills Intervention Program: Outcomes of a 6-Month Day Program (Service Delivery) AMANDA LEIGH SITOMER (Mental Health Mental Retardation Authority of Harris County), Alyson N. Hovanetz (University of Houston-Clear Lake), Kail Thomas Graham and Jennifer Shen (Mental Health Mental Retardation Authorities of Harris County), and Dorothea C. Lerman (University of Houston-Clear Lake)

11. Continued Development and Evaluation of Staff Training at Easter Seals Autism Treatment Program (Applied Behavior Analysis) KELLYN JOI JOHNSON and Sara M. Weinkauff (University of North Texas), Nicole Zeug (Easter Seals), and Samantha Cermak and Shahla S. Ala'i-Rosales (University of North Texas)

12. Using Point of View Video Modeling to Teach Symbolic Play Skills (DDA; Service Delivery) STEFANIE ALLEN and Robert K. Ross (BEACON Services)

- 13. Using Video Modeling to Support Generalization of Pretend Play Skills** (DDA; Service Delivery) KAREN NAULT, Linda L. Leiker, and Robert K. Ross (BEACON Services)
- 14. Effect of Video Modeling on Attention Behavior of Junior High Students With Developmental Disorders** (DDA; Applied Behavior Analysis) SHIGEKI SHIMADA (Tokai University)
- 15. The Effect of Video Modeling on the Play Skills and Language Skills of a Girl With Autism** (EDC; Applied Behavior Analysis) YUCHUN LIU and Chien-Chih Liao (China Medical University Hospital), Hua Feng (National Chang-hua University of Education), and Nai-Hsin Meng (China Medical University Hospital)
- 16. Using Video Simulation of Cooking for Students With Autism** (EDC; Service Delivery) Shin-Hee Kim and Kyung Hye Lee (Daegu Cyber University), JEONGIL KIM (Lotus Flowers Children Center)
- 17. The Effects of Video Modeling on the Acquisition of Three Operant Behaviors in Children With Autism** (Applied Behavior Analysis) JENN L. GALAMAGA and John P. Smagner (Chicago Behavior Development, LLC)
- 18. Using Video Modeling to Increase Conversational Volleys** (Applied Behavior Analysis) NICOLE VITKAUSKAS and Natalie DeNardo (Boston Applied Behavior Analysts)
- 19. Identifying Prerequisite Skills for Video Modeling Interventions in Children With Autism Spectrum Disorders: A Preliminary Investigation** (Applied Behavior Analysis) MATTHEW E. ROTH, Kimberley Hays Smith, and Jennifer M. Gillis Mattson (Auburn University)
- 20. Positive Treatment Approaches for Out of Seat Behavior** (DDA; Applied Behavior Analysis) CHRISTOPHER ILCONICH and Jessica A. Fedezko (Bancroft)
- 21. Utilization of a Shaping Procedure to Increase Tolerance of Wearing Shoes in a Child With Autism** (DDA; Applied Behavior Analysis) LAURA B. TURNER (Binghamton University) and Stephanie Lockshin (Institute for Child Development, Binghamton University)
- 22. Assessment and Treatment of Vocal Stereotypy Interfering With Vocational Performance** (EDC; Applied Behavior Analysis) JENNIFER G. CAMBLIN and Jamie L. Blackburn (The Faison School for Autism)
- 23. An Evaluation of Two Demand Assessments for Identifying Negative Reinforcers** (DDA; Applied Behavior Analysis) CARLY E. CORNELIUS and Eileen M. Roscoe (The New England Center for Children)
- 24. Self-Management Procedures to Increase On-Task Behavior of Children With Autism in a School Setting** (EDC; Applied Behavior Analysis) JILLIAN M. CHAN, Kimberly A. Schulze, and Eric Rudrud (St. Cloud State University)
- 25. Teaching Children to Follow Schedules/Routines: Picture Versus Computer Activity Schedules** (Applied Behavior Analysis) NAOMI WHEELER and Joel P. Hundert (Behaviour Institute) and Elena Ludwig (McMaster University)
- 26. Further Assessment and Treatment of Aggression Occasioned by Interruptions: The Analysis of "Do" Versus "Don't" Statements** (Applied Behavior Analysis) ANDREA GOFFUS, Heather K. Jennett, Barbara Tomlian, Kaitlin Coryat, and Julianna Villani (Kennedy Krieger Institute)
- 27. Graduated Exposure and Differential Negative Reinforcement of Other Behaviour to Increase Compliance With Wearing a Medical Alert Bracelet** (PRA; Applied Behavior Analysis) JENNIFER LYNN COOK (Four Points Intervention Strategies Inc.), Tammy Frazer (Clinical Consultant), Kimberly A. Schulze (St. Cloud State University), and Lindsey Anne Gomes (Four Points Intervention Strategies Inc.)
- 28. Using Differential Reinforcement Procedures to Increase Chewing of Novel Foods for Children With Autism** (DDA; Applied Behavior Analysis) GEORGE SCHLERETH and Carrie S. W. Borrero (Kennedy Krieger Institute)
- 29. The Development of Feeding Interventions in a Public School Setting** (DDA; Applied Behavior Analysis) Kristine Plankey and JOHN D. MOLTENI (Saint Joseph College)
- 30. A Trend Analysis of Participant Characteristics in Autism Intervention Research Across Three Journals** (TPC; Applied Behavior Analysis) SHELLEY CLARKE, Kimberly Crosland, and Glen Dunlap (University of South Florida)
- 31. Development of Applied Behavior Analysis in South Africa** (VRB; Applied Behavior Analysis) JULIET ANN NEWBERRY (Child Behaviour Consultants) and Joshua K. Pritchard (Florida Institute of Technology)

- 32. Choice of Treatments by Caregivers of Children With Autism: The Allocation of Resources Given Knowledge About and Perceived Efficacy of Various Treatments** (Applied Behavior Analysis) ROSEANNE S. LESACK, Nathan A. Call, Addie F. Andrus, and Caitlin H. Delfs (Marcus Autism Center)
- 33. Caregiver Choice of Autism Interventions as a Function of Resources and Availability** (Applied Behavior Analysis) JUSTIN M. DISCALFANI, Nathan A. Call, Addie F. Andrus, and Caitlin H. Delfs (Marcus Autism Center)
- 34. Does Early Intensive Behavioral Intervention Treatment Intensity Correlate With Parent Satisfaction in Outcomes in Core Autism Deficit Areas?** (CSE; Service Delivery) AMY MUEHLBERGER and Robert K. Ross (BEACON Services)
- 35. The Addition of Telemedicine to a Parent Training Program for Parents of Young Children With Autism** (Applied Behavior Analysis) SAMANTHA CERMAK, Kellyn Joi Johnson, Julie Winn Greer, Holly Kowalchuk, Amy Yauger, Shahla S. Ala'i-Rosales, and Jesus Rosales-Ruiz (University of North Texas)
- 36. A Review of Preference Assessment Procedures for Students With Autism** (DDA; Applied Behavior Analysis) PANAGIOTA DEBERY, Lauren Mahoney, Geoffrey D. DeBery, Laurie Nuzzi, and Jamie Arnold (Eden II Programs)
- 37. Using Video Modeling to Teach Game-Based Social Skills to Students With Developmental Disabilities** (DDA; Applied Behavior Analysis) MEREDITH RUGGIERO, Jennifer M. Silber, and Gordon A. DeFalco (Evergreen Center)
- 38. The Effects of Noncontingent Access to Preferred Foods on the Frequency of Pica in a Day Treatment Setting** (DDA; Applied Behavior Analysis) LEIGH ANN S. WHEAT (The Shape of Behavior) and Jessica Hobbs (University of North Texas)
- 39. Effects of Discrete Trial Training and Incidental Teaching on Acquisition of Spontaneous Language in Children With Autism** (DDA; Applied Behavior Analysis) ERIN KARRASCH and Yasemin Turan (San Diego State University)

105 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

CBM

- 1. Factor Structure of Parent Mealtime Action Scale Among Korean Parents** (TPC; Theory) JEONG HYUN CHOO, Eunhae Jang, and Kyong-Mee Chung (Yonsei University)
- 2. An Evaluation of High-Probability Instructional Sequencing in the Treatment of Food Selectivity** (AUT; Applied Behavior Analysis) Laura Gardella, BECKY PENROD, Jonathan Fernand, Sarah Dickman, and Shu-wing Fu (California State University, Sacramento)
- 3. The Effects of Self-Monitoring on Making Healthy Food Choices** (Applied Behavior Analysis) JANI ASHBAKER and Natalie Allen-Williams (Weber State University)
- 4. Behavioral Contracting to Increase Daily Energy Expenditure: A Comparison of Two Deposits** (Applied Behavior Analysis) BRIDGET MCKENNA, SungWoo Kahng, and Alyssa Fisher (Kennedy Krieger Institute)
- 5. Increasing Chewing Skills in a Child With a Feeding Disorder** (Applied Behavior Analysis) KATHRYN M. PETERSON, Valerie M. Volkert, and Lara Barnett (University of Nebraska Medical Center, Munroe-Meyer Institute)
- 6. Using a Flipped Spoon to Decrease Packing in Children With Feeding Disorders** (Applied Behavior Analysis) SUZANNE M. MILNES, Valerie M. Volkert, Petula C.M. Vaz, Cathleen C. Piazza, Jana Frese, and Lara Barnett (University of Nebraska Medical Center, Munroe-Meyer Institute)
- 7. Use of Syringe Redistribution and Flip Spoon Facilitation to Decrease Packing of Liquids** (Applied Behavior Analysis) REBECCA A. GROFF, Cathleen C. Piazza, and Carrie C. Combs (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 8. Relationships Between Behavior Management Techniques Used by Dentists and Child Behavior During Dental Procedures** (PRA; Service Delivery) DOROTHY M. LIPSKI (Minnesota State University, Mankato) and Monica Howard, Fouad S. Salama, and Keith D. Allen Combs (Munroe-Meyer Institute, University of Nebraska Medical Center)

9. Circadian Rhythm Management to Treat Night Wakings in Young Children (Service Delivery) RACHEL M. KNIGHT and Carl Merle Johnson (Central Michigan University)

10. Behavioral Intervention Applied for Patients With Intractable Asthma and Relevant Diseases (PRA; Service Delivery) YUKIHIRO OHYA (National Center for Child Health and Development)

106 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

DDA

1. The Effects of Directed Activities and Free Play Activities on Occurrences of Stereotypy (AUT; Applied Behavior Analysis) JAN TURBES, Brenda Langstraat-Janisch, and Barbara Lyle (Northwest Area Education Agency); Candy Hill (Sioux City Community School District); and John F. Lee, Tory J. Christensen, Kelly M. Schieltz, and David P. Wacker (University of Iowa)

2. Using Differential Reinforcement of Other Behavior to Decrease Vocal Stereotypy (AUT; Applied Behavior Analysis) ROBERT N. DAVIDSON, Emily Barba, and Katharine Gutshall (Center for Autism and Related Disorders, Inc.)

3. Using Differential Reinforcement in Combination With Self-Monitoring to Treat Perseverative Speech (AUT; Applied Behavior Analysis) NIAMH DOYLE, Heather Kadey, Henry S. Roane (State University of New York, Upstate Medical University)

4. The Use of Response Cost to Treat Automatically Reinforced Spitting (AUT; Applied Behavior Analysis) TYLER KRUEGER, Sara M. Bartlett, and John T. Rapp (St. Cloud State University)

5. An Examination of Preference for the Form of Communication (AUT; Applied Behavior Analysis) JANNETTE PUISSEAU, SungWoo Kahng, and Cindy T. Graham (Kennedy Krieger Institute)

6. Using Headphones to Enhance the Effects of Delay Fading During Functional Communication Training (PRA; Applied Behavior Analysis) WING YAN LAM and Rachel Adler (California State University, Los Angeles), Robert-Ryan S. Pabico (Center for Behavior Analysis and Language Development), and Daniel B. Shabani (California State University, Los Angeles)

7. Treatment of Two Topographies of Self Injury Maintained by Independent Reinforcement Contingencies (CSE; Applied Behavior Analysis) AMY E. PETERSON, Richard G. Smith, and Jessica Hobbs (University of North Texas)

8. Desensitization and Tolerance of Tooth Brushing (Applied Behavior Analysis) TIMOTHY JOSEPH MCKENNA and Molly Coyle (Bancroft)

9. Use of a Ribbon Time-Out Procedure in Managing Challenging Behaviors in an Adolescent Male With Somatic Brain Injury (Applied Behavior Analysis) BRUCE G. HAUSER and Megan Swett (Heartspring)

10. A Case Study on Self-Control and Impulsivity (Applied Behavior Analysis) IMRAN A. KHAN (The Chicago School of Professional Psychology)

11. Increasing Compliance in Vocal Responses (Applied Behavior Analysis) SMITA AWASTHI and Kinnari Bhatt (Association for Behavior Analysis of India)

12. Treatment of High-Risk Covert Behavior in Sex Offenders With Intellectual Disabilities (Applied Behavior Analysis) STEPHEN F. WALKER, Timothy R. Vollmer, Cristina M. Whitehouse, and P. Raymond Joslyn (University of Florida) and Gregory Jensen (State of Florida)

13. Effects of Direct Instruction on the Acquisition of Prepositions by Students With Intellectual Disabilities (EDC; Applied Behavior Analysis) KERI M. STEVENSON and Charles L. Wood (University of North Carolina at Charlotte)

14. Acquisition of Japanese Reading Skills Through Respondent-Type Training for Children With Developmental Disabilities (EDC; Applied Behavior Analysis) MIKIMASA OMORI and Yuka Koremura (Keio University), Hiroshi Sugawara (Tokiwa University), and Jun'ichi Yamamoto (Keio University)

15. The Reading and Writing Training Program for English as Second Language in Students With Learning Difficulties via the Internet (EDC; Applied Behavior Analysis) HIROSHI SUGASAWARA (Tokiwa University)

16. The Impact of Sight-Word Instruction on Oral Language in Students With Intellectual Disabilities (Applied Behavior Analysis) JAYE K. LUKE, Laura D. Fredrick, Rebecca E. Waugh, Dawn H. Davis, Chad A. Dollar, and Paul A. Alberto (Georgia State University)

107 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

EAB

1. Effects of Pre-session Satiation to Matched Stimuli on Subsequent Vocal Stereotypy (DDA; Applied Behavior Analysis) FARA D. GOODWYN, Leslie Neely, and Mandy J. Rispoli (Texas A&M University); Russell Lang (University of Texas at Austin); and Siglia Canargo and Jennifer Ganz (Texas A&M University)

2. Delays in Matching to Sample With Distracters (VRB; Experimental Analysis) ALEKSANDER VIE and Erik Arntzen (Akershus University College)

3. Spatiotemporal Variables as Contextual Stimuli on the Acquisition and Transfer of Conditional Discriminations by Humans (VRB; Experimental Analysis) MARIO SERRANO, Brenda Castellanos, Gelacio Guzman Diaz, Jesus Rosas Sanchez, Abril Cortes Zuniga, Enoc Obed De la Sancha Villa, and Emanuel Toledo Aguilar (Universidad Veracruzana)

4. Effects of Number of Sample and Comparison Stimuli on Olfactory Span (Experimental Analysis) RACHEL A. EURE, Melissa Deal, Andrew Hawkey, L. Brooke Poerstal, Heather Ward, Lucas Watterson, Katherine Ely Bruce, and Mark Galizio (University of North Carolina Wilmington)

5. The Role of Error Analyses in Pinpointing Controlling Variables (Experimental Analysis) CALEB D. HUDGINS, Jonathan E. Friedel, and Manish Vaidya (University of North Texas)

6. Production of Sample-Comparison Relation by Pseudo Matching to Sample Task (Experimental Analysis) YUTA MASANO and Koichi Ono (Komazawa University)

7. Serial Position Effects in Social Learning: Five Demonstrators List (Experimental Analysis) Addalid Sanchez-Hernandez, Guadalupe Ortega-Saavedra, Sara E. Cruz-Morales, and J. C. PEDRO ARRIAGA-RAMIREZ (FES Iztacala UNAM)

8. Estimation of Stimulus Value in Binary Choice Trials (BPH; Experimental Analysis) EMILY S. FOREMAN, Sarah Shaffer, Amanda Piltz, Nicole A. Roberts, and Elias Robles (Arizona State University)

9. Comparison of Temporal and Probabilistic Discounting Amongst Obese College Students and Adults (CSE; Experimental Analysis) FRANK D. BUONO and Mark R. Dixon (Southern Illinois University)

10. Inconsistent Response Patterns in a Computerized Temporal Discounting Task (Experimental Analysis) CONNOR H. PATROS and James W. Diller (Eastern Connecticut State University)

11. Past-Future Discounting of Non-monetary Outcomes (Experimental Analysis) PATRICK S. JOHNSON, Gregory J. Madden, and Rochelle R. Smits (Utah State University)

12. Probability and Temporal Discounting in an Experiential Task (Experimental Analysis) ANNA GREENHOW and Maree J. Hunt (Victoria University of Wellington), Heather L. Peters (The Open Polytechnic of New Zealand), and Lincoln S. Hely (Victoria University of Wellington)

14. Delay Discounting in Adolescents With Acquired Brain Injury (Applied Behavior Analysis) AIMEE C. HOWARD and Shana Little (Southern Illinois University), Jonah D. Martin (NeuroRestorative Carbondale), and Jami E. Evans and Mark R. Dixon (Southern Illinois University)

15. Hormonal Changes and Temporal Discounting: Effect of Ovulation on Discount Rates (TPC; Experimental Analysis) SHAWN R. CHARLTON, Lori Parker, and Veda A. Charlton (University of Central Arkansas)

16. Effects of 6-OHDA Lesions in the Medial Prefrontal Cortex of Rats Trained in a Peak-Interval Procedure (Experimental Analysis) MIRARI ELCORO (Armstrong Atlantic State University), Tina Thompson (Mercer School of Medicine), Mia Garboski (Armstrong Atlantic State University), and Ryan Mullins (Mercer School of Medicine)

17. Peak Procedure Performance of the Common Brushtail Possum (*Trichosurus vulpecula*) (Experimental Analysis) Rachael Anne Lockhart, JAMES MCEWAN, and Lewis A. Bizo (University of Waikato)

18. Exploring the Discriminative Properties of Magnitude of Reinforcement (Experimental Analysis) ANDRES H. GARCIA-PENAGOS and Kennon A. Lattal (West Virginia University)

19. A Comparison of Own-Price and Cross-Price Demand for Two Different Foods (AAB; Experimental Analysis) THERESE MARY FOSTER, Bee Lan Linda Lim, and Lewis A. Bizo (University of Waikato)

108 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

EDC

1. Words per T-Unit: A Pure Measure of Written Expression (VRB; Applied Behavior Analysis) WILLIAM V. JUSTICE, Laura Baylot Casey, David Bicard, Sara C. Bicard, and Michelle Stockton (University of Memphis)

2. Effects of Enhanced Milieu Teaching and a Communication Aid on Mands of Elementary Students With Disabilities (AUT; Applied Behavior Analysis) Sarah Rebecca James and SARA C. BICARD (University of Memphis), David Bicard (Our Lady of Peace Hospital), and Laura Baylot Casey (University of Memphis)

3. Instructor Perceptions Regarding the Use of Self-Disclosure in Education Courses (PRA; Service Delivery) BARBARA MALLETTE, Carrie Fitzgerald, and Laura Geraci (State University of New York, Fredonia)

4. The Effects of Group Contingent Mystery Motivators on Middle School Students' Work Completion and Accuracy (PRA; Service Delivery) LAWRENCE J. MAHEADY and Michael Jabot (State University of New York, Fredonia)

5. Interteaching: A Component Analysis and Comparison to Traditional Classroom Instruction (TBA; Applied Behavior Analysis) Ryan M. Zayac (University of North Alabama) and AMBER PAULK, Katie Miller, and Jonathan Assouline (Central Washington University)

6. Equivalence Based Neuroanatomy Instruction: Expressive and Selection-Based Repertoires (EAB; Applied Behavior Analysis) KIMBERLY REYES-GIORDANO, Jeffery Hamelin, Laura Del Rio, Michal Halbertal, Lauren Uss, and Daniel Mark Fienup (The Graduate Center, Queens College, The City University of New York)

7. Effects of an Individualized Differential Reinforcement of Alternative Behavior Treatment Package on Interfering Behavior (DDA; Applied Behavior Analysis) LAUREN PERAZZO (Carle Place School District) and Carolyn S. Ryan (Institute for Children with Autism and Related Disorders)

8. The Effects of Video Feedback on Conversational Skills of Included Middle School Students Diagnosed With Autism (AUT; Applied Behavior Analysis) TRACY REILLY-LAWSON (Caldwell College), Frank Ammirata (New York City Board of Education)

9. An Evaluation of Yoked Contingencies and Video Modeling to Teach Play Skills (Applied Behavior Analysis) AMY J. DAVIES LACKEY, Sandy Shumar Pih, Melissa Jackson, Ilana Garcia, and Marisa Savard (Manhattan Children's Center)

10. Effects of a Differential Reinforcement of Alternative Behavior Treatment Package for a Student With Autism (AUT; Applied Behavior Analysis) CAROLYN S. RYAN (Institute for Children with Autism and Related Disorders) and Lauren Perazzo (Carle Place School District)

11. The Quiet Voice, Quiet Hands Challenge (AUT; Applied Behavior Analysis) JENNIFER S. PHILLIPS and Donn Sottolano (Area Cooperative Educational Services)

12. The Effects of Manipulandum Proximity on Improving Response Blocking: A Study of Response Effort and Skill Acquisition (DDA; Applied Behavior Analysis) JEFFREY M. GORDON and L. Keith Miller (University of Kansas)

13. The Effects of Multiple Exemplar Instruction Across Saying and Writing on the Transformation of Stimulus Function Across Written and Vocal Spelling Responses for Two Preschoolers With a Disability (Applied Behavior Analysis) Carly Moher Eby and ALLISON BOWHERS (Teachers College, Columbia University)

14. The Effects of Peer Tutoring on the Tutor and Tutee on the Acquisition of Written Spelling Responses (VRB; Applied Behavior Analysis) MEGHAN and Jessica Adele VanDerhoef (Teachers College, Columbia University)

15. The Effects of Peer Tutoring Using a Peer-Yoked Contingency Game on the Acquisition of Social Studies and Spelling Objectives as the Tutor (VRB; Applied Behavior Analysis) Alison M. Corwin and HELENA S. HAN (Columbia University)

16. Effects of a Small Group Peer-Yoked Contingency Observation Tact Game on the Simultaneous Emergence of Naming and Observational Learning (VRB; Applied Behavior Analysis) LISA TULLO and Katie Baker (Teachers College, Columbia University)

17. The Effects of Peer-Yoked Contingency on the Emergence of Observational Learning, Naming, and Verbal Operants in Non-instructional Settings in Four Preschoolers With Developmental Delays (VRB; Applied Behavior Analysis) Lin Du and SEONG EUN HONG (Teachers College, Columbia University)

18. The Effects of the Learn Unit and a Decision Protocol on the Frequency of Teacher Initiated Data Based Educational Decisions and the Number of Student Objectives Met (AUT; Applied Behavior Analysis) ERIK D. GRASSO, Meredith Akers, and Tanya Scott (Ed Support Services, LLC)

19. Expanding Pre-literacy Skills in an Individual With Autism Using Stimulus Equivalence Procedures (AUT; Applied Behavior Analysis) E. J. LEE and David Roth (The Aurora School)

20. Evaluating the Effectiveness of Precision Teaching Methods on Increasing Intraverbal Conversational Response Rates Across Environments (VRB; Applied Behavior Analysis) LAURA STEINER, Kendra McDonald, and Courtney L. Deal (The Aurora School)

21. The Added Interspersal Method as a Means to Increase On-Task Behavior of Students With Autism (AUT; Applied Behavior Analysis) AUDREY ALBERSTADT (The Aurora School), Theodore A. Hoch (George Mason University), and Courtney L. Deal (The Aurora School)

109 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

OBM

1. Staff Training Protocol to Increase Interaction During Non-structured Time With Children With Autism (AUT; Applied Behavior Analysis) MARI ORITA and Amanda N. Adams (California State University, Fresno)

2. The Effect of Group Contingency and Public Posting on Teacher Job Performance (AUT; Applied Behavior Analysis) ELIZABETH J. KELSEY (RCS Learning Center)

3. Increasing Staff on Task Behavior Using an Interdependent Group Contingency (AUT; Service Delivery) JACQUELINE SULLIVAN (RCS Learning Center)

4. Restraint Reduction Through Staff Training (DDA; Applied Behavior Analysis) RYAN GOVER, Jennifer M. Silber, and Gordon A. DeFalco (Evergreen Center)

5. Effects of Public Posting and Goal Setting on Team Performance in a Residential Setting (DDA; Applied Behavior Analysis) Christopher J. Perrin, AMY FREDRICK, Sheila Klick, and Sarah Prochack (Melmark, Inc.)

6. Education and Experience: Predictors of Retention and Turnover in Home-Based Programs for Children With Autism? (DDA; Service Delivery) SUSAN A. RAPOZA-HOULE and Robert K. Ross (BEACON Services)

7. Correlates of Effective Community Residential Service Models for People With Severe Disabilities and Challenging Behaviors: A Survey Study (DDA; Service Delivery) ZHANKUN CHENG (Behavioral Services of Tennessee)

110 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

PRA

1. The Effects of Training University Students on Implementation of Assessment of Basic Learning Abilities (ALBA) by Using Computer-Aided Personalized Systems of Instruction (EDC; Service Delivery) LEI HU and Joseph J. Pear (University of Manitoba) and Dickie C. T. Yu (St. Amant Research Centre, University of Manitoba)

2. Observation Versus Self-Report: Integrity and Adherence as Predictors of Outcomes in Parent Training (CBM; Service Delivery) JOHN D. HOCH (Behavioral Dimensions, Inc.), Timothy R. Moore (University of Minnesota), and Erin M. Cote Holton and Nancy G. Schussler (Behavioral Dimensions, Inc.)

3. Using Online Tools to Increase the Collaboration and Efficiency of Behavior Analytic Practice (Service Delivery) RYAN LEE O'DONNELL, Erick M. Dubuque, and Linda J. Parrott Hayes (University of Nevada, Reno)

4. A Critical Analysis of Behavioral Data Collection Applications for Internetwork Operating Systems (Service Delivery) ROBIN M. KUHN, Kristin Willis, and Michael D. Hixson (Central Michigan University)

111 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

TBA

1. Effects of Staff Training for Functional Assessment to Behavioral Problems of Students (DDA; Applied Behavior Analysis) KENICHI OHKUBO (Hokkaido University of Education)

2. Staff Training on Implementation of Discrete-Trial Teaching on Pervasive Developmental Disorder (DDA; Applied Behavior Analysis) TAKUYA ENOMOTO and Koji Takeuchi (Meisei University)

3. Toward a Technology of Supervision: Developing, Implementing and Assessing the Effectiveness of a Standardized Supervision Process for Behavior Analysts (Applied Behavior Analysis) LINDA S. HEITZMAN-POWELL (University of Kansas Medical Center) and Rachel L. White (Integrated Behavioral Technologies, Inc.)

4. Comparing the Teaching of Applied Behavior Analysis Material to New Staff Members Across a Lecture Condition and an Online Personalized System of Instruction Condition (Applied Behavior Analysis) SHERI KINGSDORF (Pacific Child)

112 Poster Session

05/28/2011

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

TPC

1. Methods for Documenting Intervention Adherence: What Does the School Psychology Research Tell Us? (EDC; Theory) RACHEL L. CHAIT, Elaine Walroth, Renee Hawkins, David W. Barnett, and Francis E. Lentz (University of Cincinnati)

2. Quantifying the Zeitgeist of Behavior Analysis in the 21st Century (Theory) JASON M. HIRST, Sarah R. Hyman, Gary A. Brozyna, Derek D. Reed, and Florence D. DiGennaro Reed (University of Kansas)

113 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

VRB

1. Effects of a Differential Observing Response on Intraverbal Performance of Preschool Children (Applied Behavior Analysis) APRIL N. KISAMORE and Amanda Karsten (Western New England College), Leigh Ann Pratt (University of the Pacific), and Kyla Rose Lamere (Western New England College)

2. A Comparison of Tact and Echoic Prompting Procedures During Intraverbal Training With Children Diagnosed With Autism (AUT; Applied Behavior Analysis) ANNELLE WATERHOUSE, Amber R. Paden, Tiffany Kodak, Andrea Clements Stearns, and Elizabeth Gawley (Munroe-Meyer Institute, University of Nebraska Medical Center)

3. A Comparison of Transfer Procedures to Teach Intraverbal Responding (AUT; Applied Behavior Analysis) NICOLE M. RUBIO (Pennsylvania Training and Technical Assistance Network), Mary Lynch Barbera (Barbera Behavior Consulting), William A. Galbraith (Pennsylvania Training and Technical Assistance Network), Brenda Leiboldt (Lincoln Intermediate Unit #12), and Susan Panuski (Brandywine Heights Area School District)

4. Teaching Comparisons of Numbers and the Effects of Instructional Sequencing on Derived Intraverbal Responding in Three Children With Autism (AUT; Applied Behavior Analysis) LEIGH KAROLE GRANNAN, Brooke Diane Walker, and Fiorella Scaglia (Southern Illinois University, Carbondale); Tracy Tufenk (Southern Illinois University); Christina Racz (Project 12 Ways); and Kirsten Schaper and Ruth Anne Rehfeldt (Southern Illinois University)

5. Effects of Three Different Correspondence Training Methods on the Maintenance of Children's Self-Report Accuracy (EAB; Experimental Analysis) MARIELE DINIZ CORTEZ and Julio C. De Rose (Universidade Federal de Sao Carlos) and Caio F. Miguel (California State University, Sacramento)

6. Instructional Programming for Early Reading Skills: Consonant Clusters (EAB; Experimental Analysis) YUSUKE HAYASHI, Ibari Ezekwe, Mia Caccavale, Sheila Shuan Tsau, Stephen H. Robertson, and Kathryn Saunders (University of Kansas)

114 Business Meeting

7:30 pm–8:20 pm

404 (Convention Center)

Kentucky Association for Behavior Analysis

Chair: Nicholas L. Weatherly (Spalding University)

The Kentucky Association for Behavior Analysis will be holding its annual business meeting to discuss the direction of the chapter, provide updates on current business items, and receive feedback on chapter activities. All current members and all individuals interested in Kentucky behavior analysis are invited to attend.

115 Business Meeting

7:30 pm–8:20 pm

403 (Convention Center)

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* 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.

116 Business Meeting

7:30 pm–8:20 pm

405 (Convention Center)

Behavior Analyst Online Special Interest Group

Chair: Michael Weinberg (Orlando Behavior Health Services, LLC)

This is a meeting of the editorial staff and governing board of the Behavior Analyst Online (BAO) journals. Discussion of current status of the journals published by the BAO will take place including editorial staff needs, publication deadlines and schedules for each journal, current submission data, development funds initiatives and other business of the journals.

117 Business Meeting

7:30 pm–8:20 pm

704/706 (Convention Center)

Verbal Behavior Special Interest Group

Chair: Traci M. Cihon (University of North Texas)

The Verbal Behavior Special Interest Group (SIG) 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, whether or not you are a member of the SIG.

118 Business Meeting

7:30 pm–8:20 pm

304 (Convention Center)

Wisconsin Association for Behavior Analysis

Chair: Roger Frank Bass (Carthage College)

Planning for next year's major events and a review of the previous year's activities will be addressed. Suggestions will be taken from the floor for future agenda items covered at the Wisconsin Association for Behavior Analysis meetings. Strategic planning will address conference issues, outreach, and recruitment.

119 Business Meeting

7:30 pm–8:20 pm

301 (Convention Center)

Evidence-Based Practice Special Interest Group

Chair: Mark T. Harvey (Florida Institute of Technology)

The purpose of the Evidence-Based Practice Special Interest Group (SIG) is to promote socially important behavior by facilitating effective and sustainable practices in real world settings. Our goal is to develop a 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.

120 Business Meeting

7:30 pm–8:20 pm

302 (Convention Center)

Sex Therapy and Educational Programming Special Interest Group

Chair: Fawna Stockwell (The Chicago School of Professional Psychology)

All individuals attending the ABAI convention who have an interest in the Sex Therapy And Educational Programming Special Interest Group (STEP SIG) are welcome to attend its annual meeting. Items of business will include a discussion of current SIG activities occurring both at and outside the ABAI convention, the sharing of relevant research findings, and plans for the next year of SIG activities.

121 Business Meeting

7:30 pm–8:20 pm

601 (Convention Center)

Autism Knows No Borders; Neither Should We

Chair: Molly Ola Pinney (Global Autism Project)

This is a business meeting for those interested in working with individuals with autism internationally to discuss the delivery of autism services internationally. Different approaches will be discussed briefly, followed by an interactive discussion and some time to network. The Global Autism Project, an international nonprofit organization will be hosting this event and invites everyone interested in international work to join us.

122 Business Meeting

7:30 pm–8:20 pm

401/402 (Convention Center)

Behavior Analyst Certification Board: University Contact Faculty

Chair: Gerald L. Shook (Behavior Analyst Certification Board)

This meeting will address new developments in the Behavior Analyst Certification Board (BACB) 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.

123 Business Meeting

7:30 pm–8:20 pm
406 (Convention Center)

Northwestern Association for Behavior Analysis

Chair: Dana J. Stevens (Whitworth University)

The Northwestern Association for Behavior Analysis (NWABA) is excited to announce that it is once again an active chapter of ABAI. NWABA recently held a regional conference at Gonzaga University from October 8–9, 2010, with over 70 members in attendance. Keynote addresses included Dr. Gina Green and Dr. Peter Gerhardt. The executive board is in the process of organizing the next conference, which will be held in October, 2011. Please join us in attending the business meeting where we will discuss key issues regarding our chapter. We are always looking for new members who are dedicated to the acquisition, evaluation, and dissemination of information regarding behavior analysis, so we hope to see you there.

124 Business Meeting

7:30 pm–8:20 pm
607 (Convention Center)

Teaching Behavior Analysis Special Interest Group

Chair: Inna Glaz Kanevsky (San Diego Mesa College)

The purpose of the TBA SIG business meeting is to update attendees on the SIG's progress and to set goals for the coming year.

125 Business Meeting

7:30 pm–8:20 pm
407 (Convention Center)

Clinical Special Interest Group

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 engage in both research and applied settings utilizing behavior analytic principles to address psychological distress in diverse populations including outpatient psychotherapy, inpatient psychiatry, and a variety of mental illnesses across the entire life span. This is our annual meeting to discuss how to further promote our work at applied behavior analysis. Attendees will have the opportunity discuss areas of interest and work, ideas for future clinical behavior analysis applications, upcoming training opportunities, research projects, conceptual struggles and developments, network with like-minded scientist-practitioners, and plan activities for next year's convention. Everyone is welcome and invited to attend—membership is not necessary. Please join us and learn more about this exciting area of behavior analysis!

126 Business Meeting

7:30 pm–8:20 pm
605 (Convention Center)

Journal of Precision Teaching and Celeration

Chair: Richard M. Kubina Jr. (The Pennsylvania State University)

The purpose of this business meeting is to discuss business related to *the Journal of Precision Teaching and Celeration*.

127 Business Meeting

7:30 pm–8:20 pm
603 (Convention Center)

New York State Association for Behavior Analysis

Chair: Vicki Madaus Knapp (Summit Educational Resources)

This is the business meeting for the New York State Association for Behavior Analysis. Updates from committees will be provided and plans for upcoming events will be shared. Behavior analysts residing or practicing in New York state or the surrounding areas are encouraged and welcome to attend.

128 Special Event

7:30 pm–8:20 pm

303 (Convention Center)

OTH; Experimental Analysis

Honoring Masaya Sato's Life and Legacy (1932–2010)

Chair: William L. Heward (The Ohio State University)

WILLIAM L. HEWARD (The Ohio State University)

MARIA E. MALOTT (ABAI)

RICHARD W. MALOTT (Western Michigan University)

YOSHIAKI NAKANO (Tokyo Seitoku University)

TAKAYUKI SAKAGAMI (Keio University)

NAOKO SUGIYAMA (Yamawaki Gakuen College)

Abstract: Please join us for a celebration and remembrance of the life of Professor Masaya Sato (1932–2010), whose accidental death this past August is mourned by his many friends and colleagues from around the world. Professor Sato was the president of Seisa University and professor emeritus at Keio University. He was the essential force in the development of behavior analysis in Japan, a significant contributor to the growth of the field of behavior analysis internationally, and a mentor to many students and colleagues who benefited from his teachings and his example. During his tenure he contributed greatly to the international expansion of ABAI. Professor Sato was a leader, scholar, and accomplished composer, poet, and a dear friend and mentor to many in our field. Please join us as we honor his life and legacy.

129 Special Event

7:30 pm–8:20 pm

Korbel Ballroom 2A (Convention Center)

OTH; Experimental Analysis

IGNITE!

Chair: Joshua K. Pritchard (Florida Institute of Technology)

Who Did What to Whom? Explication of Participant Profiles

BENJAMIN N. WITTS (University of Nevada, Reno)

Abstract: A core component of research is the ability to replicate studies in an effort to test the reproducibility of the results. Journals articles contain several important pieces of information regarding the participants of the studies, but seldom do they provide enough information about who participated and under what conditions they came to be participants. These types of information may be important for the reproduction of all participant variables that may affect outcome, or guarantee that a different sample is tested during the replication. There may be differences between people who participate for monetary incentives versus those who participate for extra credit in a college course. It is argued that journals should allow for additional space to report simple, easy to report variables and conditions to aid in future research on the same topic. Failure to do so may be a central reason why there is variability in the results of replications.

Response Cost Redux: Procedure Versus Context

JOSHUA K. PRITCHARD (Florida Institute of Technology)

Abstract: The term "response cost" describes a negative punishment procedure used to decrease unwanted behavior. In addition, the term has recently been used to mean the difficulty or effort of a response. Unfortunately, the different meanings of these terms are similar enough that context alone is often inadequate to determine to what the speaker is referring. This confusion wastes time and jeopardizes the technological dimension of applied behavior analysis. It is our contention that this imprecision in terms should be resolved. This IGNITE is a brief introduction to the terms, their history, and our proposed resolution of this terminological confusion.

Back to the Future of Applied Behavior Analysis

COREY L. ROBERTSON (Florida Institute of Technology)

Abstract: This humorous presentation will take a look at what possibilities lie ahead for the science and practice of applied behavior analysis, including the use of emerging technologies, education and dissemination, and how the principles and language of behavior may become embedded in everyday life.

The purpose of this presentation is to examine where the field of applied behavior analysis is now, how far it has come, and to inspire the audience to strive to further the advancement of man through our science.

Guilt by Association: How Words Mean What They Mean

DANIEL C. DEROSA (Florida Institute of Technology)

Abstract: This will be a brief discussion of how common words acquire the meanings they do in everyday situations. Everyday people in a variety of contexts utilize words to express themselves, words whose definitions would not seem to allow for such usage. Through equivalence conceptualization these words come to be associated with other concepts and by extension still more concepts are associated with those, generating equivalence classes of words and concepts.

Anosognosia and the Case of the Over-Confident Behavior Analyst

JON S. BAILEY (Florida State University)

Abstract: Anosognosia is a condition in which a person with a disability is totally unaware of it and even denies it. The term came into the psychological literature in 1999 in an article by Dunning and Kruger: "Unskilled and Unaware of It: How Difficulties of Recognizing One's Own Incompetence Lead to Inflated Self-Assessments." They began their research based on a brief account of a bank robber who believed that his face would not show up on video cameras if he rubbed it with lemon juice. In this IGNITE presentation I will describe some of the odder facts about this case and relate this phenomena and some of the research on anosognosia to behavior analysis in the hopes of heading it off in our field.

Ignite Roulette

Abstract: After being wowed by an amazing series of IGNITE presentations by fellow behaviorists, get ready for some crazy improv, riotous laughter, and all around great fun while watching the same five well-prepared people bite the bullet and present something which they *didn't prepare at all* for your entertainment and education! What do we mean? In this round, each person submits a presentation to the pool. From the pool, the presentations will be chosen at random by a "spin of a wheel"—potentially leaving us presenting something we've never seen before. If the idea of a 5 minute presentation that auto-advances regardless of the speaker seemed crazy—you ain't seen nothin' yet!

130 ABAI Expo

8:30 pm–11:00 pm

Exhibit Hall F (Convention Center)

ABAI Boards and Committees

1. ABAI Education Board LINDA J. PARROTT HAYES (University of Nevada, Reno)

2. ABAI Practice Board MICHAEL F. DORSEY (Endicott College)

3. ABAI Science Board TIMOTHY D. HACKENBERG (Reed College)

4. ABAI Membership Board PHILIP N. HINELINE (Temple University), Jay Moore (University of Wisconsin-Milwaukee), and Edward K. Morris (University of Kansas)

5. ABAI Publication Board MARC N. BRANCH (University of Florida)

6. An Overview of the ABAI Program Committees' Activities and Convention System RAMONA HOUMANFAR (University of Nevada, Reno), and Raymond C. Pitts (University of North Carolina Wilmington)

7. ABAI Student Committee SARAH M. DUNKEL-JACKSON (Southern Illinois University), Antonio M. Harrison (The Chicago School, Los Angeles), and Joshua K. Pritchard (Florida Institute of Technology)

8. ABAI Affiliated Chapters Board GORDON BOURLAND (Trinity Behavioral Associates)

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8:30 pm–11:00 pm

Exhibit Hall F (Convention Center)

ABAI Special Interest Groups

1. Health, Sport, and Fitness Special Interest Group of ABAI: Current Activities and Future Directions MARIANNE L. JACKSON and Amanda N. Adams (California State University, Fresno) and Jeffrey Jacobs (Caldwell College)

- 2. Verbal Behavior Special Interest Group of ABAI** KIMBERLY KELLY (University of North Texas), Season Almason (Central Washington University), Judah B. Axe (Simmons College), Traci M. Cihon (University of North Texas), Kerry A. Conde (Western New England College), Sarah A. Lechago (University of Houston-Clear Lake), Danielle Lise LaFrance (BEST Consulting, Inc.), and Caio F. Miguel (California State University, Sacramento)
- 3. Direct Instruction Special Interest Group: All Students Can Learn and All Teachers Can Be Successful!** WENDY L. KOZMA (Evergreen Center)
- 4. Applied Animal Behavior SIG** CHRISTY A. ALLIGOOD (Disney's Animal Kingdom), Indya N. Watts (The Chicago School of Professional Psychology), and Terri M. Bright (Simmons College)
- 5. Behavioral Gerontology Special Interest Group** ALLISON A. JAY (University of Colorado at Colorado Springs), Jonathan C. Baker (Southern Illinois University), Maranda Trahan (Johns Hopkins University), and Vinh Dang (The Chicago School of Professional Psychology)
- 5a. Behaviorists for Social Responsibility Special Interest Group** STEPHEN E. WONG (Florida International University)
- 6. Clinical Special Interest Group** THOMAS J. WALTZ (University of Nevada, Reno), Emily Thomas Johnson (Behavior Attention and Developmental Disabilities Consultants, LLC), and Cristal E. Weeks (University of Wisconsin-Milwaukee)
- 7. Developmental Behavior Analysis Special Interest Group** GARY D. NOVAK (California State University, Stanislaus)
- 8. Evidence-Based Practice Special Interest Group** MARK T. HARVEY (Florida Institute of Technology) and Teri Lewis (Oregon State University)
- 9. Experimental Analysis of Human Behavior Special Interest Group** MANISH VAIDYA (University of North Texas), Eric A. Jacobs (Southern Illinois University Carbondale), and Cynthia J. Pietras (Western Michigan University)
- 10. Rehabilitation and Independent Living Special Interest Group** CHRIS PERSEL (Centre for Neuro Skills)
- 11. Sex Therapy and Educational Programming Special Interest Group** FAWNA STOCKWELL (The Chicago School of Professional Psychology)
- 12. Speech Pathology Special Interest Group** JAMIE M. SEVERTSON (Thompson Center for Autism and Neurodevelopmental Disorders), Barbara E. Esch (Esch Behavior Consultants, Inc.), Tracie L. Lindblad (Four Points Intervention Strategies, Inc.), and Ashley Elizabeth Tunell (Trinity Services, Inc.)
- 13. Teaching Behavior Analysis Special Interest Group** CHRISTINE HOFFNER BARTHOLD (University of Delaware)
- 14. Behavior Analyst Online Special Interest Group** MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)
- 15. Organizational Behavior Management Network** SARAH VANSTELLE, Jeana L. Koerber, and Heather M. McGee (Western Michigan University)
- 16. Positive Behavior Support Special Interest Group** ROBERT F. PUTNAM (The May Institute, Inc.)
- 17. Standard Celeration Society** Owen R. White (University of Washington), Kerri L. Milyko (Precision Teaching Learning Center), William J. Helsel (AGILE Learners Program at PLEA), TIMOTHY MICHAEL YEAGER (California State University, Fresno), and Charles T. Merbitz (The Chicago School of Professional Psychology)
- 18. Autism Special Interest Group** LORI E. BECHNER (Autism Center at University of Medicine and Dentistry of New Jersey)
- 19. Behavior Medicine Special Interest Group** SAMANTHA REED, Alyssa N. Wilson, Autumn N. McKeel (Southern Illinois University, Carbondale)
- 20. Parent Professional Partnership Special Interest Group** DAVID A. CELIBERTI (Association for Science in Autism Treatment)
- 21. Association for Science in Autism Treatment** DAVID A. CELIBERTI (Association for Science in Autism Treatment)

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Exhibit Hall F (Convention Center)

ABAI Affiliated Chapters

- 1. Behavior Analysis Association of Michigan** JAMES T. TODD, Zina A. Eluri, Tamara L. Perry, and Jennifer D. Kowalkowski (Eastern Michigan University)
- 2. Chicago Association for Behavior Analysis** TRACY L. KETTERING and Scott A. Herbst (The Chicago School for Professional Psychology), Laura M. Barnes (Blue Cap), and Lauren S. Morrell (The Chicago School of Professional Psychology)
- 3. Wisconsin Association for Behavior Analysis** ROGER FRANK BASS (Carthage College)
- 4. New York State Association for Behavior Analysis** VICKI MADAUS KNAPP (Summit Educational Resources) and Deborah A. Napolitano (University of Rochester)
- 5. Pennsylvania Association for Behavior Analysis** LACEY R. BAILEY (Help Services, Inc.), Richard M. Foxx (Penn State University), Keith E. Williams (Penn State Hershey Medical Center), and Richard Miller (Penn State University)
- 6. Virginia Association for Behavior Analysis** SHERRY L. SERDIKOFF (James Madison University)
- 7. Heartland Association for Behavior Analysis** ANDREA CLEMENTS STEARNS, Tiffany Kodak, and Valerie M. Volkert (Munroe-Meyer Institute, University of Nebraska Medical Center), Steven L. Taylor (Glenwood Resource Center), and Tami L. McDowell and Anney R. Fahrenholz (Columbus Organization)
- 8. Four Corners Association for Behavior Analysis** STEVEN R. LAWYER (Idaho State University)
- 9. Iowa Association for Behavior Analysis** EVELYN JO HORTON (The Homestead), John Pokrzywinski (Woodward Resource Center), Sean D. Casey (Iowa Department of Education), and William F. Steffen (Woodward Resource Center)
- 10. Kansas Association for Behavior Analysis** EDWARD K. MORRIS (University of Kansas), Linda S. Heitzman-Powell (University of Kansas Medical Center), Adam T. Brewer and Brooke Ashley Jones (University of Kansas), Jessica A. Royer (Partners in Behavioral Milestones), and Nanette Perrin and Julie A. Ackerlund Brandt (University of Kansas)
- 11. Minnesota Northland Association for Behavior Analysis** JENNIFER A. WOSMEK (Bethany Lutheran College), Timothy R. Moore (University of Minnesota), April L. Rapp (St. Cloud State University), and Sarah E. Roberts (Behavioral Dimensions, Inc.)
- 12. Florida Association for Behavior Analysis** KEVIN MURDOCK (Florida Association for Behavior Analysis), H. Allen Murphy (Florida State University at Panama City), Jon S. Bailey (Florida State University), and David A. Wilder (Florida Institute of Technology)
- 13. North Carolina Association for Behavior Analysis** R. M. (DUKE) SCHELL (J. Iverson Riddle Developmental Center), Ya-yu Lo (University of North Carolina at Charlotte), Mark Stafford (Mariposa School for Children With Autism), Jim Phillips (Murdoch Developmental Center), Vicki Harper (J. Iverson Riddle Developmental Center), Beth Schmitt (Murdoch Developmental Center), Nancy Poteet (J. Iverson Riddle Developmental Center), and Alicia F. Saunders (University of North Carolina at Charlotte)
- 14. Southeastern Association for Behavior Analysis** KAREN G. ANDERSON (West Virginia University), Kathryn Saunders (University of Kansas), Tracy E. Zinn (James Madison University), and Wendy Donlin-Washington (University of North Carolina Wilmington)
- 15. Texas Association for Behavior Analysis** Anna I. Petursdottir (Texas Christian University), Lori Ann Russo (Behavioral Innovations, Inc.), Duy D. Le (Child Study Center), Manish Vaidya (University of North Texas), and GORDON BOURLAND (Trinity Behavioral Associates)
- 16. California Association for Behavior Analysis** JILL M. YOUNG (Therapeutic Pathways, Inc.) and Kristi L. Miller (FACES)
- 17. Nevada Association for Behavior Analysis** KENNETH MACALEESE (Advanced Child Behavior Solutions, LLC), Kendra L. Brooks Rickard (Center for Advanced Learning), Molly L. Dubuque (Advanced Child Behavior Solutions, LLC), Nicholas M. Berens (Fit Learning), and Ainsley McPherson and Chelsea Wilhite (University of Nevada, Reno)

Saturday, May 28

- 18. Northwestern Association for Behavior Analysis** DANA J. STEVENS (Whitworth University), Kathleen S. Laino (Westcoast Behavioral Consultants), Season Almason (Central Washington University), Holly Almon (Organization for Research and Learning), Rick Shaw (Behavior Issues), and Kimberly P. Weber (Gonzaga University)
- 19. Utah Association for Behavior Analysis** SARAH E. BLOOM, Thomas S. Higbee, Andrew Samaha, and Amy Odum (Utah State University)
- 20. Experimental Analysis of Behaviour Group-UK and Europe** J. CARL HUGHES (Bangor University) and Michael Beverley (Wales Centre for Behaviour Analysis, University of Wales)
- 21. The Icelandic Association for Behavior Analysis** Sigurour Vidar (Reykjalundur Rehabilitation Center), Hafdis Lilja Gunnarsdottir (Service Center for Breioholt), Z. Gabriela Sigurdardottir and Anna-Lind Petursdottir (University of Iceland), Jon Gretar Sigurjonsson (National University of Ireland, Galway), Gudridur Adda Ragnarsdottir (Behavior Analysis and Teaching Consultation, Iceland), Lilja Yr Halldorsdottir (University of Akershus), and INGIBJORG SVEINSDOTTIR (Primary Health Care of the Capital Area)
- 22. Norwegian Association for Behavior Analysis** TERJE GUNDHUS (Norwegian Association for Behavior Analysis), Jon A. Lokke (Ostfold University College), and Erik Arntzen (Akershus University College)
- 23. Manitoba Association for Behaviour Analysis** KERRI L. WALTERS and Kirsten M. Wirth (St. Amant Research Centre, University of Manitoba)
- 24. Japanese Association for Behavior Analysis** SHIGEKI SONOYAMA (University of Tsukuba), Kenjiro Aoyama (Doshisha University), and Fumiyuki Noro (University of Tsukuba)
- 24a. Central China Association for Behavior Analysis** HAIQING XU and Hong Wang (Hubei Maternal and Child Health Hospital)
- 25. Taiwan Association for Behavior Analysis: The Past, the Present, and the Future** HUA FENG (National Chang-hua University of Education); Shu-Hwei Ke, Sharon Chien, and Charlie Chen (SEEK Education, Inc.); and Hung Chang (National Chang-hua University of Education)
- 26. New Zealand Association for Behaviour Analysis** LEWIS A. BIZO (University of Waikato)
- 27. Swedish Association for Behavior Analysis** NED CARTER (SALAR, Stockholm, Sweden) and Ulrika Langh and Dag Stromberg (Stockholm County Council)
- 28. Advancement of ABA in India** SMITA AWASTHI, Kinnari Bhatt, Suruchi Sancheti, Priyanka Bhabu, Alpa Mahansaria, Geetika Kapoor, and Razia Ali (Association for Behavior Analysis of India)

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Exhibit Hall F (Convention Center)

Other Organizations

- 1. European ABA** ERIK ARNTZEN (Akershus University College), Neil T. Martin (European Association for Behaviour Analysis), Javier Virues Ortega (Association for Behavior Analysis of Spain), Ricardo Pellon (Universidad Nacional de Educacion a Distancia), and Giovambattista Presti (Libera Universita di Lingue e Comunicazione)
- 2. Division 25 of the American Psychological Association** MATTHEW WEAVER (University of Pittsburgh) and Eric A. Jacobs (Southern Illinois University, Carbondale)
- 3. Advanced Training at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine** Carrie Brower-Breitwieser, JILL FODSTAD, Jennifer L. Crockett, and Michael F. Cataldo (Kennedy Krieger Institute)
- 4. AdvoServ Programs** JAMES F. MCGIMSEY, Judith E. Favell, Terry J. Page, Cheryl L. Ecott, Byron J. Wine, and Gretchen Thwing (AdvoServ)
- 5. Practice of Applied Behavior Analysis at Behavior Momentum India** SMITA AWASTHI and Rumno Mukherjee (Behavior Momentum India)
- 6. The Faison School for Autism** KATHERINE M. MATTHEWS, Adam S. Warman, and Elizabeth Braddock (The Faison School for Autism)

7. Westchester Institute for Human Development: Training Opportunities DAVID E. KUHN and Stephanie A. Contrucci Kuhn (Westchester Institute for Human Development) and Patricia A. Moss (The Graduate Center of the City University of New York)

8. TreeHouse: Ambitious About Autism, London, UK KATY LAMBERT, Emma F. Douglas-Cobane, Becky Jones, and Esther Thomas (Treehouse School) and J. Carl Hughes and Richard P. Hastings (Bangor University)

9. Capilano University's Bachelor of Arts Degree in Applied Behaviour Analysis—Autism CARA ZASKOW (Capilano University)

10. Graduate Internet Coursework in Behavior Analysis at the University of North Texas SUSAN R. MILLER, Leslie Burkett, Sigrid S. Glenn, Brook B. Wheatley, and Janet Ellis (University of North Texas)

11. Performance Blueprints, Inc. LORI H. DIENER (Performance Blueprints, Inc.) and Heather M. McGee (Western Michigan University)

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Exhibit Hall F (Convention Center)

Accredited Graduate Training Programs

1. Western Michigan University: Masters and Doctoral Programs in Behavior Analysis ALAN D. POLING, R. Wayne Fuqua, Richard W. Malott, Stephanie M. Peterson, Cynthia J. Pietras, and Ron Van Houten (Western Michigan University)

2. West Virginia University Behavior Analysis Program KAREN G. ANDERSON, Elizabeth Grace Evel Kyonka, Kennon A. Lattal, Michael Perone, and Claire St. Peter Pipkin (West Virginia University)

3. Southern Illinois University, Carbondale: Behavior Analysis and Therapy BECKY L. NASTALLY, Jonathan C. Baker, Paula K. Davis, Mark R. Dixon, Brandon F. Greene, Nicole Heal, and Ruth Anne Rehfeldt (Southern Illinois University)

4. Applied Behavior Analysis at St. Cloud State University KIMBERLY A. SCHULZE, Chaturi Edrisinha, Laura L. Grow, John T. Rapp, and Eric Rudrud (St. Cloud State University)

5. Graduate Programs in Special Education at The Ohio State University SHEILA R. ALBER-MORGAN, Helen I. Cannella-Malone, Gwendolyn Cartledge, and Ralph Gardner III (The Ohio State University); Terri Hessler (The Ohio State University Newark); and Moira Konrad, Nancy A. Neef, and Diane M. Sainato (The Ohio State University)

6. ABAI Accredited School Psychology Programs at the University of Cincinnati RENEE HAWKINS, David W. Barnett, Janet L. Graden, Francis E. Lentz, and Julie Morrison (University of Cincinnati)

7. University of Nevada, Reno's Behavior Analysis Program W. LARRY WILLIAMS, Linda J. Parrott Hayes, Patrick M. Ghezzi, Mark P. Alavosius, and Ramona Houmanfar (University of Nevada, Reno)

8. University of North Texas: ABAI Accredited Graduate Program in Behavior Analysis RICHARD G. SMITH, Jesus Rosales-Ruiz, Manish Vaidya, Shahla S. Ala'i-Rosales, Traci M. Cihon, Einar T. Ingvarsson, and Jonathan W. Pinkston (University of North Texas)

9. Applied Behavioral Science at the University of Kansas DEREK D. REED, Florence D. DiGennaro Reed, Brooke Ashley Jones, Andrea B. Courtemanche, Zora Pace, Julie A. Brandt, and Steven W. Payne (University of Kansas)

10. University of Maryland, Baltimore County: Applied Behavior Analysis Master of Arts Program at UMBAC in Collaboration With the Kennedy Krieger Institute JOHN C. BORRERO (University of Maryland, Baltimore County)

11. Simmons College: MS and Ph.D. Programs in Behavior Analysis MICHAEL J. CAMERON, Russell W. Maguire, Ron F. Allen, Judah B. Axe, and Elisa M. Hegg (Simmons College)

12. Learning Processes and Behavior Analysis Queens College and The Graduate Center City University of New York AMANDA S. MENTZER, Jeffery Hamelin, and Lindsay Maffei Almodovar (The Graduate Center, Queens College, The City University of New York)

- 13. Florida State University Master's Program in Applied Behavior Analysis** H. ALLEN MURPHY (Florida State University at Panama City), Jon S. Bailey (Florida State University), and Amy Polick (Auburn University)
- 14. Florida Institute of Technology Behavior Analysis Programs** JOSE A. MARTINEZ-DIAZ, Alison M. Betz, Guy S. Bruce, Meagan Gregory, Ada C. Harvey, Mark T. Harvey, Joshua K. Pritchard, and David A. Wilder (Florida Institute of Technology)
- 15. California State University, Stanislaus MS Program in Psychology (Behavior Analysis)** WILLIAM F. POTTER, Bruce E. Hesse, Carrie M. Dempsey, Jane S. Howard, and Gary D. Novak (California State University, Stanislaus)
- 16. California State University, Los Angeles Programs in Applied Behavior Analysis** HENRY D. SCHLINGER, Randy V. Campbell, Michele D. Wallace, and Daniel B. Shabani (California State University, Los Angeles)
- 17. University of Houston-Clear Lake Behavior Analysis Master's Program** CHARLES PETERSON, Rachel Pantermuehl, Jennifer N. Fritz, Sarah A. Lechago, and Dorothea C. Lerman (University of Houston-Clear Lake)

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8:30 pm–11:00 pm

Exhibit Hall F (Convention Center)

Graduate Training Programs

- 1. Western Michigan University: APA-Accredited Doctoral Program in Clinical Psychology** SCOTT T. GAYNOR, Amy E. Naugle, Amy Damashek, R. Wayne Fuqua, and C. Richard Spates (Western Michigan University)
- 2. Western Michigan University: Industrial Organizational Psychology Master's Program** ALYCE M. DICKINSON, John Austin, Bradley E. Huitema, Douglas A. Johnson, and Heather M. McGee (Western Michigan University)
- 3. Eastern Michigan University: Behavior Analysis and Behavior Therapy Graduate Training** JAMES T. TODD, Zina A. Eluri, Tamara L. Perry, Jennifer D. Kowalkowski, Elizabeth Nelson (Eastern Michigan University)
- 4. Applied Behavior Analysis Graduate Program at Youngstown State University** ROCIO ROSALES, Stephen Ray Flora, Michael C. Clayton, and Jane Kestner (Youngstown State University)
- 5. Chicago School of Professional Psychology's ABA Department in Chicago** CHARLES T. MERBITZ, John W. Eshleman, Tracy L. Kettering, Scott A. Herbst, Susan K. Malmquist, and Diana J. Walker (The Chicago School of Professional Psychology)
- 6. Behavior Analysis at Auburn University** LINDA A. LEBLANC (Auburn University)
- 7. 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)
- 8. Graduate and Certificate Programs in Applied Behavior Analysis at Cambridge College and the University of Massachusetts-Dartmouth Campus** BARRY HAIMSON (University of Massachusetts Dartmouth), Robert F. Littleton Jr. (Evergreen Center), Robert K. Ross (BEACON Services), and Gordon A. DeFalco (Evergreen Center)
- 9. Gonzaga University Graduate Programs in Special Education** KIMBERLY P. WEBER, Thomas Ford McLaughlin, Anjali Barretto, K. Mark Derby, and Randy L. Williams (Gonzaga University)
- 10. The Special Education Program at Penn State—University Park** DAVID L. LEE (Penn State University)
- 11. Master's Degree in Applied Behavior Analysis at Penn State Harrisburg** KIMBERLY A. SCHRECK (Penn State Harrisburg) and Richard M. Foxx (Penn State University)
- 12. Rowan University: The Center for Behavior Analysis** AMANDA K. MASON, Alexander Ward, and Michelle Ennis Soreth (Rowan University)
- 13. Temple University Behavior Analysis Training** DONALD A. HANTULA, Matthew Tincani, Philip N. Hineline, and Saul Axelrod (Temple University)

- 14. Master's Programme in Applied Behaviour Analysis at the University of Wales, Bangor, UK** J. CARL HUGHES (Bangor University), Sandy Toogood (Wales Centre for Behaviour Analysis, University of Wales), Marguerite L. Hoerger and Richard P. Hastings (Bangor University), Steve Noone (University of Wales, Bangor), and Corinna Grindle (Bangor University)
- 15. Western New England College's Ph.D. and MS Programs in Behavior Analysis** Gregory P. Hanley, AMANDA KARSTEN, Dennis J. Kolodziejki, and Rachel H. Thompson (Western New England College)
- 16. University of North Carolina Wilmington's Behavior Analysis Programs** ASHLEY AIKMAN, Matthew Alcalá, Camille Arnold, Emily L. Baxter, Rachel A. Eure, Brian Messina, Shelly Moore, and Carole M. Van Camp (University of North Carolina Wilmington)
- 17. Doctoral Programs in Psychology at the University of Mississippi** Kate Kellum, Kelly G. Wilson, and APRAL FOREMAN (University of Mississippi)
- 18. Behavior Analysis at Jacksonville State University** PAIGE M. MCKERCHAR, Todd L. McKerchar, William L. Palya, Steven C. Stout, Heidi L. Dempsey, and Shannon Robertson (Jacksonville State University)
- 19. Stephen F. Austin State University: School and Behavioral Psychology Program** ROBIN RUMPH, Chris Ninness, Glen L. McCuller, Ginger L. Kelso, Michael E. Walker, Stevie Malnar, Amy Beaver, and Carol Bradley (Stephen F. Austin State University)
- 20. Utah State University: Behavior Analysis Training in the Department of Psychology** TIMOTHY A. SHAHAN, Gregory J. Madden, Amy Odum, and Andrew Samaha (Utah State University)
- 21. Utah State University: Department of Special Education and Rehabilitation** TIMOTHY A. SLOCUM, Sarah E. Bloom, Thomas S. Higbee, Scott Warren Ross, Robert L. Morgan, Benjamin Lignugaris-Kraft, Charles L. Salzberg, and Andrew Samaha (Utah State University)
- 22. Applied Behavior Analysis at George Mason University** THEODORE A. HOCH, Kristy Park, and Michael M. Behrmann (George Mason University); Grace Mi Hyun Cho (Alexandria City Public Schools); and Johannes Rojahn (George Mason University)
- 23. Applied Behavior Analysis Graduate Program at Spalding University** NICHOLAS L. WEATHERLY, Keith Hersh, David Morgan, and Richard Hudson (Spalding University)
- 24. Bachelor's Programme in Learning Psychology With an Emphasis in Behavior Analysis** Heidi Skorge Olaff, ANNE BAKKE, Gunnar Ree, and Christoffer K. Eilifsen (Akershus University College)
- 25. Behavior Analysis at James Madison University** SHERRY L. SERDIKOFF (James Madison University)
- 26. California State University, Sacramento: Behavior Analysis Program** Caio F. Miguel, BECKY PENROD, Michelle Waddell, Jillian Kay LaBrie, Jonathan Fernand, Evelyn C. Sprinkle, and Laura Gardella (California State University, Sacramento)
- 27. Center for Autism Spectrum Disorders, Southern Illinois University, Carbondale** MOLLIE J. HORNER-KING, Leigh Karole Grannan, Kirsten Schaper, Sherell Sparks, and Ruth Anne Rehfeldt (Southern Illinois University, Carbondale)
- 28. University of Manitoba, Canada MA and Ph.D. Programs** JAVIER VIRUES (University of Manitoba)
- 29. Akershus University Norway Master's and Ph.D. Programs in Behavior Analysis** INGUNN SANDAKER and Erik Arntzen (Akershus University College)
- 30. Sage Graduate School's Online Applied Behavior Analysis MA and Certificate Program** MICHELLE TURAN (University of Windsor), Dana R. Reinecke (Room to Grow), and Benjamin C. Mauro (Positive Behavioral Dynamics, LLC)
- 31. Louisiana State University School Psychology Program** JOANNA LOMAS, Jeffrey H. Tiger, Sarah K. Slocum, Sarah J. Miller, Jessica Schuh-Claus, Mindy Christine Scheithauer, and Megan L. Kliebert (Louisiana State University)
- 32. The Low Incidence Disabilities and Autism Program at Sam Houston State University** HYE-SUK LEE PARK, Barbara A. Metzger, and Cynthia G. Simpson (Sam Houston State University)
- 33. University of Michigan-Dearborn Online M.Ed. in Special Education, Inclusion Specialist Certificate** KIM KILLU and Belinda Davis Lazarus (University of Michigan, Dearborn)
- 34. University of Pittsburgh Special Education and Applied Behavior Analysis** DOUGLAS E. KOSTEWICZ, Cynthia R. Johnson, Benjamin L. Handen, and Diana Knoll (University of Pittsburgh)

35. University of South Florida Master's Program in Applied Behavior Analysis LAURA ANN HANRATTY, Ashley Breeden, and Errity Jones (University of South Florida)

36. University of the Pacific Master's Program in Applied Behavior Analysis Matthew P. Normand, HOLLY AYN WHITE, and Carolynn S. Kohn (University of the Pacific)

136 ABAI Expo

8:30 pm–11:00 pm

Exhibit Hall F (Convention Center)

Other Training Programs

1. St. Lawrence College: Canada's First Bachelor's Degree in Behavioural Psychology GARY A. BERNFELD, Glenna Hunter, Sheelagh Jamieson, Marie-Line Jobin, Andrew W. McNamara, and Deborah K. Smith (St. Lawrence College)

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ABAI Denver 2011

SUNDAY, May 29

Day Schedule
Business Meetings
Sessions
Reunions/Receptions
Presidential Scholar Address



Colorado Convention Center; Sunday, May 29

Room		7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		3 pm	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Exhibit Hall F		Exhibits (10 am–2 pm), Bookstore, Posters, and Registration										Poster Session		Exhibits, Bookstore, Posters, and Registration					
Meeting Room Level (Street Level)	301			#142 Std. Cel. Society															
	302			#137 JABA		#150 OTH Ch: Esquiedo-Leal								#224 OTH Ch: Chan		#248 OTH Ch: Krebs		#280 OTH	
	303			#147 ABAI Prog. Committee															
	304			#140 Bhv. Gerontology SIG															
	401/402					#151 SCI Lattal	† ‡	#180 OTH Ch: Glenn			†			#221 BPH Setlow	† ‡	#249 SCI Noe	† ‡	#277 SG Lockman	
	403			#141 BACB Intro.		#166 EAB Ch: Brewer								#235 EAB Ch: Reed				#265 EAB Ch: Odum	
	404			#144 PPP SIG		#169 EAB Ch: Hayes			#194 EAB Ch: Davison					#237 EAB Ch: Heal		†		#267 EAB Ch: Lunfer-Johnson	
	405			#143 Bhv. and Social Issues		#168 EAB Ch: Reid			#195 EAB Ch: Allan					#238 EAB Ch: Sigurdsson				#266 EAB Ch: Jones	
	406			#138 BAT		#167 EAB Ch: Pitts			#193 EAB Ch: Lawyer					#236 EAB Ch: Cancado					
	407			#139 Ped. Feeding SIG															
	601			#145 Nevada ABA		#176 TPC Ch: Schoneberger			#204 TPC Ch: Bondy					#245 TPC Ch: Witts				#274 TPC Ch: Ledoux	
	602	Interview Room										Interview Room							
	603			#146 PBS SIG		#160 CBM Ch: Pamula		#188 CBM Ch: McKeel						#232 CBM Ch: Peal				#262 CBM Ch: Bonow	
	604	Interview Room										Interview Room							
	605													#233 CBM Ch: Scobila		†		#261 CBM Ch: Allen	
	606	Speaker Ready Room										Speaker Ready Room							
	607					#149 OBM Addison	†	#178 CBM Follette	† ‡	#207 DEV Pelham	†			#225 OTH Lowe	† ‡	#252 CSE Hourmanar	† ‡		
	610/612					#165 DEV Ch: Cigales			#203 TPC Ch: Gimenes									#264 DEV Ch: Lowe	
	704/706								#199 OBM Ch: Loukus					#241 OBM Ch: Silber		†		#272 OBM Ch: Wilczynski	†
	708					#161 CSE Ch: Vidovic			#189 CSE Ch: Rakos					#234 CSE Ch: Leeming				#263 CSE Ch: Hantula	
	710/712								#208 OBM Ch: Lattal					#242 OBM Ch: Riley				#271 OBM Ch: Sigurdsson	
Ballroom Level (Sub-Level)	Korbel Ballroom 1A					#172 EDC Ch: Ward	†	#197 EDC Ch: Covington		†				#239 EDC Ch: Austin		†		#268 EDC Ch: St. Peter Pickin	
	Korbel Ballroom 1B					#171 EDC Ch: Johnson	†	#196 EDC Ch: Spencer		†				#247 EDC Ch: Kubina				#279 EDC	
	Korbel Ballroom 1C					#170 EDC Ch: Hawkins		#198 EDC Ch: Miller						#240 EDC Ch: Hine				#270 EDC Ch: Mustian	
	Korbel Ballroom 1D					#175 TBA Ch: Dotson		#202 TBA Ch: Soldner						#244 TBA Ch: Barnes				#275 VRB Ch: Susa	†
	Korbel Ballroom 1E					#174 TBA Ch: Pumroy		#206 VRB Ch: Greer		†								#269 EDC Ch: Pereira Delgado	
	Korbel Ballroom 1F					#152 AAB Ch: Lunfer-Johnson		#181 AAB Ch: Fry						#220 AAB Ch: Poling		#251 AAB Ch: Ruitrao			†
	Korbel Ballroom 2A					#148 CSE Salzinger	† ‡	#179 EDC Horner	† ‡	#209 TBA Meincke	† ‡					#250 TBA Welsh	† ‡		
	Korbel Ballroom 2B					#177 VRB Ch: Kodak		#205 VRB Ch: Cammilleri		†				#246 VRB Ch: Dymond			†	#276 VRB Ch: Carr	†
	Korbel Ballroom 2C					#163 DDA Ch: Chung	†	#191 DDA Ch: Barretto								#254 DDA Ch: Cannella-Malone		†	†
	Korbel Ballroom 3A					#173 PRA Ch: Anderson	†	#200 PRA Ch: Robinson		†				#243 PRA Ch: Trosclair-Lasserre		†		#273 PRA Ch: Crosland	†
	Korbel Ballroom 3B					#164 DDA Ch: Govos		#190 DDA Ch: Ringdahl						#222 DDA Ch: Giraldo				#278 DDA	
	Korbel Ballroom 3C					#162 DDA Ch: Lanovaz	†	#192 DDA Ch: Heinicke								#253 DDA Ch: Roscoe			†
	Korbel Ballroom 4A					#158 AUT Ch: Kazemi	†	#187 AUT Ch: Hahs		†				#230 AUT Ch: Smith		†		#258 AUT Ch: Schreck	†
	Korbel Ballroom 4B					#157 AUT Ch: Hatfield	†	#186 AUT Ch: Gillis Mattson		†				#229 AUT Ch: Holland		†		#259 AUT Ch: Braga-Kenyon	†
	Korbel Ballroom 4C					#156 AUT Ch: Condillac	†	#185 AUT Ch: Gardner		†				#231 AUT Ch: Ganz		†		#256 AUT Ch: Sidener	†
	Korbel Ballroom 4D					#155 AUT Ch: Roscoe	†	#184 AUT Ch: Parks		†				#227 AUT Ch: Hastings		†		#257 AUT Ch: Kenyon	†
	Korbel Ballroom 4E					#153 AUT Ch: Harris	†	#183 AUT Ch: Reeve		†				#228 AUT Ch: Sellers		†		#255 AUT Ch: Tiger	†
	Korbel Ballroom 4F					#154 AUT Ch: Ferri		#182 AUT Ch: Whalen		†				#226 AUT Ch: Fisher				#260 AUT Ch: Perez	
	Four Seasons 1-3																		
	Four Seasons 4					#159 AUT Tiger	† ‡	#201 PRA Zarcone		† ‡				#223 DDA McComas	† ‡				

Colorado Convention Center; Sunday, May 29

4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am		Room		
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30			
Exhibits Bookstore, Posters, and Registration (until 7:30 pm)				Poster Session																Exhibit Hall F
																				301
#280 Cont'd. Ch: Stockwell †								#296 Bhv. Medicine SIG												302
								#305 HSF SIG												303
								#306 Rehab. SIG												304
#277 Cont'd.								#303 Student Committee												401/402
#265 Cont'd.								#300 BACB Status & Dev.												403
#267 Cont'd.								#304 Ed. & Trnmt. Children												404
#266 Cont'd.								#299 Parents and Prof. SIG												405
								#297 Dissem. SIG												406
#274 Cont'd.								#301 AAB SIG												407
								#302 DI SIG												601
Interview Room								Interview Room												602
#262 Cont'd.								#307 OTH Ch: Jansz												603
Interview Room								Interview Room												604
#261 Cont'd.								# 269a BFSR SIG												605
Speaker Ready Room								Speaker Ready Room												606
#283 TPC, Adema † ‡																				607
#264 Cont'd.								#307a OTH Ch: Troy												610/612
#272 Cont'd.																				704/706
#263 Cont'd.				#284 CSE Ch: Rose																708
#271 Cont'd.																				710/712
#268 Cont'd.																				Korbel Ballroom 1A
#279 Cont'd. Ch: Sexton †																				Korbel Ballroom 1B
#270 Cont'd.																				Korbel Ballroom 1C
#275 Cont'd.																				Korbel Ballroom 1D
#269 Cont'd.																				Korbel Ballroom 1E
#282 AAB, Hatts † ‡																				Korbel Ballroom 1F
#276 Cont'd.																				Korbel Ballroom 2A
#281 DGA Ch: Dickson																				Korbel Ballroom 2B
#273 Cont'd.																				Korbel Ballroom 2C
#278 Cont'd. Ch: Sassi †																				Korbel Ballroom 3A
																				Korbel Ballroom 3B
#258 Cont'd.																				Korbel Ballroom 3C
#259 Cont'd.																				Korbel Ballroom 4A
#256 Cont'd.																				Korbel Ballroom 4B
#257 Cont'd.																				Korbel Ballroom 4C
#255 Cont'd.																				Korbel Ballroom 4D
#260 Cont'd.																				Korbel Ballroom 4E
																				Korbel Ballroom 4F
#285 Pres. Schol. Address																				Four Seasons 1-3
																				Four Seasons 4

LEGEND

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Special and Invited Events

=

B. F. Skinner Lecture Series

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ABAI Services

†

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Continuing education credit available for BACB certificants

‡

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Continuing education credit available for psychologists

Ch.

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Chairperson

Hyatt Regency Denver; Sunday, May 29

[illegible]

137 Business Meeting

8:00 am–8:50 am
302 (Convention Center)

Journal of Applied Behavior Analysis General Business Meeting

Chair: Lillie Wilson (University of Houston-Clear Lake)

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 encouraged.

138 Business Meeting

8:00 am–8:50 am
406 (Convention Center)

Behavior Analyst Today Meeting of Editors and Reviewers

Chair: Darlene E. Crone-Todd (Salem State University)

The purpose of this meeting will be for the editors and reviewers to meet and discuss (a) the current status of *Behavior Analyst Today* and (b) the future of the journal. Information about how the editorial process works, as well as the plan for indexing on various outlets will be covered. New members and those who would like to be on the editorial board are also welcome.

139 Business Meeting

8:00 am–8:50 am
407 (Convention Center)

Pediatric Feeding Disorders Special Interest Group

Chair: Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)

The purpose of the Pediatric Feeding Disorders Special Interest Group meeting is to generate interest; foster collaborative research; share clinical information; and impact training, practice, and reimbursement for pediatric feeding disorders.

140 Business Meeting

8:00 am–8:50 am
304 (Convention Center)

Behavioral Gerontology Special Interest Group

Chair: Jonathan C. Baker (Southern Illinois University)

The Behavioral Gerontology Special Interest Group provides 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 special interest group.

141 Business Meeting

8:00 am–8:50 am
403 (Convention Center)

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 and Board Certified Assistant Behavior Analyst credentials, eligibility requirements, approved course sequences, examination administration, and applying for examination. The presentation will also offer information regarding BACB growth and development. This meeting is intended for individuals who want basic information on the BACB or are planning to become certified.

142 Business Meeting

8:00 am–8:50 am

301 (Convention Center)

Standard Celeration Society

Chair: Kerri L. Milyko (Precision Teaching Learning Center)

Members of the Standard Celeration Society will congregate to discuss all business related matters regarding the Society, including but not limited to membership, finances, and the International Precision Teaching Annual Conference.

143 Business Meeting

8:00 am–8:50 am

405 (Convention Center)

Behavior and Social Issues Editorial Board Meeting

Chair: Mark A. Mattaini (Jane Addams College of Social Work)

Behavior and Social Issues is an interdisciplinary journal that focuses on applications of behavior analytic and cultural analytic science to social, human, and environmental issues. The editorial board will discuss our progress in expanding our open-access, on-line presence, maintenance of the print version, steps toward further "institutionalizing" the journal, and plans to expand high quality submissions with social justice, human rights, and environmental sustainability dimensions, as well as those that advance cultural analytic science.

144 Business Meeting

8:00 am–8:50 am

404 (Convention Center)

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 Special Interest Group (PPP SIG) is one such opportunity. A business meeting will be held to provide a forum for networking, to outline the PPP SIG's goals and objectives, and to discuss ways to improve upon the SIG's joint website with the Autism SIG. All interested parents and professionals are encouraged to attend this meeting and visit our webpage at www.AutismPPPSIG.org.

145 Business Meeting

8:00 am–8:50 am

601 (Convention Center)

Nevada Association for Behavior Analysis

Chair: Kenneth MacAleese (Advanced Child Behavior Solutions, LLC)

The purpose of this business meeting is to provide updates on the current status of the Nevada Association for Behavior Analysis (NABA), to provide information on NABA to potential new members, and to coordinate upcoming activities.

146 Business Meeting

8:00 am–8:50 am

603 (Convention Center)

The Positive Behavior Support Special Interest Group

Chair: Robert F. Putnam (The May Institute, Inc.)

The Positive Behavior Support Special Interest Group (PBS SIG) of ABAI is dedicated to promoting research-based strategies that combine applied behavior analysis and biomedical science with person-centered values and systems change to increase quality of life and decrease problem behaviors. The overall goal of the PBS SIG is to promote the use of positive behavior support interventions in schools, communities, agencies, and homes and to support practitioners in its use. The PBS SIG addresses members of ABAI engaged in experimental and applied analyses of behavior who are interested in positive behavior support. Established in 2005, the SIG promotes and disseminates positive behavior support within ABAI.

147 Special Event

8:00 am–8:50 am

303 (Convention Center)

OTH; Experimental Analysis

ABAI Program Committee Meeting

Chair: Ramona Houmanfar (University of Nevada, Reno)

Applied Animal Behavior (AAB) KENNON A. LATTAL (West Virginia University) and Jennifer Sobie (University of Illinois)

Autism (AUT) JEFFREY H. TIGER (Louisiana State University) and Dorothea C. Lerman (University of Houston-Clear Lake)

Behavioral Pharmacology (BPH) KAREN G. ANDERSON (West Virginia University) and Jonathan W. Pinkston (University of North Texas)

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) ROBERT W. ALLAN (Lafayette College) and Matthew C. Bell (Santa Clara University)

Education (EDC) CATHY L. WATKINS (California State University, Stanislaus) and Jennifer L. Austin (University of Glamorgan)

Organizational Behavior Management (OBM) HEATHER M. MCGEE (Western Michigan University) and Lori H. Diener (Performance Blueprints, Inc.)

Other (OTH) RAYMOND C. PITTS (University of North Carolina Wilmington)

Practice (PRA) JENNIFER R. ZARCONI (University of Rochester Medical Center) and Ronnie Detrich (Wing Institute)

Science (SCI) TIMOTHY D. HACKENBERG (Reed College)

Teaching Behavior Analysis (TBA) JESSICA SINGER-DUDEK (Teachers College, Columbia University) and Grant Gautreaux (Nicholls State University)

Theoretical, Philosophical, and Conceptual Issues (TPC) TED SCHONEBERGER (Kohala Educational Services) and Per Holth (Akershus University College)

Verbal Behavior (VRB) CAIO F. MIGUEL (California State University, Sacramento) and Anna I. Petursdottir (Texas Christian University)

Continuing Education (CE) RICHARD W. MALOTT (Western Michigan University) and Maria E. Malott (ABAI)

148 Invited Presenter

9:00 am–9:50 am

Korbel Ballroom 2A (Convention Center)

CSE

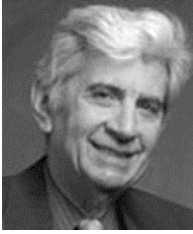
PSY/BACB CE Offered. CE Instructor: Kurt Salzinger, Ph.D.

Reinforcement Gone Wrong

Chair: Michael Weinberg (Orlando Behavior Health Services, LLC)

KURT SALZINGER (Hofstra University)

Sunday, May 29



Kurt Salzinger, Ph.D. has been senior scholar in residence at Hofstra University in Hempstead, NY since January 2003. He was executive director for science at the American Psychological Association 2001 to 2003. He's been president of the New York Academy of Sciences, has served on the Board of Directors of the APA, and been president of Divisions 1 (General Psychology) and 25 (Behavior Analysis), and of the American Association of Applied and Preventive Psychology. He also served as the first chair of the board of the Cambridge Center 1986–1988, subsequently as a member until 1991, and again a member of the board from 2004–2006. He is author or editor of 12 books and over 120 articles and book chapters. The most recent book, *Behavioral Mechanisms and Psychopathology*, Washington, DC: American Psychological Association, was edited with M. R. Serper in 2009. He has varied research interests, including behavior analysis applied to human beings, dogs, rats, and goldfish; schizophrenia; verbal behavior of children and adults; and the history of psychology. He has both given grants (when a program officer at the National Science Foundation) and received them (when professor of psychology at Hofstra University and Polytechnic University of New York and principal research scientist at the New York State Psychiatric Institute) for his own research. He received the Sustained Superior Performance Award from the NSF, the Stratton Award from the American Psychopathological Association, and the Most Meritorious Article Award from the *Journal of Behavior Therapy and Experimental Psychiatry*. In 2002 he was the presidential scholar for the Association for Behavior Analysis International. He received a presidential citation from the APA in 2009. From 2009–2010, he was president of the Eastern Psychological Association.

Abstract: Reinforcement is all around us, and reinforcers are contingent on all kinds of behaviors in real life. A good deal of the time those reinforcers are the events that make the world go 'round; they also produce accidents, errors, and catastrophes; on good days they produce humor, satisfaction, scientific discoveries, life-saving efforts, and joy. This paper will review the many examples of malfunction of the reinforcement contingency with consequences that go far beyond what they used to in days before computers and large corporations, yielding the conditions in which one person or one small group of persons wreaks havoc. I will review cases of radiation poisoning, eggs spreading salmonella, oil spills, cell phone malfunctions, and other blessings created by inappropriate reinforcement contingencies in our society. To make up for the bleak picture, I will suggest ways of correcting these malfunctioning reinforcement contingencies.

149 B. F. Skinner Lecture Series

9:00 am–9:50 am

607 (Convention Center)

OBM

PSY/BACB CE Offered. CE Instructor: Roger Addison, Ph.D.

Performance Architecture: The Art and Science of Improving Organizations

Chair: Heather M. McGee (Western Michigan University)

ROGER ADDISON (Addison Consulting)



Dr. Roger M. Addison, CPT, is an internationally respected practitioner of performance improvement consulting and chief performance officer of Addison Consulting. Roger was vice president and manager at Wells Fargo Bank. His responsibilities included executive coaching and education, change management, and partnering with line managers to improve performance. He consults with Fortune 500 organizations to help them align their business requirements with bottom line results. He has over 30 years of experience assisting line and staff managers to improve the performance of their employees, processes/practices, and organization mission and vision. Roger has successfully implemented performance improvement initiatives in many

organizations including financial services, insurance, public utilities, healthcare, technology, retail, and others. Roger is a frequent speaker at the International Society for Performance Improvement (ISPI), the International Federation of Training and Development Organisations (IFTDO), and Business Process Management Conferences. Topics include performance technology, performance architecture, and reengineering. Dr. Addison's evidence-based approach and consulting have taken him to North

America, South America, Asia, Europe, Africa, and the Middle East. Roger received his master's and doctorate degrees from Baylor University. In 2010 Roger received The Gilbert Distinguished Professional Achievement Award from ISPI and his book, *Performance Architecture*, was selected for the 2010 Award of Excellence.

Abstract: Building architects are concerned with the physical design of a structure and with the flow of people through it, the ease of maintenance, emergency access, and a range of other factors. They consider the entire building as a dynamic system with all its parts. Performance architects view each organization as a dynamic system where every part affects every other part. They align all the components of the system to best achieve the desired results. Performance architecture grew out of the field of performance technology (PT). Early applications tended to focus on the workers, but soon people like Geary Rummler, Paul Harmon, Don Tosti, and other PT professionals saw the need to consider the nature of the work—the process—as well. Still others began to apply PT principles to the workplace and developed ways to analyze and address factors like culture, leadership, and strategy. These elements impact every worker and every process. Thus, performance architecture addresses the worker, the work, and the workplace, and does this within a system framework. This session will focus on several case studies, the performance architect models and tools, the recommended solutions and measurable evidence of success.

150 Panel Discussion

9:00 am–9:50 am

302 (Convention Center)

OTH; Applied Behavior Analysis

Giving Effective Oral Presentations

Chair: Jovonnie L. Esquiedo-Leal (California State University, Fresno)

KIM D. LUCKER (Behavior Management Consultants)

ROBERT D. HOLDSAMBECK (Board of Directors, Cambridge Center for Behavioral Studies)

JANET BARNETTE LUND (Integrated Behavioral Solutions, Inc.)

151 Invited Presenter

9:00 am–9:50 am

401/402 (Convention Center)

SCI

PSY/BACB CE Offered. CE Instructor: Kennon Lattal, Ph.D.

Enhancing Extinction by Targeting Molecular Processes Involved in Learning

Chair: Kennon A Lattal (West Virginia University)

K. MATTHEW LATTAL (Oregon Health & Science University)



K. Matthew Lattal, Ph.D., is currently an associate professor in the Department of Behavioral Neuroscience at Oregon Health & Science University. Dr. Lattal received his BA from the University of California, San Diego (UCSD). He majored in psychology and was mentored both as an undergraduate and graduate student at UCSD by Edmund Fantino. After a year of graduate school at UCSD, he went to the University of Pennsylvania, where he received his Ph.D. in psychology under the mentorship of Robert A. Rescorla. His graduate work focused on behavioral and theoretical analyses of Pavlovian conditioning. As a postdoctoral fellow with Ted Abel in the Department of Biology at Penn, he explored the neurobiological underpinnings of learning and memory. His current

research at OHSU combines behavioral and molecular analyses to examine mechanisms of learning in Pavlovian fear and drug conditioning. His research is supported by grants from NIMH and NIDA.

Abstract: Many studies of Pavlovian conditioning have demonstrated that conditioned behavior can be eliminated when previously established relations between stimuli are severed. This extinction process has been extremely important for the development of learning theories and, more recently, for delineating the neurobiological mechanisms that underlie memory. A key finding from behavioral studies of extinction is that extinction eliminates behavior without eliminating the original memory; extinguished behavior often returns with time or with a return to the context in which the original learning occurred. This persistence of the original memory after extinction creates a challenge for clinical applications that use extinction as

part of a treatment intervention. Consequently, a goal of recent neurobiological research on extinction is to identify potential pharmacological targets that may result in persistent extinction. Drugs that promote epigenetic changes are particularly promising because they can result in a long-term molecular signal that, combined with the appropriate behavioral treatment, can cause persistent changes in behavior induced by extinction. I will review some of these findings and describe the ways in which extinction enhancing drugs can impact behavior and brain function.

152 Symposium

9:00 am–10:20 am

Korbel Ballroom 1F (Convention Center)

AAB; Experimental Analysis

Investigating the Expression and Reinforcing Nature of Social Behavior in Domestic Dogs

Chair: Gwen Lupfer-Johnson (University of Alaska Anchorage)

Discussant: Carmen Buitrago (Cascade Pet Camp)

Muzzle-Licking and Snout Contact are Elicited by Signals for Food in Domestic Dogs

REGAN GARDEN and Gwen Lupfer-Johnson (University of Alaska Anchorage)

Human Social Interaction as a Reinforcer for Domestic Dogs

ERICA FEUERBACHER and Clive D. L. Wynne (University of Florida)

Functional Response Class Manipulation in Mediation of Social Behavior in Dogs

JENNIFER L. SOBIE (University of Illinois)

153 Symposium

9:00 am–10:20 am

Korbel Ballroom 4E (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Misty Oppenheim, MA

Teaching Social Skills to Children With Autism Spectrum Disorders

Chair: Sandra L. Harris (Rutgers, The State University of New Jersey)

Discussant: Mitchell T. Taubman (Autism Partnership)

Teaching Structured Game Play to Children With Autism Spectrum Disorders Using The Teaching Interaction Procedure

MISTY L. OPPENHEIM (Great Strides Behavioral Consulting, Inc.) and Justin B. Leaf and Nicole Call (University of Kansas)

The Teaching and Generalization of Social Skills Using a Teaching Interaction Methodology

ALYNE KUYUMJIAN and Mitchell T. Taubman (Autism Partnership), Eric Rudrud (St. Cloud State University), Andrew Edwards (Autism Partnership), Kimberly Schulze (St. Cloud State University), and John James McEachin and Ronald B. Leaf (Autism Partnership)

Comparison of Social Stories and Teaching Interaction Procedures for Teaching Social Skills to Children and Adolescents With a Pervasive Developmental Disorder

JUSTIN B. LEAF (University of Kansas), Misty L. Oppenheim (Great Strides Behavioral Consulting, Inc.), Nicole Call (University of Kansas), Mitchell T. Taubman (Autism Partnership), and James A. Sherman and Jan B. Sheldon (University of Kansas)

154 Symposium

9:00 am–10:20 am

Korbel Ballroom 4F (Convention Center)

AUT; Applied Behavior Analysis

Improving the Quality of Life for Students With Autism Spectrum Disorders: From Communication to Preschool Prerequisite Skills

Chair: Summer Ferreri (Michigan State University)

Discussant: Summer Ferreri (Michigan State University)

Establishing Verbal Repertoires in Children With Autism Using Function-Based Video

Modeling: Direct and Collateral Effects

JOSH PLAVNICK and Summer Ferreri (Michigan State University)

Effects of Proloquo2go on the Communication Skills of Children With Autism

SEAN STRASBERGER and Summer Ferreri (Michigan State University)

SPARCLERS: A Comprehensive Approach to Building Classroom Prerequisite Skills

CORINNE M. MURPHY (West Chester University) and Cherie Ann Fishbaugh (Southeastern Pennsylvania Autism Resource Center)

155 Symposium

9:00 am–10:20 am

Korbel Ballroom 4D (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Eileen Roscoe, Ph.D.

The Use of Preference Assessments for Informing Treatment of Automatically Reinforced Problem Behavior

Chair: Eileen M. Roscoe (New England Center for Children)

Assessing Social Validity With Two Adolescents Diagnosed With an Autism Spectrum Disorder and Their Stakeholders

JACQUELINE N. POTTER (New England Center for Children), Gregory P. Hanley (Western New England College), and Meredith C. Phelps and Matotopa Augustine (New England Center for Children)

Evaluation of Two Preference Assessments for Identifying Reinforcers for Treating Automatically Reinforced Problem Behavior

JAMES E. COOK, Eileen M. Roscoe, and Jeff Kalles (New England Center for Children)

Assessing the Effects of Matched and Unmatched Stimuli on the Persistence of Stereotypy

JACQUELYN M. MACDONALD, Diana Parry-Cruwys, William H. Ahearn, and Sarah Ann Scamihorn (New England Center for Children)

Automatically Maintained Aggression

NATALIE A. PARKS, Nathan A. Call, and Andrea Rothstein (Marcus Autism Center)

156 Symposium

9:00 am–10:20 am

Korbel Ballroom 4C (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Rosemary Condillac, Ph.D.

Using Percentage of Non-overlapping Data to Determine the Effectiveness of Single Subject Applied Behaviour Analysis Research for Individuals With Autism

Chair: Rosemary A. Condillac (Brock University)

An Overview of the Use of Percentage of Non-overlapping Data to Explore the Effectiveness of Interventions

ANDREW W. MCNAMARA (St. Lawrence College) and Rosemary A. Condillac (Brock University)

Comparing the Outcomes of Behavioural Interventions for People With Autism Based on Analogue Versus Descriptive Functional Assessment Techniques: A Meta-analysis

Melissa Gardiner, BRIEN MANAGHAN, and Rosemary A. Condillac (Brock University)

Training Teachers to Adhere to Applied Behavior Analysis Strategies for Students With Autism and Developmental Disabilities: A Meta-analysis

Erin E. LaPlante (ErinoakKids Central West Autism Intervention Services) and ALISON D. COX and Rosemary A. Condillac (Brock University)

Meta-analysis of Generalization Effects from Social Skills Training for Children and Youth With Autism Spectrum Disorders

MELISSA JOHNSTON (Lake Ridge Community Support Services), Maurice Feldman (Centre for Applied Disability Studies, Brock University), and Nikita Yeryomenko (Lake Ridge Community Support Services)

Sunday, May 29

157 Symposium

9:00 am–10:20 am

Korbel Ballroom 4B (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: James Partington, Ph.D.

Development of Advanced Verbal Behavior Skills for Children With Autism Within School and Home Setting

Chair: David Hatfield (Developmental Behavioral Health, Inc.)

Development of Advanced Verbal Behavior Skills for Children With Autism Within School and Home Setting

CARMEN MARTIN (Behavior Analysts, Inc.)

Developing Advanced Verbal Behavior in Children With Autism Necessary for Describing Experiences and Developing Friendship

HOLLI HELEN HENNINGSEN JERDES and Carmen Martin (Behavior Analysts, Inc.)

Developing Advanced Verbal Behavior Skills to Teach Inference, Expand Intraverbal Skills, and Make Predictions for Children With Autism

NISSA INTARACHOTE (Behavior Analysts, Inc.)

Using Normative Data on the Development of Critical Language and Social Skills to Develop Language-Based Interventions for Children With Autism

JAMES W. PARTINGTON (Behavior Analysts, Inc.)

158 Symposium

9:00 am–10:20 am

Korbel Ballroom 4A (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Ellie Kazemi, Ph.D.

The Importance of Conducting Needs Assessment-Determining Priorities for Retention of Direct Staff

Chair: Ellie Kazemi (California State University, Northridge)

Why Are My Staff Leaving? Turnover Factors Among Staff Working With Children With Autism

ALYSSA ANNE KAVNER, Ellie Kazemi, Amanda Valencia, Marnie Nicole Shapiro, and Meline Pogojana (California State University, Northridge)

How Do I Keep My Newly Hired Staff? The Influence of Training Satisfaction on Turnover Intentions

MELINE POGOSJANA, Marnie Nicole Shapiro, Alyssa Anne Kavner, Amanda Valencia, and Ellie Kazemi (California State University, Northridge)

What About Supervision Matters? Supervision Satisfaction as a Predictor of Turnover Intentions

MARNIE NICOLE SHAPIRO, Meline Pogojana, Amanda Valencia, Alyssa Anne Kavner, and Ellie Kazemi (California State University, Northridge)

Misconceptions Regarding Important Factors That Are, or Are Not, Related to Turnover

MELISSA NAYAR (Center for Autism and Related Disorders, Inc.) and Amanda Valencia, Alyssa Anne Kavner, Marnie Nicole Shapiro, Meline Pogojana, and Ellie Kazemi (California State University, Northridge)

159 Invited Panel

9:00 am–10:20 am

Four Seasons 4 (Convention Center)

AUT; Theory

BACB CE Offered. CE Instructor: Jeffrey Tiger, Ph.D.

O. Ivar Lovaas: Pioneer of Applied Behavior Analytic Intervention for Children With Autism

Chair: Jeffrey H. Tiger (Louisiana State University)

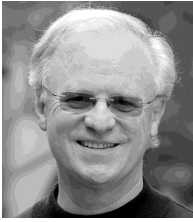
ROBERT L. KOEGEL (University of California, Santa Barbara)

CLAIRE BOTHWELL (National Autism Association)

BRUCE BOTHWELL (National Autism Association)

JUDITH E. FAVELL (AdvoServ)

RICHARD M. FOXX (Penn State University)



Robert L. Koegel teaches courses at the Department of Counseling/Clinical/School Psychology and in the Special Education, Disabilities and Risk Studies Emphasis. His primary teaching is in the area of childhood autism, experimental designs suited for clinical intervention research, and principles of behavior management for psychologists. He is also the director of the University of California, Santa Barbara (UCSB) Koegel Autism Center—a national center for clinical, home, and school intervention research. Some of the research projects that have resulted in significant gains for individuals with autism include development of treatment

techniques focused on "pivotal behaviors" such as improved communication, self-management, and motivation, so that such individuals can reach their full potential, experience maximal community and school integration, and enhance the overall quality of their lives, and the lives of their family. The center provides research and clinical services for children with autism, their families, and schools. Graduate and undergraduate students participate directly in these activities as part of supervised practicum experiences, and as part of their research. The center is funded by a number of sources, including the state of California, federal research and training grants from the National Institute of Mental Health and the United States Department of Education, and private donations.

Dr. Koegel's bachelor's degree was awarded in psychology from the University of Wisconsin in Madison; MA and Ph.D. degrees were awarded in developmental and clinical psychology from the University of California, Los Angeles, where his advisor was Dr. Ivar Lovaas, who first interested him in the treatment of children with autism. Since coming to UCSB, Dr. Koegel has focused his research on the identification of pivotal behaviors that result in efficient, intensive interventions for individuals with autism. These interventions do not rely on aversives (previously used frequently with this population), and promote intervention in least restrictive environments in school, home and community settings. He is the editor of the *Journal of Positive Behavior Interventions*, which has the following major missions: to meaningfully translate research to practice; to report successful and replicable demonstrations in family, school, and community environments; and to report significant empirical advances in intervention development.



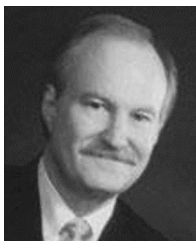
Claire Bothwell works full-time as a paralegal and office manager of the California office of the law firm of Waters and Kraus. Claire has worked in the legal field since coming to the United States at age 19 in 1982. She is originally from Coventry, England, but now resides in Long Beach, California. She is married to Bruce, an attorney, and has three children: Will (aged 12 and autistic), Katrina (age 10 diagnosed with autism, but now recovered) and Jillian (age 8 and seemingly typical, whatever that is). When Will was diagnosed with autism in 1995, Claire quit her job and dedicated her time to running Will's 40-plus hours a week Lovaas program and advocating on Will's behalf. She and Bruce sued their local school district and regional center for funding for Will's program and prevailed. Soon, she and Bruce were successfully advocating for services for other autistic children in the area. In 1997, Claire's second child, Katrina, was diagnosed with autism and Claire co-founded the first support group in the area specifically targeted at parents of newly diagnosed children. She serves on the board of the Autism Society of America, Greater Long Beach South Bay Chapter and has previously edited their newsletter and served as the corresponding secretary. She was one of the founding parents of Los Angeles Families for Effective Autism Treatment (LA-FEAT) and was a frequent contributor to the old *FEATLIST*. In 2000, she returned to work full-time and opened the California office of Waters and Kraus. One of her first assignments



was to research the issue of thimerosal in vaccines and its link to mercury poisoning and autism. Waters and Kraus filed the first civil suit in the United States alleging that thimerosal had caused neurological damage to children later diagnosed with autism. In the meantime, **Bruce Bothwell** left his partners in a general civil practice and opened his own office. He now practices exclusively in special education law. Claire and Bruce have made it their mission to do as much as they personally can to address the needs of individuals with autism in their community and beyond.



Judith Favell, a graduate of University of Kansas, has devoted her career in applied behavior analysis to the field of developmental disabilities, focusing specifically on the analysis and treatment of severe behavior disorders. In addition to her direct clinical responsibilities and applied research, Dr. Favell's work has encompassed the development and promulgation of both practice guidelines and standards, and policy and legislation relevant to the right to effective treatment. She has served as president of the Association for Behavior Analysis International and the American Psychological Association's Division 33 (Developmental Disabilities), and on the Board of the Association of Behavioral and Cognitive Therapies. She is currently president of the Behavior Analyst Certification Board. Dr. Favell is CEO of AdvoServ, a multistate private provider of behavior analytic services to individuals with significant behavioral challenges.



Richard Foxx is a professor of psychology at Penn State University (PSU) and adjunct professor of pediatrics in the PSU College of Medicine. He has authored, coauthored, or co-edited eight books including *Interventions for Treating the Eating Problems of Children With Autism Spectrum*. He has written over 130 scientific publications, made 13 training films, and has given over 2,300 talks in 17 foreign countries and 47 states. He is the editor-in-chief of *Behavioral Interventions* and a fellow in five divisions of the American Psychological Association (APA), the American Psychological Society, and ABAL. He was president of ABAL and Division 33 of APA. His awards included Lifetime Achievement and Significant Contributions to Behavior Analysis from the New York State Association for Behavior Analysis, honorary member of the Norwegian Association for Behavior Analysis, SABA Award for Effective Presentation of Behavior Analysis in the Mass Media, the inaugural John Jacobson Division 33 award, and The Murray Sidman Award for Enduring Contributions to Behavior Analysis from the Berkshire Association for Behavior Analysis and Therapy. His book *Toilet Training in Less than a Day* has sold over two million copies and his film *Harry* has won numerous cinematic awards.

Abstract: O. Ivar Løvaas (1927–2010) was a trail-blazing clinician-scientist who devoted nearly half a century to improving the lives of children with autism and their families, brought applied behavior analysis (ABA) to the attention of the general public, and inspired many students and colleagues to join his quest for evermore effective treatments. Løvaas' early studies showed the potential of ABA interventions to decrease severe challenging behaviors and establish communicative language in previously nonverbal children. His later work culminated in landmark reports revealing that many children with autism made remarkable gains with early intensive ABA. In person, Løvaas was larger-than-life, ebullient, outgoing, charismatic, feisty, and brilliant. This distinguished panel will discuss his multi-faceted contributions from the perspectives of former students who collaborated with Løvaas at different stages of his career, parents whose son received early intensive behavioral intervention in his clinic, and colleagues who interacted with him over a period of many years.

160 Symposium

9:00 am–10:20 am

603 (Convention Center)

CBM; Applied Behavior Analysis

Clinical Applications of Behavioral Health and Medicine

Chair: Heather Pamula (Southern Illinois University Carbondale)

A Comparison of Interval Recording Methods for Measuring Physical Activity Levels

TRACY LARSON, Bryon Miller, Allison Jayne Morley, and Matthew P. Normand (University of the Pacific)

A Functional Analysis of Physical Activity in Preschool Children

KRISTIN M. HUSTYI, Matthew P. Normand, Tracy Larson, and Allison Jayne Morley (University of the Pacific)

Kids Choice Program: A School-Home Partnership for Child Obesity Prevention

Helen M. Hendy (Penn State, Schuylkill), KEITH E. WILLIAMS (Penn State Hershey Medical Center), and Thomas S. Camise (Schuylkill Haven Area School District)

An Examination of Behavioral Approaches in Increasing Medical Regimen Adherence Among Adolescents With Asthma

MARGUERITE L. MCCROW and Marianne L. Jackson (California State University, Fresno)

161 Symposium

9:00 am–10:20 am

708 (Convention Center)

CSE; Applied Behavior Analysis

“Green Behavior”: Curricula Designs Across Settings and Ages

Chair: Joel Vidovic (San Ramon Valley Unified School District)

Discussant: Emily Michelle Leeming (University of Nevada, Reno)

Conventional Media and Preschool-Aged Children: Teaching Environmentally Responsible Behaviors

CHELSEA WILHITE and W. Larry Williams (University of Nevada, Reno)

Plan It for the Planet: Building a Green Elementary Science Curriculum With Conservation Behavior as a Primary Measure

JULIA H. FIEBIG, Joel Vidovic, and Rebecca A. Watson (San Ramon Valley Unified School District)

Climate Change and Human Behavior: An Undergraduate/Graduate Course in Environmental Psychology at the University of Nevada, Reno

MOLLI LUKE, Mark P. Alavosius, William D. Newsome, and Emily Michelle Leeming (University of Nevada, Reno)

162 Symposium

9:00 am–10:20 am

Korbel Ballroom 3C (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Marc Lanovaz, MS

Innovations in the Assessment and Treatment of Stereotypy

Chair: Marc Lanovaz (Centre de Réadaptation de l'Ouest de Montréal)

Effects of Music on Vocal Stereotypy and Toy Manipulation

MARC LANOVAZ (Centre de Réadaptation de l'Ouest de Montréal) and Ingrid E. Sladeczek (McGill University)

The Effects of Abolishing and Establishing Operations on Stereotypy and Academic Training

STEPHANIE SHERIDAN and John T. Rapp (St. Cloud State University), Gregory J. Swanson (The Bay School), Lisa A. Sennott (Special School District of St. Louis County), and Kimberley Enloe and Diana Maltese (Coyne and Associates)

Effects of Preferred Stimuli on Cumulative Frequency of Stereotypy for a Child With Autism

MANDY J. RISPOLI (Texas A&M University) and Russell Lang (University of Texas at Austin)

An Evaluation of Repetitive Behavior in Typically Functioning Adults and Developmentally Disabled Children and Implications for Functional Analyses

AMANDA BOSCH and Timothy R. Vollmer (University of Florida), Ashley Breeden (University of South Florida), and Alison Nyman and Andrea Zawoyski (University of Florida)

163 Symposium

9:00 am–10:20 am

Korbel Ballroom 2C (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kyong-Mee Chung, Ph.D.

Struggles to Resolve Diverse Clinical Issues via Research in a Clinical Setting

Chair: Kyong-Mee Chung (Yonsei University)

Effects of Staff Training in Positive Behavior Support on the Behavior of Persons With Developmental Disabilities in Residential Facilities

You-na Kim (Seoul Municipal Children's Hospital) and HYE YEON SHIN and Sul Ki Yang (Yonsei University)

Impact of Age of Children on Behavioral Parent Training Program

YU-JEONG MIN, Soohyun Shin, and Kyong-Mee Chung (Yonsei University)

Investigation of Learning Curves of Young Children With Developmental Disabilities

Seung-Hee Hong (Seoul Municipal Children's Hospital), JIYEAN SUNG (Yonsei University), and Bonkyung Koo (Seoul Metropolitan Children's Hospital)

Peer-Mediated Social Skills Training Program for Children With Autism

Yea Lee Kim (Seoul Municipal Children's Hospital), SUL KI YANG (Yonsei University), Yeonjin Jo (Seoul Metropolitan Children's Hospital), and Jeong Hyun Choo (Yonsei University)

164 Symposium

9:00 am–10:20 am

Korbel Ballroom 3B (Convention Center)

DDA; Applied Behavior Analysis

Preference Assessment Research and Applications

Chair: A. Celso Goyos (Universidade Federal de São Carlos)

Discussant: Thomas S. Higbee (Utah State University)

The Prerequisites of Choice and Free Choice in Intellectually Disabled Adults

GIOVANA ESCOBAL and A. Celso Goyos (Universidade Federal de São Carlos)

Selection of Reinforcement Schedule Type For an Adolescent With Fragile-X Syndrome

ELISABETH GOLINI (New England Center for Children), Corey Stocco (Western New England College), and Stacie Bancroft (New England Center for Children)

The Choice Game: Computerized Choice and Preference Assessment Application

NASSIM CHAMEL ELIAS, Giovana Escobal, Henrique Barcelos, and A. Celso Goyos (Universidade Federal de São Carlos)

165 Panel Discussion

9:00 am–10:20 am

610/612 (Convention Center)

DEV; Theory

BACB CE Offered. CE Instructor: Gary Novak, Ph.D.

Developmental Theories and Behavior Analysis: A Discussion of Robert Siegler's Skinner Lecture

Chair: Maricel Cigales (Florida International University)

GARY D. NOVAK (California State University, Stanislaus)

HAYNE W. REESE (West Virginia University)

JACOB L. GEWIRTZ (Florida International University)

MARTHA PELAEZ (Florida International University)

166 Panel Discussion

9:00 am–10:20 am

403 (Convention Center)

EAB; Applied Behavior Analysis

Bridging the Gap Between Basic and Applied Research—"Impulsivity"

Chair: Adam T. Brewer (University of Kansas)

MARK P. REILLY (Central Michigan University)

JONATHAN M. SLEZAK (National Institute on Drug Abuse)

JOHN C. BORRERO (University of Maryland, Baltimore County)

DEREK D. REED (University of Kansas)

167 Symposium

9:00 am–10:20 am

406 (Convention Center)

EAB; Experimental Analysis

All About Bouts: Generality and Application of Log-Survivor Analyses of Operant Behavior

Chair: Raymond C. Pitts (University of North Carolina Wilmington)

Discussant: Raymond C. Pitts (University of North Carolina Wilmington)

Concurrent Performance as Bouts of Behavior: A Log-Survivor Analysis

TRACY TAYLOR (University of North Carolina Wilmington), Richard L. Shull (University of North Carolina at Greensboro), and Raymond C. Pitts (University of North Carolina Wilmington)

A Response-Bout Analysis of Human Responding Under a Rapid-Assessment Procedure

J. ADAM BENNETT and Cynthia J. Pietras (Western Michigan University)

Influences of Drug and Toxicant Exposure on the Microstructure of Responding

JOSHUA JOHNSON (Duke University Medical Center) and M. Christopher Newland (Auburn University)

168 Paper Session

9:00 am–10:20 am

405 (Convention Center)

EAB

Discriminative Control, Feeding, and Response Guidance

Chair: Alliston K. Reid (Wofford College)

Guided Skill Learning in Rats Is Governed by Simultaneous Feature-Positive Discrimination Bias (Experimental Analysis)

HANNAH RAPPORT, Thien-An Le, and Alliston K. Reid (Wofford College)

Feeding History Increases Food-Related Travel and Survival of Obese-Prone Rats

(Experimental Analysis)

W. DAVID PIERCE, Abdoulaye Diane, and Donald C. Heth (University of Alberta) and James C. Russell and Spencer D. Proctor (Alberta Institute of Human Nutrition)

Observations of Activity-Based Anorexia in Sprague-Dawley Rats (Experimental Analysis)

JENNIFER BRINEGAR (University of Central Arkansas)

Operant Conditioning in Long-Living Ames Dwarf Mice (Experimental Analysis)

ADAM DERENNE (University of North Dakota)

169 Paper Session

9:00 am–10:20 am

404 (Convention Center)

EAB

Matching-to-Sample, an Animal Model of Autism, and Respondence Relations

Chair: Linda J. Parrott Hayes (University of Nevada, Reno)

The Persistence of Pairing: Inaccuracies and Applications of Respondent Conditioning (Theory)

TIMOTHY C. FULLER and Linda J. Parrott Hayes (University of Nevada, Reno)

An Interdisciplinary Research in Autism-Behavioral Social Measures in the Development of an Animal Model of Autism (Experimental Analysis)

MARIA ISABEL MUNOZ BLANCO, Linda J. Parrott Hayes, and Kenneth W. Hunter (University of Nevada, Reno) and Diana M. Delgado (Fundacion Universitaria Konrad Lorenz)

Gradual Introduction of S-delta for Pigeons Learning Matching-to-Sample (Experimental Analysis)

JAMES S. MACDONALL, Peter Sanneman, and Anne Neuendorf (Fordham University)

Prompting Correct Responses for Pigeons Learning Matching-to-Sample (Experimental Analysis)

JAMES S. MACDONALL, Anne Neuendorf, and Peter Sanneman (Fordham University)

170 Symposium

9:00 am–10:20 am

Korbel Ballroom 1C (Convention Center)

EDC; Service Delivery

Examining Classroom Interventions to Promote Positive Behavior: Monitoring the Effects on All Students

Chair: Renee Hawkins (University of Cincinnati)

Discussant: Renee Hawkins (University of Cincinnati)

Praise, Self-Monitoring, and Antecedent Instruction to Decrease the Inappropriate Talking of a Kindergarten Student

JULIA DEGREG (University of Cincinnati), Rhiana Sloniker (Reading Schools), and Francis E. Lentz (University of Cincinnati)

The Effects of a Daily Behavior Report Card on the Engagement Behavior of a Second-Grade Student
MEGHAN L. DARIN (University of Cincinnati) and Lisa Butts (Winton Woods Schools)

A Class-Wide Interdependent Group Contingency Intervention to Increase Engagement in a First-Grade Student

STACY M. LING (University of Cincinnati) and Denise Weber (All Saints School)

171 Symposium

9:00 am–10:20 am

Korbel Ballroom 1B (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

Morningside Academy: What's New?

Chair: Kent Johnson (Morningside Academy)

Creating Instruction That Requires Active Meaningful Responding: Education Boards

ANDREA B. MCDERMOTT and Joanne K. Robbins (Morningside Academy)

Analyzing the Effects of Using Standard Celeration Charts and Wall Charts on Teacher Performance of Primary and Secondary Educators in a Private School Setting

JENNIFER REILLY and Kent Johnson (Morningside Academy)

Progress Monitoring of Reading Comprehension Scores Using the Scholastic Reading Inventory

JENNIFER TESTA, Julian Gire , and Kent Johnson (Morningside Academy)

Progress Monitoring Using the Standard Celeration Chart: Essay Writing Across the Curriculum

MARIANNE DELGADO and Kent Johnson (Morningside Academy)

172 Symposium

9:00 am–10:20 am

Korbel Ballroom 1A (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Steven Ward, MA

Teaching Good Learner Repertoires

Chair: Steven Ward (Whole Child Consulting, LLC)

Discussant: Merrill Winston (Professional Crisis Management, Inc.)

Calming: Effective Programming and Outcomes

STEVEN WARD and Teresa A. Grimes (Whole Child Consulting LLC)

Using "The Inventory of Good Learner Repertoires" in a Therapeutic Day School

MELINDA PIENIAZAK (Chicago Education Project)

Improving Hunter's Ability to Learn

JILL MCLAURY (Circle of Friends)

173 Panel Discussion

9:00 am–10:20 am

Korbel Ballroom 3A (Convention Center)

PRA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Stephen Anderson, Ph.D.

Ethical Challenges for Behavior Analysts

Chair: Stephen R. Anderson (Summit Educational Resources)

STEPHEN R. ANDERSON (Summit Educational Resources)

RAYMOND G. ROMANCZYK (State University of New York at Binghamton)

ERIC V. LARSSON (Lovaas Institute Midwest)

MARY JANE WEISS (The McCarton School)

174 Symposium

9:00 am–10:20 am
 Korbel Ballroom 1E (Convention Center)
 TBA; Service Delivery

Talking and Teaching Behavior Analysis to Different Client Groups

Chair: Donald K. Pumroy (University of Maryland)
 Discussant: W. Joseph Wyatt (Marshall University)

Behavior Talk With the Aging Population

JUDY G. BLUMENTHAL (Association for Behavior Change)

A Parent's View and a Behavior Analyst's View: How Each Can Help the Other

ROGER W. MCINTIRE (University of Maryland)

Teaching Teachers Behavior Analysis

DONALD K. PUMROY (University of Maryland)

175 Symposium

9:00 am–10:20 am
 Korbel Ballroom 1D (Convention Center)
 TBA; Applied Behavior Analysis

Reducing Student Procrastination and Evaluating Educational Supports

Chair: Wesley H. Dotson (University of Kansas)
 Discussant: Joseph J. Pear (University of Manitoba)

Putting Off Procrastination Until Tomorrow: Contingencies for Students That Work

DARLENE E. CRONE-TODD (Salem State University)

Measuring and Reducing Undergraduate Students' Procrastination of Studying

CHRISTOPHER J. PERRIN (Melmark, Inc.), Alayna T. Haberlin (The Lizard Centre), and James Nicholson Meindl, Jonathan Ivy, Neal Miller, Kristall J. Graham, and Nancy A. Neef (The Ohio State University)

Evaluating the Effects of Variables Associated With Exam and Course Performance in an Introductory Behavior Analysis Class

WESLEY H. DOTSON, Jan B. Sheldon, and James A. Sherman (University of Kansas)

176 Paper Session

9:00 am–10:20 am
 601 (Convention Center)
 TPC

What's Inside the Skin?

Chair: Ted Schoneberger (Kohala Educational Services)

Plummeting Gannets Don't Represent (Theory)

TED SCHONEBERGER (Kohala Educational Services)

On Measuring Covert Behavior (Experimental Analysis)

DANIELE ORTU (University of Stirling)

Mixed Emotions: The Role of Emotions in Behavior Analysis (Theory)

MATTHEW LEWON and Linda J. Parrott Hayes (University of Nevada, Reno)

Two Behavior Analytic Perspectives on the Role of Private Events in a Natural Science (Theory)

SAM LEIGLAND (Gonzaga University)

177 Symposium

9:00 am–10:20 am
 Korbel Ballroom 2B (Convention Center)
 VRB; Applied Behavior Analysis
 BACB CE Offered. CE Instructor: Tiffany Kodak, Ph.D.

Examinations of Antecedent and Consequence Manipulations to Increase the Efficiency of Instructional Strategies

Chair: Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center)

Comparison of Treatments for Echolalia During Intraverbal Training With Children With Autism
ELIZABETH GAWLEY, Tiffany Kodak, Rashea Fuchtmann, and Amber R. Paden (Munroe-Meyer Institute, University of Nebraska Medical Center)

The Benefits of Pairing the Vocal Discriminative Stimulus With Subsequent Prompts in Intraverbal Training
AMANDA LEWIS (University of Glamorgan) and Dorothea C. Lerman (University of Houston-Clear Lake)

A Comparison of Antecedent and Consequence Manipulations on Acquisition of Sight-Word Reading
JULIE A. BRANDT, Claudia L. Dozier, Erica Severtson, and Steven W. Payne (University of Kansas)

Effects of Three Prompting Conditions on Typically Developing Children's Acquisition of Auditory-Visual Conditional Discriminations and Tact Emergence
CHARLOTTE LYNN CARP and Anna I. Petursdottir (Texas Christian University)

178 Invited Tutorial

10:00 am–10:50 am

607 (Convention Center)

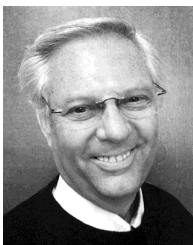
CBM; Service Delivery

BACB CE Offered. CE Instructor: William Follette, Ph.D.

If You Can't Always Get What You Want—Get What You Need: Introduction to Behavior Analytic Principles of Interpersonal Influence

Chair: Jonathan W. Kanter (University of Wisconsin, Milwaukee)

WILLIAM C. FOLLETTE (University of Nevada, Reno) and Glenn M. Callaghan (San Jose State University)



Dr. **William Follette** is professor of psychology and director of clinical training in the Department of Psychology at the University of Nevada, Reno. He received his BS and Ph.D. from the University of Washington with specialty training in clinical psychology and minors in quantitative and physiologic psychology. Dr. Follette has served on NIH review panels across a broad range of content areas including substance abuse, depression, and behavioral medicine. He has been an invited participant in NIMH sponsored conferences on translational research including the most recent Science of Behavior Change Conference where he was a discussant on mechanisms of change in behavioral science. He has also served on panels to assess

empirically supported treatments for APA. He has been guest editor on special issues of the journals *Behavior Therapy*, *Behavioral Assessment*, and the *Journal of Consulting and Clinical Psychology* on theoretical and philosophical issues in behavior therapy and critiques of and behavioral alternatives to DSM-IV. He has contributed several articles to *The Behavior Analyst* ranging from behavior analytic interpretations of psychological health, functional analysis, and functional analytic psychotherapy, an intervention based on a behavior analytic understanding of the change process in psychotherapy.



Glenn Callaghan earned his BS degree at the University of California, Irvine and his Ph.D. in clinical psychology from the University of Nevada in 1998. He is currently professor of psychology at San Jose State University where he is regarded as an excellent teacher and a productive scholar. He has served for over 5 years as director of clinical training for the MS Program in Clinical Psychology. He has also worked with numerous graduate and undergraduate students on professional presentations and publications and maintains active lines of research. Dr. Callaghan remains interested in developing unique methodologies to answer difficult psychological questions related to interpersonal processes primarily from a behavior analytic perspective. He has

conducted research on mood disorders, hostage negotiations, behavioral health, diabetes, body image and behavioral therapies. One of his primary areas of research and training lies in functional analytic psychotherapy (FAP). In this area, he has developed a behavioral assessment classification system for both client and therapist behaviors that serves as an alternative to the current diagnostic system. He has conducted workshops on FAP and continues to research and supervise cases and see clients using this therapy. Glenn is the proud parent of two beautiful children.

Abstract: Behavior analysts have powerful tools to produce behavior change in a very broad range of populations. Yet an effective intervention can be stopped in its tracks when the behavior analyst consultant cannot get the primary care provider or direct care staff to follow the principles and protocols that were developed to be helpful. There has been little attention paid to problems that arise at this interface. This tutorial will provide an introduction to behavior change principles that can be applied to create a relationship between the behavioral consultant and treatment provider so that collaboration and problem-solving readily occur. To achieve this aim the tutorial will show how the behavior analyst can approach a functional analysis to the consulting relationship to identify stimuli that impede or improve collaboration. Functional classes of responses that should be considered will be discussed that pay particular attention to the stimulus properties of the consultant as well as his or her repertoire for effectively assessing and influencing the service provider. The tutorial will provide conceptual information as well as clinical scenarios one is likely to encounter when implementing programs. The emphasis will be on building constructive repertoires in both the consultant and provider.

179 Invited Presenter

10:00 am–10:50 am

Korbel Ballroom 2A (Convention Center)

EDC

PSY/BACB CE Offered. CE Instructor: Robert Horner, Ph.D.

The Contribution of Single-Case Research to the Documentation of Evidence-Based Practices

Chair: Cathy L. Watkins (California State University, Stanislaus)

ROBERT H. HORNER (University of Oregon)



Rob Horner is the Alumni-Knight endowed professor of special education at the University of Oregon where he directs the educational and community supports research unit. He earned a BA in Psychology from Stanford University, a master's in experimental psychology from Washington State University, and a Ph.D. in special education from the University of Oregon. Dr. Horner's research focuses on developing evidence-based interventions that result in socially significant changes for people with and without disabilities. As co-director with Dr. George Sugai of the Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports Dr.

Horner coordinates research and technical assistance activities with partners across the nation. During the past 20 years he has worked with schools and administrators to develop approaches for implementing school-wide systems of positive behavior support. He has been editor of the *Journal of the Association for Persons With Severe Handicaps*, co-editor of the *Journal of Positive Behavior Interventions*, and associate editor for the *Journal of Applied Behavior Analysis* and the *American Journal on Mental Retardation*. Dr. Horner's many awards include the SABA Public Service Behavior Analysis Award (2006), the AAMR Education Award (2002), the TASH Positive Approaches Award (2000), and the APA Fred Keller Educational Research Award (1996).

Abstract: The session will focus on the growing emphasis on defining "evidence-based practices" and the role of single-case research to contribute to this effort. Specific recommendations being applied by the What Works Clearinghouse will guide discussion of how single-case research may become more influential.

180 Panel Discussion

10:00 am–11:50 am

401/402 (Convention Center)

OTH; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Sigrid Glenn, Ph.D.

Dangerous Liaisons: Why ABAI Should Steer Clear of Them

Chair: Sigrid S. Glenn (University of North Texas)

CAROL PILGRIM (University of North Carolina Wilmington)

MARC N. BRANCH (University of Florida)

TRAVIS THOMPSON (University of Minnesota)

MICHAEL PERONE (West Virginia University)

LINDA J. PARROTT HAYES (University of Nevada, Reno)

181 Symposium

05/29/2011

10:30 am–11:50 am

Korbel Ballroom 1F (Convention Center)

AAB; Applied Behavior Analysis

Motivational Variables in Animal Training

Chair: Kimberly G. Fry (University of North Texas)

Discussant: Susan M. Schneider (University of the Pacific)

Schedule-Induced Deprivation: Maintaining Reinforcer Efficacy at High Body Weights

APRIL M. BECKER and Jesus Rosales-Ruiz (University of North Texas)

Can Positive Reinforcement Overcome Fear? An Investigation of Competing Contingencies

BECKY A. KUNKEL, Jesus Rosales-Ruiz, Kimberly G. Fry, and Matthew Herring (University of North Texas) and Amber Bellew (Texas Woman's University)

Enrichment: Introducing Captive Animals to Natural Sources of Reinforcement

MATTHEW A. DAVIDSON, Robin Lynn Beasley, and Jesus Rosales-Ruiz (University of North Texas)

182 Panel Discussion

10:30 am–11:50 am

Korbel Ballroom 4F (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Christina Whalen, Ph.D.

Current Trends, Research, Benefits, Limitations, and Ethics of Remote Delivery for Autism-Related Applied Behavior Analysis Services

Chair: Christina Whalen (TeachTown)

DANIEL ADAM OPENDEN (Southwest Autism Research)

AMY CRYE (Spectrum Schools)

JONATHAN J. TARBOX (Center for Autism and Related Disorders, Inc.)

CHRISTINA WHALEN (TeachTown)

183 Symposium

10:30 am–11:50 am

Korbel Ballroom 4E (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Sharon Reeve, Ph.D.

Establishing Response Generalization of Verbalizations in Social Initiations and Intraverbals

Chair: Sharon A. Reeve (Caldwell College)

Discussant: Linda A. LeBlanc (Auburn University)

The Effects of Script Fading Procedures on Verbal Interactions of Children With Autism

ELENA GARCIA-ALBEA and Sharon A. Reeve (Caldwell College), Kevin J. Brothers (Somerset Hills Learning Institute), and Kenneth F. Reeve (Caldwell College)

Intermediate-Level Verbal Behavior Training: The Effects of Matrix Training on Intraverbal Responding

KATIE A. NICHOLSON, David A. Wilder, Daniel C. DeRosa, and Leny D. Velasquez (Florida Institute of Technology)

Increasing the Variability of Verbal Responding in Children and Adolescents With Autism Using a Conjunctive-Differential Reinforcement Schedule

PAUL ARGOTT (EPIC School), Dawn B. Townsend (Institute for Educational Achievement), and Nancy S. Hemmes (Queens College, The City University of New York)

184 Symposium

10:30 am–11:50 am

Korbel Ballroom 4D (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Natalie Parks, Ph.D.

Displacement of Leisure Items by Edible Items in Preference Assessments

Chair: Natalie A. Parks (Marcus Autism Center)

Discussant: Iser Guillermo DeLeon (Kennedy Krieger Institute)

Displacement of Leisure Items in Combined Stimulus Preference Assessments With Young Children With Autism and Typical Development

Amy L. Kenzer (Center for Autism and Related Disorders, Inc.), MARIA STEVENSON (Center for Advanced Learning), Kenneth MacAleese (Advanced Child Behavior Solutions, LLC), and Patrick M. Ghezzi (University of Nevada, Reno)

The Prevalence of Displacement of Leisure Items by Edible Stimuli in Children With Autism

SETH B. CLARK, Natalie A. Parks, Nathan A. Call, and Jeffrey R. Luke (Marcus Autism Center)

The Effects of Food Deprivation on Preference of Food and Leisure Items

MEIGHAN ADAMS (Marcus Autism Center) and Eb Blakely and Mark T. Harvey (Florida Institute of Technology)

185 Symposium

10:30 am–11:50 am

Korbel Ballroom 4C (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Cheryl Davis, M.Ed.

Providing Students With Essential Skills for Independent Futures: Innovative Strategies for Practitioners

Chair: Rita M. Gardner (Melmark New England)

Discussant: Bridget A. Taylor (Alpine Learning Group)

Fading the Level of Staff Support for Students With Autism

JILL E. MCGRAL MAHER and Michele D. Brock (Crossroads School for Children) and Thomas L. Zane (Institute for Behavioral Studies, Endicott College)

Social Skills Group Teaching Model for Students With Autism

Benjamin R. Bruneau, Jill E. McGrale Maher, and CHERYL J. DAVIS (Crossroads School for Children) and Thomas L. Zane (Institute for Behavioral Studies, Endicott College)

A Step-Wise Approach to Training Staff to Effectively Deliver Group Instruction to Students With Autism

Mary Jane Weiss and Nicole Pearson (The McCarton School), Thomas L. Zane (Institute for Behavioral Studies, Endicott College), and KRISTEN N. FOLEY (The McCarton Center)

186 Symposium

10:30 am–11:50 am

Korbel Ballroom 4B (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jennifer Gillis Mattson, Ph.D.

Methodological Advances in and Considerations for Assessment and Treatment of Specific Fears in Children With an Autism Spectrum Disorder

Chair: Jennifer M. Gillis Mattson (Auburn University)

Discussant: Jennifer M. Gillis Mattson (Auburn University)

The Phenomenology and Assessment of Fear in Children With an Autism Spectrum Disorder: Type, Intensity, and Relationship to Core Autism Symptoms

LAURA B. TURNER (Binghamton University) and Raymond G. Romanczyk (State University of New York at Binghamton)

Fear and Unintentional Injury in Children With an Autism Spectrum Disorder: Core Symptom Severity, Constellations of Fear, and Patterns of Injury

RACHEL N. S. CAVALARI (Binghamton University) and Raymond G. Romanczyk (State University of New York at Binghamton)

School-Based Treatment of Specific Fears in Children With an Autism Spectrum Disorder

JENNIFER UNDERWOOD (Montgomery Public Schools)

187 Symposium

10:30 am–11:50 am

Korbel Ballroom 4A (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: John Guercio, Ph.D.

Lifespan Behavioral Assessment and Programming for Individuals With Autism Spectrum Disorders

Chair: Adam D. Hahs (Southern Illinois University)

Discussant: Todd M. Streff (Great Strides Behavioral Consulting, Inc.)

Adults With Autism and the VB-MAPP : Preliminary Findings and Suggested Treatment Planning

John M. Guercio (TouchPoint Autism Services) and CLARISSA S. BARNES and Adam D. Hahs (Southern Illinois University)

Enhancing Reliability Measures of the Autism Diagnostic Observation Schedule

JOHN M. GUERCIO (TouchPoint Autism Services) and Adam D. Hahs and Clarissa S. Barnes (Southern Illinois University)

Putting the Cooperation in Collaboration-Building an Effective Transdisciplinary Team in a Private School Setting

BARBARA CARLSON LITSCHER, Elizabeth Foster, Kristin McPharlin, and Jessica A. Royer (Partners in Behavioral Milestones)

188 Symposium

10:30 am–11:50 am

603 (Convention Center)

CBM; Experimental Analysis

Clinical Applications of Behavioral Health and Medicine II

Chair: Autumn N. McKeel (Southern Illinois University, Carbondale)

Discussant: Michele Dent (Southern Illinois University, Carbondale)

Further Analysis of Exergaming for Increasing Physical Activity Among Elementary Students

RACHEL K. GRAVES, Victoria Fogel, Raymond G. Miltenberger, and Shannon S. Koehler (University of South Florida)

A Comparison of the Effects of Nutritional and Energy Expenditure Feedback on the Selection of Restaurant Food

ALYSSA FISHER, SungWoo Kahng, and Nicole Lynn Hausman (Kennedy Krieger Institute)

Treating Obesity via Acceptance and Commitment Therapy and Cognitive Behavior Therapy: Is There a Difference in Outcome?

AUTUMN N. MCKEEL (Southern Illinois University, Carbondale), Mark R. Dixon (Southern Illinois University), Alyssa N. Wilson (Southern Illinois University, Carbondale), Lisa Legere (Curves), and Nicholas Mui Ker Lik (Southern Illinois University, Carbondale)

189 Symposium

10:30 am–11:50 am

708 (Convention Center)

CSE; Theory

Behavior and Social Issues: Addressing Cultural Problems by Understanding and Altering Systemic Variables

Chair: Richard F. Rakos (Cleveland State University)

Social Systems Properties as Contingencies of Reinforcement

INGUNN SANDAKER (Akershus University College)

Increasing Caring Behaviors Through Better Parenting

CHELSEA WILHITE and W. Larry Williams (University of Nevada, Reno)

Application of Cooperative Principles to Influence Environmentally Friendly Consumer Behavior

WILLIAM D. NEWSOME and Mark P. Alavosius (University of Nevada, Reno)

How Far Do You Have to Go to Get a Cheeseburger Around Here? The Realities of an Environmental Design Approach to Curbing the Consumption of Fast Food

CHRISTINA A. LYDON and W. Larry Williams (University of Nevada, Reno)

190 Symposium

10:30 am–11:50 am

Korbel Ballroom 3B (Convention Center)

DDA; Applied Behavior Analysis

Schedule-Related Variables Affecting Response Resurgence and Persistence in the Treatment of Problem Behavior

Chair: Joel Eric Ringdahl (University of Iowa)

Discussant: F. Charles Mace (Nova Southeastern University)

Added Variable Time Reinforcers Increase the Persistence of Problem Behavior in a Renewal Paradigm

DUNCAN PRITCHARD (Aran Hall School), Marguerite L. Hoerger (Bangor University), F. Charles Mace (Nova Southeastern University), and Lisa Kovacs and Heather Penney (Aran Hall School)

Effects of Fixed-Time Reinforcement Schedules on Resurgence of Problem Behavior

TONYA M. MARSTELLER and Claire St. Peter Pipkin (West Virginia University)

Relations Between Rate of Reinforcement and the Persistence of Behavior Maintained by Negative Reinforcement

PATRICK ROMANI, Joel Eric Ringdahl, David P. Wacker, Kelly M. Vinquist, John A. Northup, Nicole H. Lustig, and Julie St. John (University of Iowa)

191 Symposium

10:30 am–11:50 am

Korbel Ballroom 2C (Convention Center)

DDA; Applied Behavior Analysis

Assessment and Treatment of Severe Behavior in Outpatient and Natural Settings

Chair: Anjali Barretto (Gonzaga University)

Evaluation of Mild Punishment on Problem Behavior Maintained by Positive Reinforcement in an Outpatient Clinic

KELLY M. SCHIELTZ, David P. Wacker, Patrick Romani, and Jennifer Kuhle (University of Iowa)

Intensive Outpatient Services for Individuals With Severe Behavior Problems

EMILY OLINDE BOUDREAUX, Julia T. O'Connor, and Patricia F. Kurtz (Kennedy Krieger Institute)

Application of Functional Analysis and Functional Communication Training in a Classroom Setting

Jennifer Neyman, ANJALI BARRETTO, Kathleen Rice, and K. Mark Derby (Gonzaga University)

Evaluation of Functional Communication Training Implemented in the Home to Decrease Aggressive, Disruptive Behavior of a Preschooler

KIMBERLY V. BECK (ABA Solutions, Inc.), Raymond G. Miltenberger (University of South Florida), and Betsy M. Zamora (Florida Institute for Neurologic Rehabilitation, Inc.)

192 Symposium

10:30 am–11:50 am

Korbel Ballroom 3C (Convention Center)

DDA; Applied Behavior Analysis

Translational Research: Evaluating the Generality of Behavioral Principles in Laboratory and Clinical Contexts

Chair: Megan Rae Heinicke (Auburn University)

Discussant: Jason C. Bourret (New England Center for Children)

The Matching Law and Social Dynamics: A Preliminary Replication and Extension to Instant-Messaging

MICHELLE A. FRANK-CRAWFORD (Kennedy Krieger Institute), John C. Borrero and Amber E. Mendres (University of Maryland, Baltimore County), and Lisa M. Toole (Kennedy Krieger Institute)

The Effects of Reinforcement Delay on the Acquisition of Discrimination Responses by Children With Developmental Disabilities

JOLENE R. SY and Timothy R. Vollmer (University of Florida)

Using a Laboratory Model to Investigate the Effects of Common Reductive Treatments on Aberrant Response Classes

MEGAN RAE HEINICKE and James E. Carr (Auburn University)

193 Symposium

10:30 am–11:50 am

406 (Convention Center)

EAB; Experimental Analysis

Advances in Human Discounting Research: Impulsive Choice for Hedonic Outcomes

Chair: Steven R. Lawyer (Idaho State University)

Discussant: Leonard Green (Washington University)

Predicting Sexual Outcomes With Discounting for Money Versus Sexual Activity

STEVEN R. LAWYER and Frederick Schoepflin (Idaho State University)

An Examination of Outcome Characteristics That Affect Temporal Discounting

DANIEL D. HOLT (University of Wisconsin-Eau Claire)

Sexual Discounting: Contribution to HIV Risk in Cocaine Dependence

MATTHEW W. JOHNSON and Natalie Rose Bruner (Johns Hopkins University)

194 Symposium

10:30 am–11:50 am

404 (Convention Center)

EAB; Experimental Analysis

Reinforcers as Signaling Events

Chair: Michael C. Davison (University of Auckland)

Discussant: Timothy A. Shahan (Utah State University)

Reinforcers as Signaling Events: Signaled and Unsignaled Sinusoidally Changing Food Probabilities

LUDEMILA MIRANDA DUKOSKI, Michael C. Davison, and Douglas Elliffe (University of Auckland)

Reinforcers as Signaling Events: Control of Choice When Contingencies Reverse at Fixed Times After Food

SARAH J. COWIE, Douglas Elliffe, and Michael C. Davison (University of Auckland)

Reinforcers as Signaling Events: Concurrent Fixed-Interval Variable-Interval Scheduling

MICHAEL C. DAVISON, Sarah J. Cowie, and Douglas Elliffe (University of Auckland)

195 Paper Session

10:30 am–11:50 am

405 (Convention Center)

EAB

Schedule Effects

Chair: Robert W. Allan (Lafayette College)

Stimulus Control in Simple Discriminations (Experimental Analysis)

IVER H. IVERSEN (University of North Florida)

Within-Session Acquisition in a Rapid Acquisition Multiple Peak Interval Procedure Is Equivalent for Correlated and Uncorrelated Schedules (Experimental Analysis)

NATHAN RICE and Elizabeth Grace Evel Kyonka (West Virginia University), Randolph C. Grace (University of Canterbury)

Bipolar Responding in Fixed-Temporal Intervals (Experimental Analysis)

RENEE BURT and William L. Palya (Jacksonville State University)

Pausing in Variable Ratio Schedules: Pre- or Post-reinforcement? (Experimental Analysis)

ROBERT W. ALLAN (Lafayette College) and Zane Ferguson (The City University of New York)

196 Symposium

10:30 am–11:50 am

Korbel Ballroom 1B (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Trina Spencer, Ph.D.

Oral and Written Language Interventions: Typical Children, At-Risk Preschoolers, and Children With Autism

Chair: Trina D. Spencer (Utah State University)

Discussant: Diane M. Sainato (The Ohio State University)

The Effect of a Large Group Narrative Intervention on Preschoolers' Language Skills

TRINA D. SPENCER (The Ohio State University), Douglas B. Petersen (University of Wyoming), and Timothy A. Slocum (Utah State University)

The Effects of Oral Language Instruction on First Graders' Story Writing

Trina D. Spencer (The Ohio State University), HEIDI SMITH (Bear River Charter School), and Douglas B. Petersen (University of Wyoming)

The Effects of Narrative Intervention on the Language Skills of Children With Autism

Douglas B. Petersen, Catherine L. Brown, CHRISTINE DEGEORGE, and JENNIFER ZEBRE (University of Wyoming) and Trina D. Spencer (The Ohio State University)

197 Symposium

10:30 am–11:50 am

Korbel Ballroom 1A (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Amanda Doll, Ed.D.

Evaluating the Verbal Behavior of Education: Beyond "Just Talk"

Chair: Tina Marie Covington (Hawthorne Country Day School)

Discussant: William F. Potter (California State University, Stanislaus)

The Effects of Auditory Stimulation on Noncontextual Repetitive Speech: Further Analysis

AMOY KITO HUGH-PENNIE (Hawthorne Country Day School)

Evaluating Effects of Data Analysis Review Meetings for New and Returning Staff on Rate of Effective Teacher Instruction Provided

AMOY KITO HUGH-PENNIE, Christine Kelly, Luis Barros, and Kelly Hobbins (Hawthorne Country Day School)

Evaluating Video Self-Observation and the Teacher Performance Rate/Accuracy Form: Effects of Implementing a Prescriptive Model

AMANDA WILLOUGHBY DOLL, Tina Marie Covington, and Christina Cosme (Hawthorne Country Day School)

198 Paper Session

10:30 am–11:50 am

Korbel Ballroom 1C (Convention Center)

EDC

Improving Student Outcomes via Teacher Training

Chair: L. Keith Miller (University of Kansas)

Effectiveness and Sustainability of a Method for Teaching Teachers to Use Behavior Analytic Problem-Solving (Applied Behavior Analysis)

L. KEITH MILLER and Constance Tieghi (University of Kansas)

Effect of Staff Promoting Functional Replacement Behaviors and Use of Response Scripts on Adolescent Behavior (Applied Behavior Analysis)
BENJAMIN W. SMITH (University of Rochester)

Transferring Stimulus Control to Rule-Governed Behavior Acquired Through Simulations in a Multi-User Virtual Environment (Applied Behavior Analysis)
LEE L. MASON, Jim Barta, and Nancy Glomb (Utah State University)

199 Paper Session

10:30 am–11:50 am
704/706 (Convention Center)
OBM

Behavioral Safety Successes and Pitfalls

Chair: Amy Katherine Loukus (Southern Illinois University)

Behavioral Safety and Safety Culture... NOT the Same Thing (Experimental Analysis)
CHRISTOPHER GOULART (RCI Safety)

Behavior-Based Safety the Wrong Way: A Candid Discussion of the Pitfalls and Mishaps That Often Crop-Up in a Behavioral Safety Process (Experimental Analysis)
CHRISTOPHER GOULART (RCI Safety)

A Behavioral Skills Training Approach to Safe Operation on Open Waters (Applied Behavior Analysis)
AMY KATHERINE LOUKUS, Rebecca Leigh Everett, and Mark R. Dixon (Southern Illinois University)

Lessons From the Field: Frontline Engagement and the Internal Champion (Service Delivery)
BART M. SEVIN (Aubrey Daniels International)

200 Symposium

10:30 am–11:50 am
Korbel Ballroom 3A (Convention Center)
PRA; Service Delivery
BACB CE Offered. CE Instructor: Rosemary Condillac, Ph.D.

Overcoming Barriers to Adherence With Behavioural Recommendations in Non-clinical Settings

Chair: Kerry-Anne Robinson (York Central Hospital Behaviour Management Services)

Discussant: Rosemary A. Condillac (Brock University)

The Development of an Intervention Package to Decrease Vocal Stereotypy When Adherence to Response Interruption and Redirection Is Challenging
KERRY-ANNE ROBINSON (York Central Hospital Behaviour Management Services)

The Development of a Behavioural Treatment Plan When Adherence to Behavioural Recommendations Is Challenging for a Mother of a Teenager With Autism
SARAH RALSTON (York Central Hospital Behaviour Management Services)

Increasing Adherence in a Nonclinical Setting: How to Get Mediators to "Buy Into" Implementing Behavioural Treatment Recommendations
ALICE JARA (York Central Hospital Behaviour Management Services)

201 Invited Symposium

10:30 am–11:50 am
Four Seasons 4 (Convention Center)
PRA; Theory
BACB CE Offered. CE Instructor: Jennifer Zarcone, Ph.D.

Contemporary Ethical and Professional Issues in Applied Behavior Analysis

Chair: Jennifer R. Zarcone (University of Rochester Medical Center)

Do Behavior Analysts Need a Hippocratic Oath? Ethical and Legal Challenges Facing Practitioners
JANE S. HOWARD (California State University, Stanislaus)

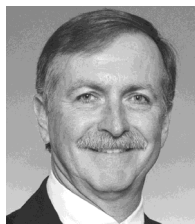


Jane S. Howard, Ph.D., is a board certified behavior analyst-doctoral and licensed psychologist. After completing her BA degree in psychology from Mount Holyoke, where she worked with Ellen P. Reese, Dr. Howard obtained her master's and Ph.D. from Western Michigan University. Dr. Howard is co-director for Therapeutic Pathways and The Kendall School, agencies that provide behavior analytic intervention to children and adolescents with autism spectrum disorders. She is also a professor of psychology at California State University, Stanislaus where she teaches undergraduate and graduate courses in applied behavior analysis. In addition, she currently serves on the Board of Directors of the Behavior Analyst Certification Board

and is a member of the Chicago School's (Los Angeles) Advisory Board. Dr. Howard has served in various capacities on the Board of the California Association for Behavior Analysis and currently chairs its Public Policy Committee. She is the co-author of a textbook on applied behavior analysis and has published research in the *Journal of Applied Behavior Analysis*, *Research in Developmental Disabilities*, *Research in Autism Spectrum Disorders*, and *The Analysis of Verbal Behavior*. Her clinical focus is pediatrics and work with families with children with special needs. Dr. Howard's research has focused on the identification of empirically validated treatments, particularly in the areas of early intervention and methods leading to improve language and cognitive and social functioning.

Abstract: Practitioners are the most public face and fastest growing segment of our field. A 2008 survey indicated that almost 50% of practitioners had less than 5 years of professional experience. Only a minority of those responding reported that they held professional licenses or credentials in other disciplines governed by separate established legal or ethical standards. Challenges for behavior analysts related to supervision, informed consent, recruitment of clients, and working within one's scope of practice will be illustrated through case example. In addition, complexities including competing contingencies (e.g., levels of tx supported by research vs. available funding) will be explored along with suggestions for ways to avoid or address such problems at both the individual practitioner and systemic level.

Training and Promoting Ethical Behavior: Behavior Analytic and Diffusion of Innovation Strategies
R. WAYNE FUQUA (Western Michigan University)



R. Wayne Fuqua is department chair of psychology and professor of psychology, a member of the applied behavior analysis and clinical faculties, and the director of the behavioral medicine laboratory. He received his BA in 1972, his MA in 1974 and his Ph.D. in 1977 from the University of Florida. His current research interests include behavior therapy, behavioral medicine, behavioral research methodology, and mental retardation. Of particular interest is his research on AIDS prevention and stress-related disorders. He is a former associate editor of the *Journal of Applied Behavior Analysis* and is a frequent contributor to a variety of behavior analysis journals.

Abstract: The author will provide a description of concerns regarding the training of ethical behavior for individuals going into both practice and academia. How one promotes ethical behavior across all types of trainees will be addressed.

The Gernsbacher Affair: Ethical and Professional Issues in Misrepresentation and Misresponse
EDWARD K. MORRIS (University of Kansas)



Since earning a doctorate in psychology from the University of Illinois in 1975, **Edward K. Morris** has been a faculty member at the University of Kansas, where he has chaired the Department of Applied Behavioral Science since 1990. He has been president of Association for Behavior Analysis International (1991–1992), Division 25 for Behavior Analysis of the American Psychological Association (1995–1996), and the Kansas Association for Behavior Analysis (1999–present). His scholarly interests lie mainly in the historical and conceptual foundations and evolution of behavior analysis; the field's relations with the behavioral, social, and cognitive sciences; and the possibilities of their integration. He has served as the editor of *The Behavior Analyst* (1984–1988), *The Interbehaviorist* (1983–1989), and APA Division 25's newsletter, *The Recorder* (1990–1992). He is an APA and ABAL fellow and a board certified behavior analyst.

Abstract: In 2007, Morton Ann Gernsbacher gave invited lectures at the University of Kansas titled "The Science of Autism: Beyond the Myths and Misconceptions" that misrepresented applied behavior analysis in autism. In 2009, Edward K. Morris published a response to her lecture titled "A Case Study in the Misrepresentation of Applied Behavior Analysis in Autism: The Gernsbacher Lectures." This presentation uses Gernsbacher's lecture and Morris's correspondence with her and her colleagues about it as case studies in (a) the ethics of representing and misrepresenting intervention research and (b) professional conduct in responding to any such misrepresentations. The ethical issues concerning Gernsbacher's lecture lie in the areas of competence, public statements, teaching, and conflicts of interest. The professional issues concerning Morris's response and correspondence lie in the areas of copyright, misrepresenting misrepresentations, disingenuousness, and personal attributions. The presentation concludes with lessons for those who misrepresent research and interventions and for those whose work is misrepresented.

When Capitalism Meets Behavior Analysis: New Ethical Challenges for Practitioners

JON S. BAILEY (Florida State University)



Jon Bailey received his Ph.D. from the University of Kansas and is currently professor emeritus of psychology at Florida State University where he was on the graduate faculty for 38 years and produced a record 63 Ph.Ds. He is currently co-director of the FSU Panama City Master's Program in Psychology with a specialty in applied behavior analysis, where he currently teaches half time. He is president of Behavior Management Consultants, Inc., is a board certified behavior analyst; has been an expert witness for the U.S. Department of Justice; and is a fellow of ABAI and the American Psychological Association. He is secretary/treasurer and media coordinator of the Florida Association for Behavior Analysis, which he founded in 1980.

Dr. Bailey has published over 100 peer-reviewed research articles, is a past-editor of the *Journal of Applied Behavior Analysis* and is co-author of five books: *Research Methods in Applied Behavior Analysis*, *How Dogs Learn*, *Ethics for Behavior Analysts*, *How to Think Like a Behavior Analyst*, and *25 Essential Skills and Strategies for Professional Behavior Analysts*, all co-authored with Dr. Mary Burch. The 2nd Expanded Edition of the *Ethics for Behavior Analysts* was published in March 2011.

Abstract: The values that guided the development of applied behavior analysis emerged from the science of behavior. Our founders expressed those values in the seminal paper, "Some Current Dimensions of Applied Behavior Analysis" (Baer, Wolf, and Risley, 1968). They envisioned a field that was applied, behavioral, analytic, technological, embodying conceptual systems, effective, and generalizable. They specifically did not include "profitable" as I do not believe they could imagine a day behavior analysis would emerge as a profession powered by competitive markets with all the attendant legal and ethical issues we see in other business ventures. In this presentation I will address the clash of two cultures: capitalism and behavior analysis, and outline what I see as some specific problematic issues for our profession.

202 Paper Session

10:30 am–11:50 am

Korbel Ballroom 1D (Convention Center)

TBA

New Perspectives on Teaching Behavior Analysis

Chair: James L. Soldner (Assumption College)

Evaluation of Components of University Training Programs: Commonalities and Mapping to Professional Standards (Applied Behavior Analysis)

DEIRDRE LEE FITZGERALD (Eastern Connecticut State University)

Interteaching: A Component Analysis of Quality Points on Exam Scores (Applied Behavior Analysis)

JAMES L. SOLDNER (Assumption College) and Rocio Rosales (Youngstown State University)

Applied Behavior Analysis, Neuroscience, and the Other Natural Sciences (Biology, Chemistry, Physics, Mathematics) (Theory)

RICHARD COOK (Penn State University)

203 Symposium

10:30 am–11:50 am

610/612 (Convention Center)

TPC; Experimental Analysis

Studies on Metacontingencies and Cultural Practices: Contributions From Brasilia

Chair: Lincoln S. Gímenes (Universite de Brasilia)

Discussant: Paul Thomas Andronis (Northern Michigan University)

Metacontingencies and Cultural Practices: From Family Studies to Micro Societies in the Laboratory

LAERCIA ABREU VASCONCELOS (University of Brasilia)

Contingencies and Metacontingencies in an Iterated Prisoners' Dilemma Game

DYEGO DE CARVALHO COSTA (Universidade de Brasilia)

204 Paper Session

10:30 am–11:50 am

601 (Convention Center)

TPC

Meeting Challenges in Different Service Areas I

Chair: Andy Bondy (Pyramid Educational Consultants)

Behavior Analysis in Adult Homes and Other Long-Term Care Settings: Challenges and Opportunities (Applied Behavior Analysis)

PARSLA VINTERE (Queens College, The City University of New York)

The Buddha-Ful 8-Fold Path to Effective Consultation (Service Delivery)

ANDY BONDY (Pyramid Educational Consultants)

I Should Have Been An Accountant: Burnout, Barriers, and Other Surprises for New BCBAs! (Service Delivery)

EMILY DICKENS (State of Florida), Matt Potak (Behavior Analysis Solutions, Inc.), and Kevin D. Jackson (State of Florida)

Selecting Behavioral Principles Used in the Design of a Computer Game-Based Simulation for Parent/Caregiver Training (Service Delivery)

CHERYL ANN FIELDING (University of Texas-Pan American), Alonzo Alfredo Andrews (Walden University), and Joe Wilson (Southwest Research Institute)

205 Symposium

10:30 am–11:50 am

Korbel Ballroom 2B (Convention Center)

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Einar Ingvarsson, Ph.D.

Recent Research on the Acquisition of Intraverbal Behavior

Chair: Anthony P. Cammilleri (Child Study Center)

Comparison of Multi-Mode Versus Single Mode Prompts on Acquisition of Intraverbal Responses in an Individual With Autism

AMBER L. VALENTINO and M. Alice Shillingsburg (Marcus Autism Center)

The Role of Increased Exposure to Transfer of Stimulus Control Procedures on the Acquisition of Intraverbal Behavior

JARED T. COON and Caio F. Miguel (California State University, Sacramento)

A Procedure for Establishing Intraverbal Control Over Vocal Responses of Preschoolers

Charlotte Lynn Carp, Tracy L. Lepper, and ANNA I. PETURSDOTTIR (Texas Christian University)

The Effects of Intraverbal Training on the Emergence of Listener Responses in Children With Autism

EINAR T. INGVARSSON (University of North Texas) and Anthony P. Cammilleri (Child Study Center)

206 Symposium

10:30 am–12:00 pm

Korbel Ballroom 1E (Convention Center)

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: R. Greer, Ph.D.

Emergence of New Verbal Developmental Learning Capabilities

Chair: R. Douglas Greer (Teachers College, Columbia University)

Effects of Training Using a Mirror on Acquisition of Imitation and Rate of Learning

JALENE D. MORENO and R. Douglas Greer (Teachers College, Columbia University)

A Mirror Procedure to Induce Generalized Imitation in Children

LIN DU and R. Douglas Greer (Teachers College, Columbia University)

Effects of the Presence of Naming on Rate of Learning for Children With Developmental Delays

ALISON M. CORWIN and R. Douglas Greer (Teachers College, Columbia University)

Effects of Mastery of Auditory Matching on Echoics and Emergence of Naming

JINHYEOK CHOI and R. Douglas Greer (Teachers College, Columbia University)

207 B. F. Skinner Lecture Series

11:00 am–11:50 am

607 (Convention Center)

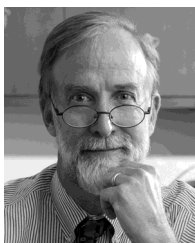
DEV

PSY/BACB CE Offered. CE Instructor: William Pelham, Jr., Ph.D.

Overmedicating America's Children: Behavioral Interventions as an Alternative for Attention Deficit Hyperactivity Disorder Children

Chair: Jacob L. Gewirtz (Florida International University)

WILLIAM E. PELHAM, JR. (Florida International University)



William Pelham is a 1970 graduate of Dartmouth College and earned his Ph.D. in clinical psychology from the State University of New York at Stony Brook in 1976. He was a faculty member at Washington State University, Florida State University, the University of Pittsburgh (WPIC), and the State University of New York at Buffalo (State University of New York distinguished professor) prior to moving to Florida International University (FIU) in 2010. He is currently professor of psychology and psychiatry and director of the Center for Children and Families at FIU. His summer treatment program for attention deficit hyperactivity disorder (ADHD) children has been recognized by Divisions 53 and 37 of the APA and by Children and Adults with Attention-Deficit/Hyperactivity

Disorder (CHADD) as a model program and is widely recognized as the state-of-the-art in treatment for children and adolescents with ADHD. Dr. Pelham has authored or co-authored more than 300 professional publications dealing with psychosocial, pharmacological, and combined treatment of ADHD. Dr. Pelham is a fellow of the American Psychological Association and the American Psychological Society, and past president of the Society of Child Clinical and Adolescent Psychology (SCCAP), and the International Society for Research in Child and Adolescent Psychopathology. He currently chairs the task force on dissemination and implementation of evidence-based practices for the SCCAP and was recently named as one of the top 10 among the country's 1,900 academic clinical psychologists in peer-reviewed publications. He is a past recipient of the CHADD Hall of Fame award and the SCCAP Career Achievement Award. He has held more than 60 research grants (12 current) from federal agencies (NIMH, NIAAA, NIDA, NINDS, IES), foundations, and pharmaceutical companies. He has served as a consultant/advisor on ADHD and related topics to numerous federal agencies and organizations. He founded and directs the biennial Miami Conference (formerly the Niagara Conference) on Evidence-based Treatments for Childhood and Adolescent Mental Health Problems.

Abstract: Attention deficit hyperactivity disorder (ADHD) is a chronic mental health disorder in children that causes serious problems in relationships with teachers, parents, and peers, and school functioning, as well as other adverse outcomes through the lifespan. With a prevalence rate of 2–9%, ADHD is a major public health problem in the U.S. and worldwide. The vast majority of ADHD children are treated with psychoactive

medication alone, and the rates of medication usage have increased exponentially over the past decade. Although medication is beneficial in the short term, it has no demonstrable long-term benefit and long-term side effects (e.g., permanent growth suppression). There are two other methods of treatment for children with ADHD: behavioral (non-medicinal) treatments and multimodal approaches that combine behavioral and pharmacological treatments. Behavioral treatments have a solid evidence base for the short-term treatment of children with ADHD, but evidence of long-term impact is lacking. The combination of the two treatments has been understudied—especially with respect to the dosing and sequencing of each component. Important questions remain unanswered. Should high or low doses of treatment be employed, and what are the costs, risks, and benefits of different doses and lengths of intervention? Should non-medicinal treatments such as parent training and classroom interventions begin before trying medication or vice versa? If one or the other is begun first, does that influence the dose of the second component, its incremental effectiveness, and the societal cost of providing treatment? Does treatment sequencing impact positive outcomes and side effects? Are there individual differences among children that influence the answers to such questions? This presentation will describe a series of studies designed to answer such issues. The implications for treatment of children with ADHD and the costs and benefits to children, families, schools, and society at large will be discussed.

208 Panel Discussion

11:00 am–11:50 am

710/712 (Convention Center)

OBM; Applied Behavior Analysis

Changing the Way the World Works

Chair: Darnell Lattal (Aubrey Daniels International)

HEINZ G. BUSCHANG (Regis University)

MARIUS M. RIETDIJK (Amsterdam University)

JUN ISHIDA (Will PM)

209 Invited Tutorial

11:00 am–11:50 am

Korbel Ballroom 2A (Convention Center)

TBA; Applied Behavior Analysis

PSY/BACB CE Offered. CE Instructor: Katherine Meincke Matthews, Ph.D.

Behavior Analysis in Virginia: Improving Services Through the Comprehensive Application of Behavior Analysis

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

KATHERINE MEINCKE MATTHEWS (The Faison School for Autism)



Dr. Kathy Matthews is the executive director of The Faison School for Autism in Richmond, Virginia. The Faison School is a Comprehensive Application of Behavior Analysis to Schooling (CABAS) component program providing educational services to students aged 2–22 in a publicly funded, private setting. The school is affiliated with the applied behavior analysis program at Teachers College, Columbia University and the Department of Behavioral Psychology at Kennedy Krieger Institute, Johns Hopkins. Dr. Matthews holds an adjunct teaching position at Teachers College, an associate behavior analyst rank with CABAS, and is a board certified behavior analyst. Prior to The Faison School, Dr. Matthews obtained her Ph.D. in behavior analysis from Teachers College,

Columbia University where she also taught courses and mentored graduate students. While in New York, Dr. Matthews worked as an applied behavior analysis program supervisor at The Fred S. Keller School and Shema Kolainu. She also served as a licensed teacher for a Board Cooperative Educational Services program in New York and as a behavior analyst consultant to the CABAS home programs and to the Jigsaw School in Surrey, England. Further, Dr. Matthews has conducted numerous presentations at professional conferences and participated in research opportunities since 2001 on the topics of verbal behavior, metaphor, teacher training, peer tutoring, stimulus equivalence, and CABAS system development.

Abstract: This presentation will provide an overview of a comprehensive model of behavior analytic education as it has been implemented and replicated in schools in the State of Virginia. The Faison

School, initially established as an affiliate program of Virginia Commonwealth University, has grown from a program of four students to nearly 100, all diagnosed with an autism spectrum disorder or other developmental disability. The school is now affiliated with the applied behavior analysis program at Teachers College, Columbia University and the Department of Behavioral Psychology at the Kennedy Krieger Institute. Through these affiliations, the school offers a comprehensive behavior analytic model of education and training alongside more intensive intervention services for students removed from public education settings. The school's data-driven and individualized system allows for immediate data collection and analysis of the behaviors of teachers and students, which allows participants to receive the most appropriate services and tactics for all areas of learning and teaching. In total, the school maintains data on learn units, teacher performance rate accuracy observations, teacher decisions, student and staff achievement toward goals, as some examples. The model has also recently been replicated in the public schools. In this presentation, the CABAS components, including learn units, teacher data, decision analyses, and assessments, will be reviewed and discussed as well as future needs and directions of the model overall.

210 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

AUT

1. Teaching a Child to Wait for Preferred Items via Antecedent Prompts and Progressive Differential Reinforcement of Other Behavior Schedule (CBM; Service Delivery) GINGER CRABTREE and Eric Rudrud (St. Cloud State University)

2. An Evaluation of Multiple Schedules When Thinning Reinforcement Following Functional Communication Training (DDA; Applied Behavior Analysis) WILLIAM J. HIGGINS, Jon Wilkins, Kasey Stephenson, and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

3. Assessment and Treatment of Apparent Masturbation (DDA; Applied Behavior Analysis) NICOLE H. LUSTIG (Gonzaga University) and Kelly M. Schieltz, Yaniz C. Padilla Dalmau, David P. Wacker, and Shannon Dyson (University of Iowa)

4. Evaluation of the Immediate and Subsequent Effects of Response Interruption and Redirection on Vocal Stereotypy (DDA; Applied Behavior Analysis) JOHN T. RAPP and Brittany Schumacher (St. Cloud State University)

5. Response Covariation in Individuals With Multiple Form of Stereotypy (DDA; Applied Behavior Analysis) KIMBERLEY ENLOE (Coyne and Associates), John T. Rapp (St. Cloud State University), Gregory J. Swanson (The Bay School), and Ethan S. Long (Virginia Institute of Autism)

6. Descriptive and Experimental Evaluations of Procedural Fidelity Failures of Parents Implementing Differential Reinforcement of Alternative Behavior in the Treatment of Problem Behavior (Applied Behavior Analysis) MINDY CHRISTINE SCHEITHAUER, Jeffrey H. Tiger, and Sarah K. Slocum (Louisiana State University)

7. Direct and Distal Effects of Noncontingent Juice on the Rumination Exhibited by a Child With Autism (Applied Behavior Analysis) MEGAN L. KLIEBERT and Jeffrey H. Tiger (Louisiana State University)

8. Evaluating the Effectiveness of Physical Prompts and Reinforcement to Reduce Bruxism (DDA; Applied Behavior Analysis) JASON ZEIGLER and Gordon A. DeFalco (Evergreen Center)

9. Pick on Someone Your Own Size: Effects of Therapist Size and Familiarity on Darting Behavior (DDA; Applied Behavior Analysis) JESSICA A. FEDEZKO and Erin Bereheiko (Bancroft)

10. Effects of Prior Access to Stereotypy on Subsequent Engagement in the Behavior (DDA; Applied Behavior Analysis) MARC LANOAZ (Centre de Réadaptation de l'Ouest de Montréal), John T. Rapp (St. Cloud State University), Gisela Regli (Cocon Development), Gregory J. Swanson (The Bay School), and Ethan S. Long (Virginia Institute of Autism)

11. The Effects of Task Presentation on Reducing Tantrum Behavior (DDA; Applied Behavior Analysis) ERIN BEREHEIKO, Jessica A. Fedezko, and Frances A. Perrin (Bancroft)

12. Conducting a Functional Analysis of Elopement Behavior: A Replication (DDA; Applied Behavior Analysis) ERIN BEREHEIKO and Jessica A. Fedezko (Bancroft)

- 13. The Effects of Blocking Versus Not Blocking Self-Injurious Behavior** (DDA; Applied Behavior Analysis) LINDSEY M. DAVIS and Bianca Pizzo (Bancroft)
- 14. A Descriptive Analysis of Self-Injury in the Classroom** (DDA; Applied Behavior Analysis) KATHERINE J. GENGARELLY (Westfield State University) and Jorge Rafael Reyes (University of Florida)
- 15. The Effects of Environmental Events on Attention Analysis Outcomes** (DDA; Applied Behavior Analysis) MELISSA M. SHULLEETA, Samantha Hardesty, Lynn G. Bowman, Mariana I. Castillo Irazabal (Kennedy Krieger Institute)
- 16. Functional Analysis and Treatment of Elopement** (DDA; Applied Behavior Analysis) JONATHAN SEAVER and Stacie Bancroft (New England Center for Children)
- 17. The Effects of Matched Stimuli on Hand Mouthing Behavior** (DDA; Applied Behavior Analysis) VIRGINIA S. WONG (Manhattan Children's Center), Marisa Savard (Teachers College, Columbia University), and Samantha M. Solow (Manhattan Children's Center)
- 18. Reducing Self-Injurious Behavior by Using Noncontingent Reinforcement and Differential Reinforcement of Incompatible Behavior: A Comparison of Two Behavioral Technologies** (EAB; Applied Behavior Analysis) SUMMER G. DUCLOUX (University of Texas at Austin) and Christine Robinson (none)
- 19. Differentiated Effects of Sensory Activities as Abolishing Operations on Aberrant Behavior and Academic Performance** (EDC; Applied Behavior Analysis) GREGORY R. MANCIL (University of Louisville)
- 20. Assessment and Intervention Using Competing Stimuli to Bring About Reduced Levels of Stereotypic Responses** (EDC; Applied Behavior Analysis) ANNA M. YOUNG, Katherine S. Robinson, and Nathan Habel (The Faison School for Autism)
- 21. Verbal Query Intervention: Addressing Stereotypy in Students With Autism** (EDC; Service Delivery) LEONARD CALTABIANO (Kidz Therapy Services, PLLC)
- 22. Evaluating the Effectiveness of Planned Ignoring Procedures to Decrease Vocal Stereotypy in a Child With Autism** (EDC; Applied Behavior Analysis) MIRIAM GUTIERREZ and Christine O'Rourke Lang (Mercy College)
- 23. Differential Reinforcement of Other Behavior to Reduce Spitting Behavior** (EDC; Applied Behavior Analysis) ILANA HERNANDEZ (State of Indiana) and William Timothy Courtney, Jennifer Mihm, and Mary Rosswurm (Little Star Center)
- 24. Noncontingent Reinforcement Plus Punishment as Treatment for Intractable Stereotypy** (Applied Behavior Analysis) TAMARA L. PERRY (Eastern Michigan University) and Ivy M. Chong Crane (Scott Center at Florida Institute of Technology)
- 25. Behavioral Assessments for Children With Autism Through Telehealth** (Applied Behavior Analysis) JENNIFER KUHLE, Yaniz C. Padilla Dalmau, David P. Wacker, Scott D. Lindgren, Todd G. Kopelman, and John F. Lee (University of Iowa)
- 26. When "My Way" Isn't "Your Way": Treatment of Problem Behavior Maintained by Compliance to Mand**s (Applied Behavior Analysis) ALLISON LUNDAHL, Sara Christianson, Melissa Farrell, and Theodosia R. Paclawskyj (Kennedy Krieger Institute)
- 27. Demand Fading Protocol Effect on the Occurrence of Maladaptive Behaviors and Rate of Skill Acquisition** (Applied Behavior Analysis) SHAWNIE N. GIRTLE, Carrie A. Scott, and Maura Stack-Oden (Firefly Autism House)
- 28. Evaluation of Motor Imitation Acquisition and Generalization Using a Multiple Baseline** (DDA; Applied Behavior Analysis) KATE A. KOEHLER-PLATTEN, John T. Rapp, and Lynn M. Baker (St. Cloud State University)
- 29. Investigating the Use of a Blocked Trial Procedure to Facilitate Conditional Skill Discriminations** (Applied Behavior Analysis) NICHOLAS KYLE REETZ (University of Wisconsin-Eau Claire), Paula Petit (ABIS, LLC), and Kevin P. Klatt (University of Wisconsin-Eau Claire)
- 30. Increasing Reinforcer Choice Variability in Students With Autism Using a Concurrent Progressive Ratio Procedure** (DDA; Applied Behavior Analysis) GEOFFREY D. DEBERY, Adam Bonanno, and Frank R. Cicero (Eden II Programs)

- 31. Teaching Functional Life Skills to Adolescent Boys With Autism Using Video Modeling** (EDC; Applied Behavior Analysis) LUCY CORA-NAZARIO, Brandie Thurston, and David Roth (The Aurora School)
- 32. Using the Wilbarger Brushing Protocol to Decrease Aggression, Elopement and Disruptions in Children With Autism** (EDC; Applied Behavior Analysis) MICHELLE L WOOLWINE and Lucy Cora-Nazario (The Aurora School)
- 33. Using Stimulus-Stimulus Pairing Procedures to Occasion New Forms of Vocal Verbal Behavior** (EDC; Applied Behavior Analysis) ELI T. NEWCOMB and John Tolson (Faison School for Autism)
- 34. The Effect of Brain Gym on Academic Engagement for Children With Disabilities** (EDC; Applied Behavior Analysis) ANDREA GOODWIN, Ginger L. Kelso, and Nicole Parrett (Stephen F. Austin State University)
- 35. Studying Generalization to Novel Stimuli of Teaching Identification of Picture Absurdities, Verbal Comprehension, and Vocabulary** (Applied Behavior Analysis) OLIVIA ALEXANDRE and Joel P. Hundert (Behaviour Institute)
- 36. Utilization of an Errorless Learning Procedure to Increase Receptive Language in a Child With Autistic Disorder** (EDC; Applied Behavior Analysis) ARIEL L. RAVID and Laura B. Turner (Binghamton University) and Stephanie Lockshin (Institute for Child Development, Binghamton University)
- 37. Teacher and Staff Accuracy in Identifying Basic Terms of Applied Behavior Analysis for Individuals With an Autism Spectrum Disorder** (TBA; Applied Behavior Analysis) EVELYN M. FLAHERTY, Frank R. Cicero, Geoffrey D. DeBery, and Lauren A. Mahoney (Eden II Programs)

211 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

CBM

- 1. Video Self-Modeling as a Treatment for Spider Phobia** (CSE; Applied Behavior Analysis) NEVILLE MORRIS BLAMPIED (University of Canterbury) and Martin Hood (Canterbury District Health Board)
- 2. An Investigation of Verbal Events as Motivating Operations: The Effects of Mood Induction on the Reinforcing Value of Consequences** (VRB; Experimental Analysis) RACHEL FREUND (New Mexico VA Healthcare System) and Michael J. Dougher (University of New Mexico)
- 3. Making Sense and its Reinforcing Functions: Positive, Negative, or Both** (VRB; Experimental Analysis) ALISHA M. WRAY and Michael J. Dougher (University of New Mexico)
- 4. Tracking Changes in Brain Activation During Transitions From Avoidance to Extinction and Modulation by Experiential Avoidance** (EAB; Experimental Analysis) CALEB D. HUDGINS and Sandy Magee (University of North Texas) and Michael W. Schlund (Kennedy Krieger Institute)
- 5. Values Concordance: An Evaluation of Acceptance and Distress.** (Applied Behavior Analysis) CHARLES L. GILPIN and Ann Branstetter-Rost (Missouri State University)
- 6. Bulls-Eye and the Valued Living Questionnaire: Evaluation of Criterion Validity** (TPC; Experimental Analysis) BRANDON SANFORD, Charles L. Gilpin, and Ann Branstetter-Rost (Missouri State University)
- 8. Effects of Brief Mindfulness Training on Problem Solving During Painful Stimulation** (Applied Behavior Analysis) ALISON BEAUVAIS CARRIS, Scott A. Herbst, and John Conlin (The Chicago School of Professional Psychology)
- 9. Relation Between Direct Observation of Relaxed Behavior and Self-Reported Mindfulness and Relaxation** (EAB; Experimental Analysis) LACEY S. HITES and Duane A Lundervold (University of Central Missouri)
- 10. Comparing the Effects of Response Cost and Differential Reinforcement of Other Behavior Contingencies on Tic Suppression** (Applied Behavior Analysis) MATTHEW CAPRIOTTI, Bryan C Brandt, Alexander Arthur Wissing, Rachel Marie Rebitski, and Douglas W. Woods (University of Wisconsin-Milwaukee)
- 11. Habit Reversal Training to Treat Tics in a Young Boy Diagnosed With Tourette's Syndrome** (Applied Behavior Analysis) KATIE WISKOW and Valerie Van Tussi (University of Wisconsin-Eau Claire), Karen Renee Norman (ABIS, LLC), and Kevin P. Klatt (University of Wisconsin-Eau Claire)

12. Use of Simplified Habit Reversal Procedures With Children in an Outpatient Clinic (DDA; Applied Behavior Analysis) MELANIE H. BACHMEYER (Kennedy Krieger Institute), David P. Wacker (University of Iowa), Brenda J. Bassingthwaite (University of Iowa Children's Hospital), and Matthew O'Brien (University of Iowa)

212 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

CSE

1. Multidisciplinary Approach and Disability (DDA; Service Delivery) PATRICIA ORTEGA SILVA, Patricia Plancarte, and Alfonso Valadez Ramirez (Universidad Nacional Autonoma de México)

2. Prompts or Proximity: Recycling Old Techniques for a New Population (OBM; Applied Behavior Analysis) MYCHAL MACHADO, Carolyn S. Kohn, E. Kelly Rush, Todd Fabian, and Aryan Bimar (University of the Pacific)

3. Use of a Participant Survey to Guide Selection of Interventions to Increase Use of Reusable Cups by Staff Members in a School Cafeteria (OBM; Applied Behavior Analysis) NOAH P. BORGONDY, Emily Anne Shapiro, and Hanna C. Rue (The May Institute)

4. Environmental Change: The Application of Three Theories of Behavior Change on Recycling Behavior and Ecological Values (EAB; Experimental Analysis) AMANDA LEAH ZULAS (Washington State University) and Dana F. Lindemann (Western Illinois University)

5. A New Instrument for Value Assessment in Behavior Analysis (TPC; Theory) JON A. LOKKE and Gunn Lokke (Østfold University College) and Erik Arntzen (Akershus University College)

6. Event Greening: Improving Accuracy of Recycling and Compost Collection at a Large Scale Music Festival (Applied Behavior Analysis) KATE BINDER and R. Wayne Fuqua (Western Michigan University)

213 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

DDA

1. Using Differential Reinforcement of Low Response Rate and Noncontingent Reinforcement to Reduce Intensity and Rate of Severe Self-Injurious Behavior of an Adult Female Diagnosed With Cerebral Palsy and Autism (PRA; Service Delivery) Leasha Barry (University of West Florida) and CHANTI FRITZSCHING WATERS (Holdsambeck and Associates)

2. Components of Behavioral Treatment for Adults With Developmental Disabilities (PRA; Theory) MICHAEL R. MAYTON (West Virginia University), Jie Zhang (State University of New York at Brockport), Morgan Chitiyo (Southern Illinois University), and John J. Wheeler (Western Michigan University)

3. The Assessment and Treatment of Elopement Maintained by Access to Stereotypy: Replication (PRA; Applied Behavior Analysis) NICK WILHELM (The Chicago School of Professional Psychology) and Ashley Seibert (Southern Illinois University)

4. A Survey of Behaviour Analysts Opinions of Treatment Adherence in Applied Settings (PRA; Service Delivery) KEELEY WHITE, Jennifer Childs, Raneta Krylov, Patty Petersen, and Rosemary A. Condillac (Brock University)

5. Reverse Chaining Procedures in Clinical Practice: Guidelines and Variations of an Underutilized Technology (PRA; Applied Behavior Analysis) RYAN LEE O'DONNELL, Melissa Nosik, W. Larry Williams, and Mark Malady (University of Nevada, Reno)

6. Extension of Restraint Fading Literature: Measuring Adaptive Behavior in an Individual With Gastric Tube Dependence (Applied Behavior Analysis) MOLLY GEMP, Samantha Hardesty, and Lynn G. Bowman (Kennedy Krieger Institute)

7. The Utilization of Errorless Learning Strategies and Differential Reinforcement to Increase Independent Feeding Skills (Applied Behavior Analysis) JENNIFER M. DERDERIAN (The May Institute), Jonathan Dean Schmidt (Kennedy Krieger Institute), and Gary M. Pace (none)

8. Stimulus Fading to Increase Cup Drinking (PRA; Applied Behavior Analysis) CAITLIN E. KLINZMAN, Brian T. Dudley, and Melissa L. Gonzalez (Kennedy Krieger Institute)

9. Predictors of Treatment Outcome for Children With Tube Dependence (PRA; Applied Behavior Analysis) TESSA TAYLOR RIVET, Melissa L. Gonzalez, Lacey M. LeBlanc, Pooja Marria Jhaveri, Patrice Miller, and Charles S. Gulotta (Kennedy Krieger Institute)

11. Detecting False Positives in Multielement Designs: Potential Implications for Brief Analysis (CBM; Applied Behavior Analysis) MARISSA HENRICKSON, John T. Rapp, Sara M. Bartlett, and Tyler Krueger (St. Cloud State University)

12. The Statement of Contingency Specifying Rules Preceding Functional Analysis Test Conditions (Applied Behavior Analysis) KATHRYN M. KESTNER, Nicholas M. Brott, Christopher Walmsley, and R. Wayne Fuqua (Western Michigan University)

13. Using Latency Measures to Identify the Function of Problem Behavior During Functional Analyses (PRA; Applied Behavior Analysis) RENE SANDOVAL (California State University, Los Angeles), Robert-Ryan S. Pabico and Kim Zhu (Center for Behavior Analysis and Language Development), and Antonio Sala and Daniel B. Shabani (California State University, Los Angeles)

14. Maximizing the Use of Functional Analysis Methodology in Clinical Practice (PRA; Applied Behavior Analysis) WILLIAM F. STEFFEN, Jan Munson, and John Pokrzywinski (Woodward Resource Center)

15. Contingent Access to Protective Equipment as a Maintaining Variable for Self-Injurious Behavior (AUT; Applied Behavior Analysis) BIANCA PIZZO and Jamie Strausbaugh (Bancroft)

16. Contradictory Functions: Problem Behavior Maintained by Attention and Escape From Social Interaction (Applied Behavior Analysis) NICOLE LYNN HAUSMAN, SungWoo Kahng, and Yanerys Leon (Kennedy Krieger Institute)

17. The Use of Lottery Tokens to Improve Cigarette Management Skills (PRA; Applied Behavior Analysis) MARK NEESE (Applied Behavioral Advancements)

18. The Effect of High-Probability Request Sequences on Latency to Comply With Instructions to Transition in a Child With Severe Mental Retardation (PRA; Applied Behavior Analysis) MICHELLE CARPENTIERI and Janet Ellis (University of North Texas)

19. Evaluating the Utility of Abbreviated Behavior Plan Supplement (Applied Behavior Analysis) MATTHEW COSTOLO, Sarah Heathcote, Jaysen Clough, Lauren F. Troy, Frances A. Perrin, Kimberly Fenton, and Patrick Grugan (Bancroft)

20. Influence of Ambient Noise on Screaming During Functional Analysis (PRA; Applied Behavior Analysis) DANIEL DREVON, Maud Selasie Dogoe, Rachel M. Knight, Alyssa Warshay, Valerie Weber, Robin M. Kuhn, and Michael D. Hixson (Central Michigan University)

214 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

EAB

1. The Effects of Ascending and Descending Titrating Delays on Stimulus Equivalence (VRB; Experimental Analysis) CHRISTOFFER K. EILIFSEN and Erik Arntzen (Akershus University College)

2. Effects of Contextual Control Over Reorganized Equivalence Classes (Experimental Analysis) TATIANE CARVALHO CASTRO and A. Celso Goyos (Universidade Federal de São Carlos)

3. Equivalence Cases In Rats: Effect of Criteria on the Emergency of Symmetry and Transitivity (Experimental Analysis) ERICA ALEJANDRA BERTEL FERREIRA, Edith Johanna Leal Cajamarca, and Angelica Maria Osorio (Fundacion Universitaria Konrad Lorenz)

4. Constructing Emergent Sentences: A Relational Completion Procedure for Training and Testing Derived Comparative Relations (Experimental Analysis) ANITA MUNNELLY and Simon Dymond (Swansea University)

5. Transfer of Meaning Among Equivalent Stimuli Is More Intense When the Number of Training Trials Is Greater: A Study Using the Semantic Differential (Experimental Analysis) RENATO BORTOLOTTI, Naomi Cristina Rodrigues, and Julio C. De Rose (Universidade Federal de São Carlos)

6. Simple Discrimination Training Procedures in the Study of Stimulus Equivalence and Math Skills Acquisition in Children With Developmental Delays (Experimental Analysis) KRISTIN WILKINSON-YONKERS, Marcelle Medina-Smester, Jennifer Irene Stuart, Morgan Kemmeries, Amanda Wolod, and Carol Pilgrim (University of North Carolina Wilmington)

7. Using Equivalence Procedures and Class-Specific Reinforcers and Responses to Teach Math Relations to Typically Developing Children (Experimental Analysis) WHITNEY LUFFMAN, Matthew Alcala, Minela Subasic, Morgan Kemmeries, Ashley Blackwell, and Carol Pilgrim (University of North Carolina Wilmington)

8. Contextual Control Over Transformation of Function Established by Topographical Features of Equivalence Class Members (Experimental Analysis) NAOKO KISHITA and Takashi Muto (Doshisha University)

9. The Analysis of Task Presentation and Probability for Escape-Maintained Aggression (Applied Behavior Analysis) KATHERINE M. HURLOCK and Molly Coyle (Bancroft)

10. Treatment of Escape-Maintained Self-Injury Through Functional Communication Training and Mood Identification (Applied Behavior Analysis) MOLLY COYLE and Timothy Joseph Mckenna (Bancroft)

11. Decreasing Disruptive Classroom Behaviors: Do Group Rewards Enhance the Effectiveness of Color Wheel Procedures? (Applied Behavior Analysis) JENNIFER ANNE BECKER, Emily Kirk, and Christopher Skinner (University of Tennessee)

12. Analysis and Treatment of Escape Maintained Self Injury Within a Partial Task Presentation Condition (Applied Behavior Analysis) TIMOTHY JOSEPH MCKENNA and Molly Coyle (Bancroft)

13. Development of a Program to the Application of Computerized Matching-to-Sample Procedures for Reading by Undergraduate Students (EDC; Applied Behavior Analysis) CAMILA P. PENARIOL, Marileide Antunes Oliveira, and A. Celso Goyos (Universidade Federal de São Carlos)

14. Discrimination Learning in Pigeons on Chain Schedules of Reinforcement (Experimental Analysis) MATTHEW C. BELL and Ariana Alejandro (Santa Clara University)

15. Stimulus Control of "Refraining" from Eating in Pigeons (TBA; Experimental Analysis) RAUL AVILA, Sandra Aviles, and Patricia Miranda (Universidad Nacional Autonoma de México)

16. Visual Discrimination Learning: Changes in Visual Scanning and Heart Rate as a Function of Pre-training (TPC; Experimental Analysis) DAVID WAYNE MITCHELL, Caitlin R. Vaught, Andrew L. Sterling, Ryan W. Owrey, and Robyn D. Fondren (Missouri State University)

17. Differential Feedback on the Acquisition and Transfer of Conditional Discriminations by Humans (VRB; Experimental Analysis) BRENDA CASTELLANOS, Gelacio Guzman Diaz, Jesus Rosas Sanchez, Abril Cortes Zuniga, Enoc Obed De la Sancha Villa, Emanuel Toledo Aguilar, and Mario Serrano (Universidad Veracruzana)

18. Within-Session Patterns of Operant Responding Do Not Vary as a Function of Deprivation Procedures (Experimental Analysis) EARL CHARLES CREW, Eric S. Murphy, Emmy Schultheis, Regan Garden, Alyssa Hoskie, and Gwen Lupfer-Johnson (University of Alaska Anchorage)

19. Effects of Reinforcement Variability on Within-Session Changes in Responding (Experimental Analysis) EMMY SCHULTHEIS, Eric S. Murphy, Earl Charles Crew, and Alyssa Hoskie (University of Alaska Anchorage)

20. Dissociating the Reinforcing and Discriminative Roles of a Warning Signal in a Free-Operant Avoidance Situation (Experimental Analysis) BOBBY E. PHILLIPS and Michael Perone (West Virginia University)

215 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

EDC

1. The Influence of Instruction on Students' Engagement in American Indian Classrooms (Service Delivery) DAVID KLINGBEIL and Jennifer J. McComas (University of Minnesota), Ida Downwind (Minneapolis Public Schools), and Shawna Peterson-Brown, Katie Hagele, and David Parker (University of Minnesota)

- 2. Using a Computer Program to Demonstrate Stimulus Equivalence With Unknown Native American Words** (Experimental Analysis) KATHERINE M. HAEGELE (University of Minnesota), Mark R. Dixon (Southern Illinois University), and Jennifer J. McComas (University of Minnesota)
- 3. The Influence of Teaching Culturally and Rigorously on Academic Outcomes in American Indian Classrooms** (Service Delivery) SHAWNA PETERSON-BROWN and Jennifer J. McComas (University of Minnesota), Ida Downwind (Minneapolis Public Schools), and Josh Goldberg (University of Minnesota)
- 4. The Influence of Teacher Behavior on Student Engagement in American Indian Classrooms** (TBA; Service Delivery) ELLINA XIONG and Jennifer J. McComas (University of Minnesota), Ida Downwind (Minneapolis Public Schools), and Shawna Peterson-Brown, Katherine M. Haegele, and David Parker (University of Minnesota)
- 5. Review of Online Technologies Used to Conduct Literature Searches** (PRA; Applied Behavior Analysis) LEIF ERIK NIELSEN and Erick M. Dubuque (University of Nevada, Reno)
- 6. Generalizing Academic and Social Behaviors From a Supportive Classroom to the General Education Classroom** (PRA; Applied Behavior Analysis) Benjamin N. Witts and SARA L. STRATZ (University of Nevada, Reno)
- 7. Generalization of Teacher Behavior in a High School Classroom for Emotionally and Behaviorally Disordered Students** (PRA; Applied Behavior Analysis) HOLLY SENIUK and Benjamin N. Witts (University of Nevada, Reno)
- 8. A Comparison of Function-Based Differential Reinforcement Interventions for Children Engaging in Disruptive Classroom Behavior** (PRA; Applied Behavior Analysis) MATT LEGRAY (University of Southern Mississippi), Brad Dufrene (University of Southern Mississippi)
- 9. The Additive Effects of Components of an Intervention Targeting Compliance in Children With Hearing Impairments** (Service Delivery) LAURA LYNNE NEEDELMAN, Joe Olmi, Brad Dufrene, Daniel H. Tingstrom, and Abigail Lambert (University of Southern Mississippi)
- 10. Using Timeout With and Without Escape Extinction for Treatment of Escape-Maintained Noncompliance in a Classroom** (PRA; Applied Behavior Analysis) JOSHUA NEEDELMAN (Munroe-Meyer Institute, University of Nebraska) and Daniel H. Tingstrom, Joe Olmi, Sterett Mercer, and Brad Dufrene (University of Southern Mississippi)
- 11. The Effects of Positive Behavior Interventions and Supports on the Bus Behaviors of School-Aged Children** (PRA; Applied Behavior Analysis) JULIE SHERMAN, Lauren Harpole, Joe Olmi, and Brad Dufrene (University of Southern Mississippi)
- 12. The Effects of Vocabulary Instruction on Reading Fluency** (Applied Behavior Analysis) GAIL COULTER and Michael C. Lambert (Western Washington University)
- 13. Impact of Preservice Teachers' Instruction on the Reading Achievement of Inner-City Elementary Students** (CSE; Service Delivery) RALPH GARDNER III, Susan Keesey, Shannon S. Fleming, and Neal Miller (The Ohio State University)
- 14. Research on the Effectiveness of Direct Instruction Programs: An Updated Meta-Analysis** (Service Delivery) CRISTY COUGHLIN (University of Oregon) and Jean Stockard (National Institute for Direct Instruction)
- 15. Effects of Direct Instruction Flashcard and Reading Racetrack Procedures on Mastery of Core Words by Two Students With Learning Disabilities** (PRA; Applied Behavior Analysis) RANDY L. WILLIAMS, Zennetta E. Mann, and Katherine M. Shaw (Gonzaga University)
- 16. Employing Multiple Tests to Assess Overselective Attention to Words in Young Children** (DEV; Applied Behavior Analysis) NANCY H. HUGUENIN (Behavior Analysis and Technology, Inc.)
- 17. Evaluating Repeated Readings With Contingent Reinforcement for Improving Fluency in an English Language Learning Student** (Applied Behavior Analysis) CHARLES GALYON and Christopher Skinner (University of Tennessee)
- 18. The Effects of Two Repeated Reading Interventions on Learning Disabled Students' Reading Fluency and Accuracy** (PRA; Service Delivery) XIAOQING YANG and Chang-Nam Lee (Kennesaw State University)

19. Combining the Use of Repeated Practice Through the Use of SAFMEDS With Precision Teaching Measurement Procedures to Build Fluency in Musical Notation Recognition With Elementary Students (PRA; Applied Behavior Analysis) WILLIAM J. SWEENEY and Ronda Mayrose (University of South Dakota)

20. Effects of Scripted "Spellography" on Spelling Skills of Elementary Students With Learning Difficulties (Applied Behavior Analysis) SUSAN KEESEY, Kate M. Fishley, and Moira Konrad (The Ohio State University) and Terri Hessler (The Ohio State University, Newark)

216 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

OBM

1. Literature Review on Staff Training and Development (Service Delivery) SHARI L. SCHATZMAN (Eden II Programs) and Mary Ellen McDonald (Hofstra University)

2. The Effects of Short-Delay Payment on Worker Attendance and Company Costs (Applied Behavior Analysis) J. CARL HUGHES (Bangor University) and Rachael Whitaker (private practice)

3. Using a Performance Matrix to Improve Customer Service and Up-Selling in a Home Improvement Store (Applied Behavior Analysis) MICHAEL BOITNOTT, Kaitlyn McDaniel, Rachel Whitehead, and Timothy D. Ludwig (Appalachian State University)

4. Effective Use of Peer Influence and Group Contingencies in the Workplace (Applied Behavior Analysis) DEBRA A. FLOYD (Macon County Mental Health Board)

5. An Evaluation of Preference Assessment Methodology in Organizational Behavior Management (Applied Behavior Analysis) BYRON J. WINE (AdvoServ), Donald A. Hantula (Temple University), and Melanie H. Reis (AdvoServ)

6. Effects of Goal Setting, Task Clarification and Feedback on Cargo Truck's Overage Miles and Fuel Expenses (Applied Behavior Analysis) ADRIENNE MUBAREK (The Chicago School of Professional Psychology) and Je Juan Nftaly Bustamante (National University)

217 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

TBA

1. Supervisor Mentor Program: Meeting the Demands of Community-Based Applied Behavior Analysis Programs (AUT; Applied Behavior Analysis) Anika Costa, ANYA K. SILVER, and Laurie Baumann (Bilinguals Inc.) and Mary Ellen McDonald (Hofstra University)

2. Evaluation and Review of the Psychometric Properties of Functional Behavior Assessment Methods (Applied Behavior Analysis) JENNIFER S. KAZMERSKI and Richard Anthony Doggett (Munroe-Meyer Institute, University of Nebraska Medical Center) and Brad Dufrene (University of Southern Mississippi)

3. Haddon Matrix as a Tool for the Applied Behavior Analyst (PRA; Theory) RICHARD COOK (Penn State University)

4. Shaping of Novel Behavior in Koi (EAB; Experimental Analysis) BRADY J. PHELPS and Christian E. Heckenlaible (South Dakota State University)

218 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

TPC

1. Beyond Freedom and Dignity Revisited: A Reply to Harcum, Rosen, and Burijon (1989) (Theory) ERIN E. WATKINS and Benjamin N. Witts (University of Nevada, Reno) and Joshua K. Pritchard (Florida Institute of Technology)

219 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

VRB

1. Effects of Teaching Listener and Dupic Repertoires on the Emergence of Intraverbal Categorization in Children (EAB; Experimental Analysis) NASSIM CHAMEL ELIAS and A. Celso Goyos (Universidade Federal de São Carlos)

2. Teaching Categorization Skills to Increase Derived Intraverbal Responding in Three Children With Autism (AUT; Applied Behavior Analysis) LEIGH KAROLE GRANNAN, Brooke Diane Walker, and Fiorella Scaglia (Southern Illinois University, Carbondale); Tracy Tufenk (Southern Illinois University); Christina Racz (Project 12 Ways); and Kirsten Schaper and Ruth Anne Rehfeldt (Southern Illinois University)

3. Intraverbal, Taking Dictation, and Multiple Exemplars in Young Adults With Developmental Disabilities (DDA; Applied Behavior Analysis) ANDRESA A. DE SOUZA (Southern Illinois University, Carbondale) and Ruth Anne Rehfeldt (Southern Illinois University)

4. The Effects of Multiple Exemplar Instruction Across Listener and Speaker Behaviors on the Induction of Naming and Observational Learning Capabilities in Second and Third Grade Students (TBA; Applied Behavior Analysis) DEREK JACOB SHANMAN and Joanne Marie Hill (Teachers College, Columbia University)

5. Emergence of Transformation of Establishing Operations Across Mands and Tacts as a Function of Multiple Exemplar Instruction (EDC; Applied Behavior Analysis) ELIZABETH SARTO and Matthew Howarth (Teachers College, Columbia University)

220 Paper Session

1:30 pm–2:20 pm

Korbel Ballroom 1F (Convention Center)

AAB

Of Science and Species: Behavior Analytic Informed Symbiosis

Chair: Alan D. Poling (Western Michigan University)

Straight From the Horse's Mouth: Teaching Trainers Principles of Behavior (Applied Behavior Analysis) AMANDA VALENCIA and Ellie Kazemi (California State University, Northridge)

Using Giant African Pouched Rats to Detect Landmines and Tuberculosis (Applied Behavior Analysis) ALAN D. POLING and Timothy Lowell Edwards (Western Michigan University); Bart Weetjens, Christophe Cox, Andrew Sully, Negussie Beyene, and Maureen Jubitana (APOPO); and Georgies Mgone (Max Planck Institute)

221 B. F. Skinner Lecture Series

1:30 pm–2:20 pm

401/402 (Convention Center)

BPH

PSY/BACB CE Offered. CE Instructor: Barry Setlow, Ph.D.

Drugs of Abuse and Decision-Making: Insights From Animal Models

Chair: Karen G. Anderson (West Virginia University)

BARRY SETLOW (University of Florida)



Barry Setlow received his Ph.D. from the University of California, Irvine, where he worked with Jim McGaugh on amygdala-striatal systems involved in consolidation of different forms of learning and memory. He went on to postdoctoral training with Michela Gallagher at Johns Hopkins University, where he continued work on the role of amygdala-striatal systems in different forms of learning, using both behavioral and single-unit electrophysiological recording techniques. From there he moved to a position as an assistant professor at Texas A&M University, where his research focused on the effects of both acute and chronic exposure to drugs of abuse on cognition and motivation, with a particular focus on decision-

making. Dr. Setlow joined the Department of Psychiatry at the University of Florida College of Medicine in 2010 as an associate professor. In his current research, he uses animal models to investigate behavioral and neural mechanisms by which chronic drug use causes lasting alterations in decision-making, as well as the neural basis of individual differences in decision-making across the lifespan. Dr. Setlow is funded by the National Institute on Drug Abuse and the National Institute on Aging.

Abstract: Chronic drug use is associated with a range of cognitive deficits, including elevated levels of impulsive and risky decision-making, but the causal relationships between these two phenomena have not been clear. Our laboratory uses rodent models to investigate relationships between drug use and decision-making. In one line of research, we have found that chronic cocaine self-administration causes long-lasting increases in impulsive choice in a delay discounting task, and that chronic cocaine exposure results in decreased sensitivity of the task to dopaminergic manipulations. In another line of research, we have developed a "risky decision-making" task, in which rats choose between small "safe" rewards and large rewards associated with varying risks of punishment. Preference for the large "risky" reward is associated with lower D2 dopamine receptor mRNA expression in dorsal striatum, and this preference is reduced by activation of D2-like receptors. Preliminary data also indicate a relationship between greater preference for the large risky reward and acquisition of cocaine self-administration, suggestive of links between risk-taking, drug use, and striatal D2 receptors. Considered together, the data indicate the presence of bi-directional relationships between drug use and decision-making deficits that have the potential to further the process of addiction.

222 Panel Discussion

1:30 pm–2:20 pm

Korbel Ballroom 3B (Convention Center)

DDA; Service Delivery

Professional and Ethical Challenges of Working With Individuals Diagnosed With Rare Syndromes

Chair: Benjamin Giraldo (The Shape of Behavior)

CAROLINE C. STEVENS (The Shape of Behavior)

SCOTT D. NIPPER (The Shape of Behavior)

ALICE F. GUTIERREZ (The Shape of Behavior)

223 Invited Presenter

1:30 pm–2:20 pm

Four Seasons 4 (Convention Center)

DDA

PSY/BACB CE Offered. CE Instructor: Jennifer McComas, Ph.D.

The Motivation of Self-Injury: Looking Back to Move Forward

Chair: Jennifer M. Asmus (University of Wisconsin-Madison)

JENNIFER J. MCCOMAS (University of Minnesota)



Dr. Jennifer McComas is a professor in the Department of Educational Psychology at the University of Minnesota where she directs the Urban Indian Education Partnership with the Minneapolis Public Schools and heads the teacher licensure program in the area of emotional/behavior disorders. In 2009, Dr. McComas was named the Rodney S. Wallace Professor for the Advancement of Teaching and Learning. Her research is primarily focused on the influence of behavioral mechanisms and social context on severe problem behavior and academic difficulties and the acquisition and persistence of pro-social behavior. She has published research on the influence of establishing operations, stimulus control, schedules of reinforcement, and matching theory

on self-injurious, aggressive, and destructive behavior. Dr. McComas' research has been funded by the NIMH and the U.S. Department of Education. She also serves as co-principal investigator with her colleague, Frank Symons, on a number of NIH-funded grants on the bio-behavioral analysis of self-injury and pain. She served as associate editor for the *Journal of Applied Behavior Analysis* and is currently associate editor for the *Journal of Behavioral Education*. Dr. McComas oversees a federally funded leadership training grant in which she is preparing doctoral students to be leaders in the area of response to intervention, a three-tiered approach to promoting academic and behavioral success of K–12 students.

Abstract: In 1977, Ted Carr described five major hypotheses regarding the motivation for self-injurious behavior (SIB) and provided a comprehensive review related to each hypothesis. What followed was the development and evolution of a robust technology for examining the influence of the first two hypotheses Carr described, namely, operant mechanisms. Functional analysis technology can be effective for specifying positive and negative social reinforcers, and in turn, effective intervention for socially maintained SIB. Far less is known about the third and fourth hypotheses, namely the sensory and neurobiological bases of chronic SIB among individuals with intellectual and developmental disabilities (IDD). In behavioral models of SIB, sensory mechanisms function as putative positive or negative automatic reinforcers but there is little evidence directly linking behavioral and biological mechanisms. Evidence from both clinical and animal studies of chronic pain and its behavioral sequelae support the hypothesis that some forms of SIB may be regulated by altered pain mechanisms. We know that pain can lead to SIB in individuals with IDD, but we do not know whether chronic SIB leads to pain and the resulting neurobiological cascade of effects. This talk will describe several sets of recent findings pertaining to the relationship between pain and SIB.

224 Panel Discussion

1:30 pm–2:20 pm

302 (Convention Center)

OTH; Theory

Professional Development Series: Applying to Graduate School

Chair: Jillian M. Chan (St. Cloud State University)

GENEVIEVE M. DEBERNARDIS (University of Nevada, Reno)

ERIN DAVIS (ErinoakKids Central West Autism Intervention Services)

ZAINAB JAFFER (Kinark Child and Family Services)

225 Invited Presenter

1:30 pm–2:20 pm

607 (Convention Center)

OTH

PSY/BACB CE Offered. CE Instructor: Charles Lowe, Ph.D.

Can Behaviour Analysts Change the World?

Chair: Gary D. Novak (California State University, Stanislaus)

CHARLES FERGUS LOWE (Bangor University)



Professor C. Fergus Lowe (BA, Ph.D., CPsychol, FBPSS) A graduate of Trinity College, Dublin, Fergus Lowe is professor of psychology and deputy vice-chancellor at Bangor University, Wales. His early research was concerned with temporal control of responding on schedules of reinforcement, and later focused on inter-species similarities and differences and, in particular, the transformative role of verbal behavior. This led in turn to research on the development of operant behavior in children and studies of adult human behavior in clinical and non-clinical populations. With Dr. Pauline Horne, he has produced a new theoretical account of early language development, specifically “naming”, and its role in bringing about apparently emergent

relations. In recent years he has developed, with Dr. Horne, a programme that is very effective in bringing about large and long-lasting changes in children's diets. This award-winning programme, The Food Dudes, is being introduced to all primary schools nationally by the Irish government, to regions of the UK, and is attracting interest in several other countries. Professor Lowe led the Experimental Analysis of Behaviour Group in the UK for many years. As one passionate about the advancement of behavior analysis in Europe, he helped to initiate the first European-wide meetings of behavior analysts and was the first chair of the European Association for Behaviour Analysis. He is currently leading the development of a major Centre for Arts and Innovation at Bangor (www.pontio.co.uk) which will include the establishment of the first Centre for Behaviour Change in Europe.

Abstract: Since the publication of the book *Nudge*, governments world-wide have become increasingly interested in behaviour change. *Nudge* was written not by behaviour analysts, nor even by psychologists, but by an economist (Thaler) and a law professor (Sunstein) and, following their lead,

there has been a stream of further publications by other academics setting out to show that the most pressing health and social problems of our time can be effectively addressed only by changing people's behaviour. So the message of behaviour change is at last getting through. But where are behaviour analysts in this enterprise? Are they among those helping to influence health and social policy? And, most crucially, are they playing their full and vital part in delivering programmes of behaviour change? This paper will consider how academic research can assist governments and other agencies to bring about large-scale and positive behavior change in whole populations. To illustrate key issues, it will examine the history of a behavior analysis-based programme designed to combat obesity and improve children's eating habits internationally—the Food Dudes Programme. There are lessons that need to be learned from this and related enterprises, both within and outside behavior analysis, if we really are to change the world.

226 Symposium

1:30 pm–2:50 pm
 Korbel Ballroom 4F (Convention Center)
 AUT; Applied Behavior Analysis

Linking Behavioral Assessment and Intervention in Autism

Chair: Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)
 Discussant: David P. Wacker (University of Iowa)

Behavioral Analysis of Action and Emotion Identification for Children With Autism Spectrum Disorders

LAURA L. GROW (St. Cloud State University) and Wayne W. Fisher and Kelly J. Boussein (Munroe-Meyer Institute, University of Nebraska Medical Center)

Comparison of Sensory and Edible Reinforcers

TARA A. FAHMIE and Brian A. Iwata (University of Florida)

Effects of Advance Notice on Behavior in Transition

JILL M. HARPER and Brian A. Iwata (University of Florida)

227 Symposium

1:30 pm–2:50 pm
 Korbel Ballroom 4D (Convention Center)
 AUT; Applied Behavior Analysis
 BACB CE Offered. CE Instructor: Sigmund Eldevik, Ph.D.

Models of Applied Behavior Analysis Delivery in School Settings and Outcomes for Children With Autism

Chair: Richard P. Hastings (Bangor University)

Twelve Month Outcomes for Children With Autism Attending an Applied Behavior Analysis Class in a Mainstream School Setting

Corinna Grindle, RICHARD P. HASTINGS, Maria Saville, and J. Carl Hughes (Bangor University); Kath Huxley (Westwood ABA Class); Hanna Kovshoff (University of Southampton); and Gemma Griffith and Kathy Devonshire (Bangor University)

Outcomes for Children With Autism Following Placement in Mainstream School Combined With Behavioral Intervention at a Centre

Alison Sharland (Highfield Centre), SIGMUND ELDEVIK (Akershus University College), and J. Carl Hughes (Bangor University)

Changes Over 12 Months for Children and Adolescents With Autism Attending an Applied Behavior Analysis Special School

KATY LAMBERT (TreeHouse Trust); Richard P. Hastings, J. Carl Hughes, and Gemma Griffith (Bangor University); Emma F. Douglas-Cobane (Treehouse Trust); and Esther Thomas (Treehouse School)

Transition From Preschool to School for Children With Autism in Intensive Behavioral Intervention Programs

ASTRI VALMO, Kim Henrik Liland, Hege Tryggestad, and Elisabeth Ulvestad (Center for Early Intervention) and Sigmund Eldevik (Akershus University College)

228 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 4E (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Tyra Sellers, MA

Video-Based Teaching Strategies for Children With Autism and Other Developmental Disabilities

Chair: Tyra P. Sellers (Utah State University)

An Evaluation of Interactive Video and In Vivo Teacher Instruction on Expressive Object Labeling in Children With Autism

JOY S. POLLARD, Thomas S. Higbee, and Kristen Kelley (Utah State University)

Comparison of Video and Teacher Instruction on Tact Acquisition in Early Learners With Autism

KRISTEN KELLEY, Thomas S. Higbee, and Joy S. Pollard (Utah State University)

Teaching Social Interactions in the Natural Setting: Textual Behavior and Video Modeling

RACHEL S. FINDEL-PYLES, Natalia Quevedo, Ashley Bennett, and Christopher Furlow (The Chicago School, Los Angeles)

Evaluating the Effects of Video Self-Modeling on Generalization Across School and Home Settings

JENNY WINNINGHAM (The Chicago School, Los Angeles)

229 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 4B (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Christine Holland, MS

Improving Staff Performance in School Settings: Applications of Outcome Management and Competency Based Supervision

Chair: Christine M. Holland (Commonwealth Autism Service)

Management Practices that Target Recruitment and Retention of Quality Human Service Staff

JENNIFER LASSITER (The Aurora School), Derry MacKichan (Mount St. Vincent University), and Courtney L. Deal (The Aurora School)

Evaluating an Outcome Management Program to Enhance and Evaluate Staff Performance in a Private School

COURTNEY L. DEAL, Laura Steiner, David Roth, and E. J. Lee (The Aurora School)

Evaluating Natural Environment Teaching Skills in a Private Day School for Children With Developmental Disabilities

KENDRA MCDONALD, Courtney L. Deal, Laura Steiner, David Roth, and E. J. Lee (The Aurora School)

A Competency Based Approach to Supervision for BCBA Candidates in Public and Private School Settings

ELIZABETH M. GILMORE and Christine M. Holland (Commonwealth Autism Service) and Jody Davieds (The Faison School for Autism)

230 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 4A (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: G. David Smith, Ph.D.

Successful Integration of Behavioral Technology and Education: Translating Research Into Everyday Practice

Chair: G. David Smith (The Vista School)

The Vista School: An Effective Model for Combining Education and Applied Behavior Analysis for Children With Autism

KIRSTEN K. YURICH (The Vista School), Amanda Pearl (Penn State University), and Krina Durica and Lauren Herrold Bredickas (The Vista School)

Trial-Based Functional Analysis Methodology: Improving the Efficiency of Functional Behavior Assessment in Classroom Settings

Alicia Burger, KIRSTEN K. YURICH, Jennifer Muchmore, and G. David Smith (The Vista School)

Improving Toilet Training Outcomes for Individuals With Autism Through School-Based Training

Kirsten K. Yurich, ALICIA BURGER, Nora Monskie, Krina Durica, and G. David Smith (The Vista School)

Using the Standard Celeration Chart to Assist Clinical Decision-Making G. DAVID SMITH (The Vista School), Richard M. Kubina, Jr. (Penn State University), and Alicia Burger and Kirsten K. Yurich (The Vista School)

231 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 4C (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jennifer Ganz, Ph.D.

Efficacy of Communication Interventions for Students With Autism Spectrum Disorder in Varied Contexts: Meta-analyses and Single-Case Research Results

Chair: Jennifer Ganz (Texas A&M University)

Teaching Play Interaction Initiation Through Visual Script to Children With Autism in Inclusive Settings

SIGLIA P. H. CAMARGO, Jennifer Ganz, Mandy J. Rispoli, and Lauren Plaisance (Texas A&M University)

Effects of Peer-Mediated Visual Scripts in Middle School

AMY KATHLEEN HEATH, Jennifer Ganz, Mandy J. Rispoli, Lauren Plaisance, and Margot Boles (Texas A&M University)

An Aggregate Study of Single-Case Research Involving Aided Augmentative and Alternative Communication: Participant Characteristics of Individuals With Autism Spectrum Disorder

AMY KATHLEEN HEATH and Jennifer Ganz (Texas A&M University), Theresa Earles-Vollrath (University of Central Missouri), and Mandy J. Rispoli and Richard I. Parker (Texas A&M University)

Point-of-View Video Modeling for Individuals With Autism Spectrum Disorder and Other Developmental Disabilities: A Meta-Analysis

ROSE A. MASON, Fara D. Goodwyn, and Heather S. Davis (Texas A&M University)

232 Panel Discussion

1:30 pm–2:50 pm

603 (Convention Center)

CBM; Experimental Analysis

Delay Discounting as a Diagnostic Criteria for Acceptance Based Therapies

Chair: Adam Peal (Utah State University)

MIKE P. TWOHIG (Utah State University)

STEVEN R. LAWYER (Idaho State University)

SUZANNE H. MITCHELL (Oregon Health & Science University)

GREGORY J. MADDEN (Utah State University)

233 Symposium

1:30 pm–2:50 pm

605 (Convention Center)

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jessica Thompson Scibilia, MA

Behavioral Perceptions, Strategies, and Guidelines for Individuals With Traumatic Brain Injury Yield New Directions for Behavior Analysts

Chair: Jessica A. Thompson Scibilia (Centre for Neuro Skills)

Discussant: Michael P. Mozzoni (Lakeview NeuroRehabilitation Center)

Challenging Behavior Following Brain Injury: Perceptions From Acute Rehabilitation Settings

LISA ANN KREBER, Sarah Johnson, Chris Persel, and Jessica A. Thompson Scibilia (Centre for Neuro Skills)

Why Wait to React? Proactive Versus Reactive Approaches to Challenging Behavior in Acute Rehabilitation Hospitals

JESSICA A. THOMPSON SCIBILIA, Sarah Johnson, Chris Persel, and Lisa Ann Kreber (Centre for Neuro Skills)

Lack of Standards and Consensus Guidelines for Treating Problem Behavior in Patients With Traumatic Brain Injury

CHRIS PERSEL, Jessica A. Thompson Scibilia, Lisa Ann Kreber, and Sarah Johnson (Centre for Neuro Skills)

234 Symposium

1:30 pm–2:50 pm

708 (Convention Center)

CSE; Applied Behavior Analysis

Designing Greener: a Multi-Pronged Approach to Cultural and Behavioral Change for Sustainable Living

Chair: Emily Michelle Leeming (University of Nevada, Reno)

Discussant: Darnell Lattal (Aubrey Daniels International)

Climate Change in the Media: Exploring Ethical Philosophies and Behavior Analysis

THOMAS WADE BROWN, Mark P. Alavosius, Chelsea Wilhite, and Emily Michelle Leeming (University of Nevada, Reno)

Promoting and Developing Sustainable Community Practices

MOLLI LUKE and Mark P. Alavosius (University of Nevada, Reno)

Toward the Prediction and Influence of Green Behavior: Seeking Practical Utility in Research

WILLIAM D. NEWSOME and Mark P. Alavosius (University of Nevada, Reno)

235 Symposium

1:30 pm–2:50 pm

403 (Convention Center)

EAB; Applied Behavior Analysis

Contemporary Approaches to the Analysis of Choice, Preference, and Decision Making

Chair: Derek D. Reed (University of Kansas)

Training Self-Control Choice in Lewis Rats: Assessments of Generality Across Novel Procedures

JEFFREY S. STEIN and Patrick S. Johnson (Utah State University); Adam T. Brewer (University of Kansas); and Rochelle R. Smits, Monica T. Francisco, and Gregory J. Madden (Utah State University)

On the Devaluation of Choice: Synthesizing Choice Overload and Discounting

DEREK D. REED and Florence D. DiGennaro Reed (University of Kansas) and James Chok (Melmark New England)

Assessing Preference for Choice-Making Opportunities With College Students

MINDY CHRISTINE SCHEITHAUER, Jeffrey H. Tiger, Joanna Lomas Meyers, and Sarah K. Slocum (Louisiana State University)

Discounting Health Outcomes Among Human Service Workers

NICHOLAS MUI KER LIK (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

236 Symposium

1:30 pm–2:50 pm

406 (Convention Center)

EAB; Experimental Analysis

Resurgence and Renewal: Reinforcement Rates, Schedules and Context as Determinants of Response Recovery Processes

Chair: Carlos Cancado (West Virginia University)

Discussant: Timothy A. Shahan (Utah State University)

Response Elimination, Reinforcement Rates and Resurgence

CARLOS CANCADO and Kennon A. Lattal (West Virginia University)

The Effects of Baseline Reinforcer Rate on Resistance to Extinction and Renewal

MEREDITH S. BERRY and Amy Odum (Utah State University)

Schedule-Induced Resurgence

GREGORY A. LIEVING (West Virginia University Institute of Technology)

237 Symposium

1:30 pm–2:50 pm

404 (Convention Center)

EAB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Nicole Heal, Ph.D.

Revisiting the Over-Justification Effect

Chair: Nicole Heal (Southern Illinois University)

A Methodological Extension: The Effects of Preference Value in Prediction of the Over-Justification Effect

JODI ELIZABETH NUERNBERGER and Nicole Heal (Southern Illinois University)

Evaluations of the Over-Justification Effect

KERRI P. BERARD, Timothy R. Vollmer, and Amanda Bullard (University of Florida)

Socially Mediated and Automatic Reinforcement Contingencies in the Over-Justification Effect

Sean P. Peterson, ANNA I. PETURSDOTTIR, and Claire Kirk (Texas Christian University)

The Detrimental Effects of Extrinsic Reinforcement on Intrinsic Motivation in Persons With Intellectual Disabilities: A Post-Hoc Examination of Reinforcer Assessment Data

Allison T. Schultz, ABBEY CARREAU-WEBSTER, and Iser Guillermo DeLeon (Kennedy Krieger Institute); Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County); and Michelle A. Frank-Crawford (Kennedy Krieger Institute)

238 Paper Session

1:30 pm–2:50 pm

405 (Convention Center)

EAB

Relational Behavior

Chair: Jon Gretar Sigurjonsson (National University of Ireland, Galway)

Generalization of Thought Suppression: Transformation of Thought Suppression Functions Via Derived Same and Opposite Relations (Experimental Analysis)

IAN T. STEWART (National University of Ireland, Galway), Nic Hooper (Kent State University), Paul Walsh (National University of Ireland, Galway), and Louise A. Mchugh (Swansea University)

Differences in Gamma Frequencies Differentiate Between Successful and Unsuccessful Equivalence Acquisition (Experimental Analysis)

JON GRETAR SIGURJONSSON and Denis P. O'Hara (National University of Ireland, Galway)

Derived Relations, Verbal Mediation, and Recognition Memory (Experimental Analysis)

DANNA M. CHALLIES (Massey University) and Maree J. Hunt and David N. Harper (Victoria University of Wellington)

239 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 1A (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jennifer Austin, Ph.D.

Issues and Advances in the Use of Differential Reinforcement in Schools

Chair: Jennifer L. Austin (University of Glamorgan)

Discussant: Mark O'Reilly (Meadows Center for Preventing Educational Risk)

Addressing Disruptive Behavior in School Using Point Card Interventions: New Directions
CYNTHIA M. ANDERSON (University of Oregon)

Using Differential Reinforcement of Low Rates to Reduce Elementary School Children's Requests for Teacher Attention

JENNIFER L. AUSTIN and Deborah Bevan (University of Glamorgan)

Myth or Fact: Behavioral Contrast in a School Setting

Michael J. Berlin and MICHELE D. WALLACE (California State University, Los Angeles)

240 Paper Session

1:30 pm–2:50 pm

Korbel Ballroom 1C (Convention Center)

EDC

Tackling Tough Issues in Education-Based Assessment

Chair: Jeffrey F. Hine (University of Georgia)

Using Discrete Trials to Increase the Feasibility of Assessing Student Problem Behavior
(Experimental Analysis)

JEFFREY F. HINE and Scott P. Ardoyn (University of Georgia)

Assessing Peer Interactions in the Natural Environment: Initial Validation of the Social Observation System (Applied Behavior Analysis)

MICHELLE ENNIS SORETH (Rowan University) and Philip L. Concors and Katelyn Dintino (ABC Consultants, LLC)

A Time Series Alternative for Assessment 5 of the National Council for Accreditation of Teacher Education Specialized Professional Associations Process (Applied Behavior Analysis)

JANICE A. GRSKOVIC and Sheila Marie Trzcinka (Indiana University Northwest) and Suneeta Kercood (Butler University)

Measurement of Treatment Integrity in Academic Interventions: A Comparison of Methods
(Experimental Analysis)

AMANDA L. YURICK (Cleveland State University)

241 Symposium

1:30 pm–2:50 pm

704/706 (Convention Center)

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jennifer Silber, Ph.D.

Training and Motivating Staff Members to Implement Programs in a Residential Educational Facility

Chair: Jennifer M. Silber (Evergreen Center)

Discussant: Gordon A. DeFalco (Evergreen Center)

Knowledge Versus Motivation—Finding the Best Road Towards More Durable Compliance to an Administrative Procedure

LAWRENCE L. LOCKWOOD and Jennifer M. Silber (Evergreen Center)

Training Staff to Implement a Picture Exchange Communication System Using Online Training, Video Modeling, and In Vivo Feedback

JENNIFER M. SILBER (Evergreen Center)

The Effects of Positive and Negative Reinforcement on Staff Members' Implementation of Students' Picture Exchange Communication System Program

ROCHELLE CASTELL, Jennifer M. Silber, and Gordon A. DeFalco (Evergreen Center)

242 Panel Discussion

1:30 pm–2:50 pm

710/712 (Convention Center)

OBM; Applied Behavior Analysis

The Future of Organizational Behavior Management: Designing Research for Business

Chair: Krystyna Riley (Western Michigan University)

NICOLE E. GRAVINA (Roosevelt University)

CLOYD HYTEN (ADI)

MANUEL A. RODRIGUEZ (Continuous Learning Group, Inc.)

TERRY E. MCSWEEN (Quality Safety Edge)

243 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 3A (Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Nicole Trosclair-Lasserre, Ph.D.

Applied Behavior Analysis at Home and in Schools: Teaching Parents and Teachers to Take an Active Role in Intervention

Chair: Nicole M. Trosclair-Lasserre (GNO Resource Center on Developmental Disabilities)

Addressing Recommendations for Intervention Programs for Individuals With Autism Spectrum Disorder Within a Part-C Early Intervention System

NICOLE M. TROSCLAIR-LASSERRE and Jay A. Sevin (GNO Resource Center on Developmental Disabilities) and Maria T. Blanco, Gina Easterly, and Philip G. Wilson (LSUHSC Human Development Center)

Parent Skills Intervention Program: Description and Outcomes of a Summer Parent Skills Training Program

LILLIE WILSON, Dorothea C. Lerman, Sarah J. Antal, Alyssa Martin, Rachel Pantermuehl, and Adrian Joy Sepulveda (University of Houston-Clear Lake)

Validation of Parent Collected Observational Data in the Natural Environment

ADDIE F. ANDRUS and Nathan A. Call (Marcus Autism Center), Rosa I. Arriaga (Georgia Institute of Technology), Dana M. Swartzwelder (Marcus Autism Center), and Nazneen Anwar (Georgia Institute of Technology)

Training Public School Teachers to Use Data Based Decision Analysis With Discrete Trial Training

DANA ZAVATKAY (Marcus Autism Center) and Sarah Hively (One for Autism)

244 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 1D (Convention Center)

TBA; Applied Behavior Analysis

Improving Our Own Teaching in the Class and in the Lab

Chair: Jasmine Barnes (University of Mississippi)

Discussant: Timothy M. Weil (University of South Florida)

Behaving While Teaching: Measuring the Effects of Student Feedback on New Instructor Behavior

REGAN M. SLATER, Nadia Lucas, Maureen Kathleen Flynn, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

Education by PowerPoint? Relative Effectiveness of Various Visual Presentation Styles

KERRY C. WHITEMAN, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

Teaching Gestural Communication With an Expert System: A Study of Imitative Transfer

TIFFANY FRIZZELL (Rollins College) and Roger D. Ray ((AI)2, Inc.)

245 Symposium

1:30 pm–2:50 pm

601 (Convention Center)

TPC; Theory

On Terms: The Role of Specificity and Consistency in Practice and Research

Chair: Benjamin N. Witts (University of Nevada, Reno)

On Terms: Intrusion on Precision: Prompt Hierarchy, It's Time to Be Specific

MARK MALADY and Scott A. Miller (University of Nevada, Reno) and Joshua K. Pritchard (Florida Institute of Technology)

Discrimination and Generalization: Environmental Control of Mentalistic Process?

BENJAMIN N. WITTS (University of Nevada, Reno)

A Colloquial Dilemma: The Process and Uses of Reinforcers, Reinforcement, and Re-Enforcement

SCOTT A. MILLER (University of Nevada, Reno) and Joshua K. Pritchard (Florida Institute of Technology)

Confusion About Response Cost: Is Response Effort a Penalty?

JOSHUA K. PRITCHARD (Florida Institute of Technology) and Benjamin N. Witts and Erin E. Watkins (University of Nevada, Reno)

246 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 2B (Convention Center)

VRB; Experimental Analysis

BACB CE Offered. CE Instructor: Simon Dymond, Ph.D.

Verbal Behavior and Emergent Responding in Typically Developing Children and Children With Autism

Chair: Simon Dymond (Swansea University)

Evaluation of an Intraverbal Training Procedure on the Emergence of Complex Intraverbal Relations

RICHARD J. MAY and Simon Dymond (Swansea University)

Effects of Echoic Response Requirements During Listener Training on the Emergence of Verbal Operants

TRACY L. LEPPER, Anna I. Petursdottir, Sean P. Peterson, and Charlotte Lynn Carp (Texas Christian University)

The Role of Naming on the Emergence of Abstraction

DANIELA MENDONCA RIBEIRO (Universidade Federal de São Carlos), Vissy Kobari-Wright and Sara Vicars (California State University), Caio F. Miguel (California State University, Sacramento), and A. Celso Goyos (Universidade Federal de São Carlos)

Emergence of Complex Visual Perspective Taking Induced With Verbal Behavior Probes

Lorena Garcia-Asenjo and LUIS ANTONIO PEREZ-GONZALEZ (University of Oviedo)

247 Symposium

2:00 pm–3:20 pm

Korbel Ballroom 1B (Convention Center)

EDC; Applied Behavior Analysis

Behavioral Fluency Research With Literacy

Chair: Richard M. Kubina, Jr. (Penn State University)

Reading Fluency Interventions for Students With Emotional and Behavioral Disorders

DOUGLAS E. KOSTEWICZ (University of Pittsburgh)

Teaching Compound Sentence Construction With Sentence Combining and Timed Trials to a Fluency Aim

SHAWN DATCHUK and Richard M. Kubina, Jr. (Penn State University)

Effects of Practicing Passage Retell to a Fluency Criterion to Increase Summarization
ERICA CULLER, Ginny Witcoski, Shawn M. Datchuk, and Richard M. Kubina, Jr. (Penn State University)
Combining Self-Regulated Strategy Development Instruction With Repeated Writing for Students With Behavioral Disorders
RICHARD M. KUBINA, JR. and Linda Mason (Penn State University)

248 Panel Discussion

2:30 pm–3:20 pm
302 (Convention Center)
OTH; Service Delivery

Professional Development Series: On Being a Postdoc

Chair: Christopher Krebs (West Virginia University)
JONATHAN M. SLEZAK (National Institute on Drug Abuse)
NATALIE ROSE BRUNER (Johns Hopkins University)
MIKHAIL KOFFARNUS (Johns Hopkins University)

249 B. F. Skinner Lecture Series

2:30 pm–3:20 pm
401/402 (Convention Center)
SCI
PSY/BACB CE Offered. CE Instructor: Alva Noe, Ph.D.

Out of Our Heads: Why You Are Not Your Brain, and Other Lessons From the Biology of Consciousness

Chair: Timothy D. Hackenberg (Reed College)
ALVA NOE (University of California, Berkeley)



Alva Noe is professor of philosophy at the University of California, Berkeley, where he is also a member of the Institute for Cognitive and Brain Sciences and the Center for New Media. He is the author of *Out of Our Heads: Why You Are Not Your Brain and Other Lessons from the Biology of Consciousness* (Hill and Wang, 2009) and *Action in Perception* (MIT Press, 2004). His next book, *Varieties of Presence*, will be published by Harvard University Press in 2012. He is now at work on a book about art and human experience. Alva Noe received a BA from Columbia University in 1986, a BPhil from Oxford University in 1988, and a Ph.D. from Harvard University in 1995. Alva Noe is currently philosopher-in-residence with The

Forsythe Company, a contemporary dance theater in Germany.

Abstract: It is widely believed that consciousness itself, that Holy Grail of science and philosophy, will soon be given a neural explanation. And yet, after decades of research, only one proposition about how the brain makes us conscious—how it gives rise to sensation, feeling, and subjectivity—has emerged unchallenged: we don't have a clue. This lecture will propose that we've been looking for an explanation of consciousness in the wrong place. Rather than being something that happens inside us, consciousness is something we do. An outmoded and unproductive philosophy has held the science of consciousness captive. It is time to free ourselves and move toward a better understanding of ourselves. This lecture will lay out the basic argument of the recent book *Out of Our Heads: Why You Are Not Your Brain and Other Lessons from the Biology of Consciousness* (Hill and Wang, 2009).

250 B. F. Skinner Lecture Series

2:30 pm–3:20 pm

Korbel Ballroom 2A (Convention Center)

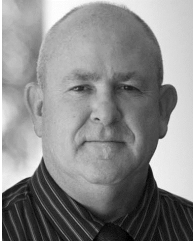
TBA

PSY CE Offered. CE Instructor: J. Steven Welsh, Ph.D.

B. F. Skinner's Living Legacy in American Education

Chair: Grant Gautreaux (Nicholls State University)

J. STEVEN WELSH (Nicholls State University)



Dr. J. Steven Welsh is the dean of the College of Education and professor of psychology at Nicholls State University. He is a licensed psychologist with specialization in school psychology. He has extensive experience working with school-aged children and has served as a consultant to school districts and school psychology training programs. He is a program accreditation reviewer for the National Association of School Psychologists (NASP) and has held leadership positions with NASP and the Louisiana School Psychological Association. Dr. Welsh currently serves as treasurer and membership chairperson for the Trainers of School Psychologists Association and is a member of the editorial review board of *The Forum*. His

professional interests include applied behavior analysis, the effects of poverty on student achievement and school performance, and the development of university and PK-12 collaborative training models.

Dr. Welsh has published in the *School Psychology Review*, the *Journal of Psychoeducational Assessment*, and *Buras Mental Measurements Yearbook*. He published a book chapter in 2010 entitled, "Competency based school psychology practica: A collaborative training model."

Abstract: B. F. Skinner's teaching machines are often described as revolutionary, yet controversial, contributions to education in the archives of education and psychology literature. Less credit has been given to Dr. Skinner's substantial impact on contemporary and emerging accountability practices in education today. Namely, the significant impact on the development of modern assessment models employing interrupted time series analysis techniques to measure students' acquisition, mastery, and generalization of instructional content. Various iterations of single-case experimental designs have been used in the design and implementation of behavioral treatments for children with low-incidence handicapping conditions for many years. Only recently has this approach begun to gain widespread acceptance in the general education setting. This presentation will highlight the origins of the response-to-intervention (RtI) model in the United States in the context of the identification of children with disabilities. Discussion will also focus on more recent developments in the education arena involving the use of interrupted time series data to frequently monitor progress, rapidly modify instruction, and maximize teacher and learner effectiveness in the classroom. The foundation for these remarkable developments in accountability in American education today was made possible through Dr. Skinner's seminal and enormously creative approach to measuring the behavior of organisms.

251 Symposium

2:30 pm–3:50 pm

Korbel Ballroom 1F (Convention Center)

AAB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jennifer Sobie, Ph.D.

Practical Applications in Applied Animal Behavior

Chair: Carmen Buitrago (Cascade Pet Camp)

Discussant: Carmen Buitrago (Cascade Pet Camp)

P-A-R-R-O-T Do Tell

SUSAN G. FRIEDMAN (Utah State University)

Diversity in Applied Animal Behavior Assessment: There Is No Benefit in Prating About the Elephant

JENNIFER L. SOBIE (University of Illinois)

Shaping Without Frustration

SUSAN G. FRIEDMAN (Utah State University)

252 Invited Symposium

2:30 pm–3:50 pm

607 (Convention Center)

CSE; Applied Behavior Analysis

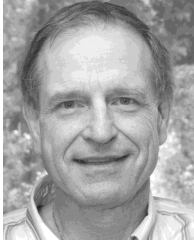
BACB CE Offered. CE Instructor: Mark Mattaini, Ph.D.

Behavior and Social Issues: Advances in Applied Cultural Analysis

Chair: Ramona Houmanfar (University of Nevada, Reno)

Behavior Theory and Humane Capitalism: Cultural Survival of the "Good"?

RICHARD F. RAKOS (Cleveland State University)



Richard F. Rakos is associate dean in the College of Sciences and Health Professions. He has published extensively on assertive behavior and social skills, behavioral self-management, cultural-behavioral analyses related to societal change, and belief in free will. He edited *Behavior and Social Issues* (BSI) for 11 years and currently serves as consulting editor for *BSI*. He is on the Editorial Board of *Law and Human Behavior*, twice served on the Editorial Board of *The Behavior Analyst*, and for many years served as co-chair of Behaviorists for Social Responsibility and as area coordinator for the CSE track of the ABAI annual convention program. He is a fellow in APA and on the Advisory Board of the Cambridge Center for Behavioral Studies.

Abstract: Skinner (1971) argued that cultures that survive are "good." Over 20 years ago, I (Rakos, 1988, 1989) suggested that socialism, unlike capitalism, was an unstable socioeconomic-political system because it established environmental conditions that were incompatible with behavior theory. Today, with capitalism's actual triumph over socialism, the question becomes what version of capitalism—laissez faire or highly regulated—does behavior theory predict will be stable and survive, and therefore be considered as "good?" An analysis of behavioral principles and concepts suggests that cultures that survive will balance individual and social interests (i.e., reinforcements), and thereby promote both industrious and cooperative behavior as well as a varied mix of secondary reinforcers. The degree to which balanced interests are related to cultural survival is compared to the cultural impact of unbalanced individual interests by examining several recent large-scale cultural phenomena, including the 2008 recession. I conclude that balanced interests, like those found in regulated capitalism, promote cultural stability; thus a "humane" capitalism that promotes social as well as individual interests is more likely to survive as a culture and be understood as "good."

Accreditation of Sustained "Green Behavior" Programs Within the Business Community

MARK P. ALAVOSIUS (University of Nevada, Reno)



Mark Alavosius, Ph.D., received his BA in psychology from Clark University in 1976 and earned his MS (1985) and Ph.D. (1987) in psychology from the University of Massachusetts at Amherst. He is an assistant professor of psychology in the Behavior Analysis Program at the University of Nevada, Reno. He held faculty appointments in the Behavior Analysis and Industrial/Organizational Program at Western Michigan University and the Behavior Analysis Program at West Virginia University. He is a trustee of the Cambridge Center for Behavior Studies (CCBS), member of the CCBS team for accreditation of behavior-based occupational safety programs, and chair of the CCBS environmental/green solutions area. Dr. Alavosius was an

executive for a management firm providing workers' compensation services to small and mid-sized employers in New England. He has been principal investigator on small business innovations research grants to develop and test behavioral safety technologies for employers. With over 25 years of experience in behavioral approaches to work performance and occupational health and safety, Dr. Alavosius has over 120 publications and conference presentations.

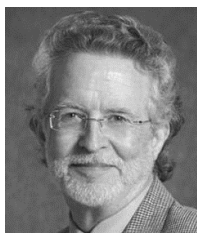
Abstract: This paper describes development of an accreditation program to recognize corporate achievement in promoting environmentally friendly behavior. Many corporations increasingly emphasize their stewardship of the environment. Usually this entails adoption of eco-friendly processes and technologies; in some cases it involves promotion of "green behaviors" by employees

Sunday, May 29

and/or consumers. Increasingly, companies and their products are labeled as "green," but often criteria to support such claims are poorly defined. Accreditation and recognition of these initiatives might strengthen commitment to the environment and responsible behavior by industry leaders. The CCBS is a nonprofit organization promoting the application of behavior analysis towards amelioration of social problems. Currently the CCBS accredits sustained and effective behavioral safety programs within corporations. This safety accreditation process might be revised and extended to "green behaviors" and prove fruitful for promoting environmental protection. Challenges to this systematic replication include measuring "green behaviors" within large corporate systems, detecting effects on the environment, benchmarking sites, and recognizing potential externalities such "green behaviors" might entail. Solutions likely require evaluation of organized units within industries ("green teams") that target environmentally damaging behaviors, seek alternative "green behaviors," apply systemic interventions to promote them, and assess impact.

The Cultural Dynamics of Nonviolent Resistance

MARK A. MATTAINI (Jane Addams College of Social Work)



Mark Mattaini, DSW (Columbia, 1990), is associate professor, Jane Addams College of Social Work, University of Illinois at Chicago, where he has led the development of the new community health and urban development concentration. The editor of the scientific journal *Behavior and Social Issues*, Dr. Mattaini is also the author/editor of 10 books, including *PEACE POWER for Adolescents: Strategies for a Culture of Nonviolence* (NASW Press), and *Finding Solutions to Social Problems: Behavioral Strategies for Change* (American Psychological Association), and numerous other publications.

Since the mid-90s, Dr. Mattaini has focused his research and practice on violence prevention with youth, constructing cultures of respect in organizations and communities, and the behavior science underlying nonviolent social action. He is the principal developer of the behavior analytic PEACE POWER strategy, which has been presented and implemented in at least 12 states and 2 Canadian provinces and is currently being introduced in a UNESCO-funded project in Brazil. He also recently began consultation in Medellin, Colombia, consulting with the police and community to develop more effective ways for work with criminal youth gangs. He is working on a book tentatively entitled *Strategic Nonviolent Power: The Science of Satyagraha*.

Abstract: Mohandas Gandhi often indicated that nonviolence was "a science," and he appears to have meant this literally. Consistent with this vision, in this paper, I will outline and apply principles of behavioral systems science, an emerging data-based approach to understanding the dynamics of complex cultural systems, to the practice of constructive noncooperation (Gandhi's "constructive programme"). Although Gandhi emphasized that constructive action was the most important and potent of nonviolent strategic options, constructive alternatives have been the least developed in the literature of nonviolent resistance. History, however, generally supports Gandhi's assertion. A reconceptualization of constructive noncooperation in behavioral systems terms suggests that rigorous analysis of Havel's "living in truth" and Gandhi's "truth force" may be both possible and practically useful in challenging oppression and supporting human rights. Such analysis moves beyond existing largely ad hoc understandings of effective nonviolent struggle, and suggests directions for real world experimentation. Given the enormous human costs and poor record of sustainable success for violent strategies of resistance, insurgency and rebellion, the rigorous exploration of alternatives is a critically important emphasis for applied cultural analysis.

253 Symposium

2:30 pm–3:50 pm

Korbel Ballroom 3C (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Eileen Roscoe, Ph.D.

Current Practices and Refinements in Preference and Reinforcer Assessment Methodology

Chair: Eileen M. Roscoe (New England Center for Children)

Assessing Preferences of Individuals With Special Needs: A Survey of Current Practices

RICHARD B. GRAFF (New England Center for Children) and Amanda Karsten (Western New England College)

An Evaluation of Preference Stability and Problem Behavior During Preference Assessments

AMANDA LYNN VERRIDEN (Northeastern University), Eileen M. Roscoe (New England Center for Children), and Clíodhna Sibeal Nic Ginnea (University of Ulster at Coleraine)

Assessing the Strength of Token Reinforcement Under Increasing Schedule Requirements

SETH B. CLARK (Marcus Autism Center) and Iser Guillermo DeLeon, Michelle A. Frank-Crawford, Mandy M. Triggs, Abbey Carreau-Webster, Yanerys Leon, and Katie Jann (Kennedy Krieger Institute)

The Non-effects of Reinforcer Sampling

GRACIE A. BEAVERS and Brian A. Iwata (University of Florida)

254 Symposium

2:30 pm–3:50 pm

Korbel Ballroom 2C (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Helen Cannella-Malone, Ph.D.

Applications of Preference Assessment Methodology for Individuals With Severe Developmental Disabilities and Autism Spectrum Disorders

Chair: Helen I. Cannella-Malone (The Ohio State University)

A Review of the Choice and Preference Assessment Literature for Individuals With Severe to Profound Disabilities

Christopher A. Tullis, HELEN I. CANNELLA-MALONE, and Abby Basbagill (The Ohio State University); Amanda Yeager (Step by Step Academy); and Courtney V. Fleming, Daniel O. Payne, and Pei-Fang Wu (The Ohio State University)

Assessing Preference in Students With Severe Intellectual Disabilities: Multiple Stimulus Without Replacement Assessments

AMANDA YEAGER (Step by Step Academy) and Diane M. Sainato, Helen I. Cannella-Malone, and Senny Schnell (The Ohio State University)

An Examination of the Utility of Brief Multiple Stimulus Without Replacement Preference Assessments

CHRISTOPHER A. TULLIS, Helen I. Cannella-Malone, and Courtney V. Fleming (The Ohio State University)

Evaluation of Preference for Language of Instruction for Children With Autism Spectrum Disorders

JEANNIE M. AGUILAR and Christina L. Fragale (Meadows Center for the Prevention of Educational Risk), Pamela J. White (University of Texas at Austin), and Austin Mulloy and Mark O'Reilly (Meadows Center for Preventing Educational Risk)

255 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 4E (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jeffrey Tiger, Ph.D.

On the Accuracy and Reliability of Direct-Observation Systems

Chair: Jeffrey H. Tiger (Louisiana State University)

Calibration of Observational Measurement

OLIVER C. MUDFORD (University of Auckland), Jason R. Zeleny and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), Molly Klum (Alegent Health), and Todd M. Owen (University of Nebraska Medical Center)

A Comparison of Accuracy, Reliability, and Interobserver Agreement Indices

TONY L. VETS, II (St. Mary's Residential Training School) and Gina Green (Association of Professional Behavior Analysts)

An Analysis of the Methodological and Human Error Within Momentary Time Sampling Data Collection

JOSLYN CYNKUS MINTZ (Munroe-Meyer Institute, University of Nebraska Medical Center), Jeffrey H. Tiger (Louisiana State University), Erika Helene Slater (Shiloh Treatment Center), Dorothea C. Lerman (University of Houston-Clear Lake), Clayton R. Cook (Boys Town), Amanda M. Dahir and Elizabeth Godbold (Louisiana State University), and Karen A. Toussaint (Munroe-Meyer Institute, University of Nebraska Medical Center)

On The Representativeness of Behavior Observation Samples

SARAH J. MILLER, Jeffrey H. Tiger, Mindy Christine Scheithauer, and Joanna Lomas (Louisiana State University) and Joslyn Cynkus Mintz (Munroe-Meyer Institute, University of Nebraska Medical Center)

256 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 4C (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Tina Sidener, Ph.D.

Reinforcer Identification and Development for Children With Autism

Chair: Tina Sidener (Caldwell College)

An Evaluation of General and Descriptive Praise in Teaching Language to Children With Autism Spectrum Disorders

AMY POLICK and James E. Carr (Auburn University) and Nicole M. Hanney (Louisiana State University)

Evaluation of a Discrimination Training Procedure to Establish Conditioned Reinforcers for Children With Autism

CATHERINE BETH TAYLOR-SANTA and Tina Sidener (Caldwell College), James E. Carr (Auburn University), and Kenneth F. Reeve (Caldwell College)

Identification of Novel Reinforcers

MICHELE R. BISHOP and Amy L. Kenzer (Center for Autism and Related Disorders, Inc.)

Evaluation of a Video-Based Preference Assessment for Preschoolers With Autism

KATIE SNYDER, Thomas S. Higbee, and Elizabeth Dayton (Utah State University)

257 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 4D (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Shawn Kenyon, MA

Treatment Integrity: Maybe Sisyphus Didn't Have It So Bad After All

Chair: Shawn E. Kenyon (New England Center for Children)

Discussant: Ronnie Detrich (Wing Institute)

Evaluation of Group E-mail Feedback on Data Entry Performed by Residential Staff

UTAH W. NICKEL and Paula Ribeiro Braga-Kenyon (New England Center for Children)

Treatment Packages for Procedural Integrity: A Component Analysis

KYLIE ROBERTS, Jonathan Seaver, and Shawn E. Kenyon (New England Center for Children)

Implementation of Task Analysis Programs: The Relevance of Procedural Integrity

ANGELA DECORMIER, Shawn E. Kenyon, and Kylie Roberts (New England Center for Children)

258 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 4A (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kimberly Schreck, Ph.D.

Traversing the Perils and Pitfalls of the Autism Treatment Continuum: Or, the Moral Obligation to Be Empirical

Chair: Kimberly A. Schreck (Penn State Harrisburg)

Discussant: Travis Thompson (University of Minnesota)

Parents' Perceptions of Professional Referrals for Fad Treatments

KIMBERLY A. SCHRECK (Penn State University, Harrisburg), Victoria Miller (Pennsylvania Counseling), James A. Mulick (The Ohio State University), and Eric Butter (Nationwide Children's Hospital)

Print Media—The Adversary or Advocate of Applied Behavior Analysis?

KIMBERLY A. SCHRECK (Penn State University, Harrisburg), Whitney Harclerode (Pennsylvania Counseling), Melissa Russell (Penn State University, Harrisburg), and Melinda Susan Pusey (The Vista School)

Less Effective but More Appealing? Applied Behavior Analysis and the Embrace of Fad Treatments

JAMES T. TODD (Eastern Michigan University)

259 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 4B (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Paula Braga-Kenyon, MS

Alternatives to Match-to-Sample Procedures: Teaching Conditional Discriminations to Children Diagnosed With an Autism Spectrum Disorder

Chair: Paula Ribeiro Braga-Kenyon (New England Center for Children)

Discussant: Daniel Gould (New England Center for Children)

Conditional Relations Among Abstract Stimuli: Outcomes From Three Procedures—Variations of Go/No-Go and Match-to-Sample

KIMBERLY WALTER and Paula Ribeiro Braga-Kenyon (New England Center for Children)

Emergence of Equivalence Relations: Comparing Sorting and Match-to-Sample Procedures

LINDSAY GRIMM and Paula Ribeiro Braga-Kenyon (New England Center for Children)

A Protocol for Teaching Auditory-Visual Discrimination After an Extensive History of Failure

PAULO GUILHARDI and Maureen Kelly (New England Center for Children)

260 Paper Session

3:00 pm–4:20 pm

Korbel Ballroom 4F (Convention Center)

AUT

Naturalistic Versus Structured Teaching Approaches for Individuals With Autism Spectrum Disorder

Chair: Melanie Perez (Elwyn, Inc.)

Comparisons of Discrete Trial and Incidental Teaching for Children With Autism Based on Cognitive Level (Applied Behavior Analysis)

MELANIE PELLECCCHIA, Emily Cross, and James E. Connell (Temple University) and Diana Discher and Meghan Kane (Elwyn, Inc.)

Comparison of Acquisition of Pronouns Using Conventional Teaching Approaches and Game Formats (Service Delivery)

ALLISON E. DISCH BJURBACK and Lela Cloer Reynolds (Perspectives Corporation)

Natural Reinforcers and Children With Autism (Applied Behavior Analysis)

Shane L. Lynch and GEORGE H. BUCK (University of Alberta)

261 Symposium

3:00 pm–4:20 pm

605 (Convention Center)

CBM; Applied Behavior Analysis

Behavior Analytic Interventions for Individuals With Brain Injury

Chair: Ron F. Allen (Simmons College)

Using Differential Reinforcement of Lower Rates of Responding and Differential Reinforcement of Other Behavior Procedures to Reduce the Rate of Inappropriate Verbal Behavior of an Individual With Traumatic Brain Injury

RON F. ALLEN, Brian Macauley, and Russell W. Maguire (Simmons College)

Efficacy of Behavioral Relaxation Training for Individuals With Traumatic Brain Injury

DIXIE EASTRIDGE (Learning Services NeuroBehavioral Institute of Colorado) and Michael P. Mozzoni (Lakeview NeuroRehabilitation Center)

Behavioral Relaxation Training Relaxation in Persons With Acquired Brain Injury

MICHAEL P. MOZZONI (Lakeview NeuroRehabilitation Center)

Reduction of Negative Verbalizations and Sustainability of Behavior Change After Brain Injury

Amy GEARHARD (Creative Perspectives, Inc.)

262 Paper Session

3:00 pm–4:20 pm

603 (Convention Center)

CBM

Clinical Behavior Analysis Paper Session

Chair: Jordan T. Bonow (University of Nevada, Reno)

Stereotype Threat and Mathematics Tests Performance: The Role of Psychological Flexibility (Experimental Analysis)

DANIEL WILLIAM MAITLAND and Scott T. Gaynor (Western Michigan University)

"Idionomographic" Assessments: The Future of Clinical Behavior Analytic Research and Practice? (Theory)

JORDAN T. BONOW and William C. Follette (University of Nevada, Reno)

Hoarding: Applying Applied Behavior Analysis With an Adult With Mental Health Difficulties (Experimental Analysis)

Rita Honan (Trinity College Dublin) and JOSE MANUEL FERNANDEZ MATEOS (Sister of Charity)

263 Paper Session

3:00 pm–4:20 pm

708 (Convention Center)

CSE

Behavior Analysis in Community, Safety, and Environmental Concerns

Chair: Donald A. Hantula (Temple University)

Promoting and Reinforcing the Proper Use of Crosswalks by College Students Crossing a Major Intersection: The Ashlea Richard Memorial Project (Applied Behavior Analysis)

JUSTIN JAMES DAIGLE, Cam L. Melville, and Rachel L. Wright (McNeese State University)

Saving the Planet Through Behavioral Technology: What We Know So Far (Applied Behavior Analysis)

RUTH-ANNE E. POLI and Donald A. Hantula (Temple University)

Dangerous Ideas: Skinner, Darwin, and Nine Things to Do Before You Die (Theory)

DANIEL HORAN (TreeHouse Trust)

264 Symposium

3:00 pm–4:20 pm

610/612 (Convention Center)

DEV; Applied Behavior Analysis

Preventing Obesity and Changing Children's Eating Habits: The Food Dudes Programme Internationally

Chair: Charles Fergus Lowe (Bangor University)

Increasing Fruit and Vegetable Consumption in Children: The Food Dudes Programme

CHARLES FERGUS LOWE, Pauline Jean Horne, Pauline Kelly, and Sally Louise Pears (Bangor University)

Food Dudes in the US: A Pilot Project

GREGORY J. MADDEN, Heidi Wengreen, and Sheryl Aguilar (Utah State University)

The Effectiveness of the Food Dudes Program in Italy

GIOVAMBATTISTA PRESTI, Paolo Moderato, and Vincenzo Russo (Libera Università di Lingue e Comunicazione)

Changing Preschool Children's Consumption of Fruit and Vegetables

PAULINE JEAN HORNE (Bangor University), Janette Greenhalgh (University of Liverpool), Mihela Erjavec (University of Wales, Bangor), and Charles Fergus Lowe, Simon Viktor, and Chris Whitaker (Bangor University)

265 Symposium

3:00 pm–4:20 pm

403 (Convention Center)

EAB; Experimental Analysis

Behavioral Momentum Theory: What to Make of the Effects of Response Rate on Resistance to Change?

Chair: Amy Odum (Utah State University)

Discussant: John A. Nevin (University of New Hampshire)

Reinstatement When Reinforcer Rates Are the Same

DANIEL HUTCHISON and Amy Odum (Utah State University)

Relations Among Preference, Resistance to Change, and Response Rates With Changes in Temporal Context

CHRISTOPHER A. PODLESNIK (University of Michigan), Eric A. Thrailkill (Utah State University), Corina Jimenez-Gomez (University of Michigan), and Timothy A. Shahan (Utah State University)

Does Reinforcer Probability Affect Resistance to Change?

ANTHONY P. MCLEAN (Canterbury University)

Sunday, May 29

266 Paper Session

3:00 pm–4:20 pm

405 (Convention Center)

EAB

Human Choice

Chair: Brent Maxwell Jones (University of Massachusetts Medical School, E. K. Shriver Center)

The Effects of Punishment on Instructional Control of Human Choice (Experimental Analysis)

ADAM E. FOX (West Virginia University) and Cynthia J. Pietras (Western Michigan University)

Patterns of Brand Choice for Fast Moving Consumer Goods at Low- and Middle-Class

Households (Experimental Analysis)

OSCAR JAVIER ROBAYO (Politecnico Grancolombiano)

A Procedural Choice to be Made When Studying Choice: Independent or Dependent

Scheduling? (Experimental Analysis)

BRENT MAXWELL JONES and William V. Dube (University of Massachusetts, E. K. Shriver Center)

and Nicholas Vanselow (Western New England College)

Effects of Sequential Learning on Preference and Operant Variability During Forced Choice

(Experimental Analysis)

LAURILYN DIANNE JONES and Francis Mechner (The Mechner Foundation)

267 Special Event

3:00 pm–4:20 pm

404 (Convention Center)

EAB; Experimental Analysis

Symposium in Honor of Jim Dougan: Reward Sensitivity and Choice Behavior in Hamsters and Rats

Chair: Gwen Lupfer-Johnson (University of Alaska, Anchorage)

Discussant: Frances K. McSweeney (Washington State University)

Differences in Reward Sensitivity in Sprague Dawley Rats and Syrian Hamsters: Changes During Competitive and Solitary Responding

LESLIE M. WISE and Valeri Farmer-Dougan (Illinois State University)

Abstract: Syrian hamsters provide a unique animal model of operant conditioning compared to the traditional rat or pigeon model. Syrian hamsters are relatively solitary animals, they pouch food rather than consume it as they earn it, and have very low rates of operant responding compared to rats. Indeed, there is currently only one published study using operant lever pressing in hamsters. Several investigators have suggested that their dopaminergic system may be qualitatively different from that of rats, suggesting underlying differences in their reward system. In addition, their solitary nature suggests significant differences in social behavior compared to rats. The question then becomes whether these animals show qualitative differences in operant behavior, as well. The present investigation used a novel open field social foraging task to investigate reward sensitivity in the Syrian Hamster and the Sprague Dawley rat. Once baseline rates of reward sensitivity were obtained using the generalized matching law, the hamsters and rats were exposed to a behavioral contrast condition, again conducted in a social open field setting. Results showed clear differences between hamsters and rats. The data, and theoretical implications for species differences, are then discussed.

Changes in Locomotor Behavior and Reward Sensitivity During Amphetamine Exposure:

Differences in Rat Versus Syrian Hamster Models

VALERI FARMER-DOUGAN and Leslie M. Wise (Illinois State University)

Abstract: Syrian hamsters provide a unique animal model of operant conditioning compared to the traditional rat or pigeon model. Syrian hamsters are relatively solitary animals, they pouch food rather than consume it as they earn it, and have very low rates of operant responding compared to rats. Several investigators have suggested that their dopaminergic system may be qualitatively different from that of rats, suggesting underlying differences in their reward system. Syrian hamsters and Sprague Dawley rats were exposed to a series of doses of amphetamine (amPH), a dopaminergic agonist under two conditions. First, both species were placed in an open field setting and topographical changes were compared during NaCl and amPH exposure. Second, rats and hamsters

were exposed to an operant lever pressing task using concurrent VI VI schedules. Estimates of reward sensitivity were obtained using the generalized matching law, first under baseline and then during NaCl and amPH drug conditions. Results showed clear differences between hamsters and rats. The data, and theoretical implications for species differences, are then discussed.

Suppression of Ethanol Consumption by High Fat Diets and Palatable Alternative Beverages in Dwarf Hamsters

GWEN LUPFER-JOHNSON, Kori Radcliffe, Chuck Crew, and Alyssa Hoskie (University of Alaska, Anchorage); Zoe Merculieff (Mount Edgecumbe High School); and Eric S. Murphy (University of Alaska, Anchorage)

Abstract: Syrian hamsters have long been known as avid consumers of ethanol solutions. However, several factors affecting their consumption reduce their usefulness as an animal model of human alcoholism. Unlike human alcoholics and selectively bred rat strains, Syrian hamsters reduce their intake of ethanol solutions when presented with alternative solutions such as tomato juice (Piercy & Myers, 1995) or a palatable high fat diet (Dibattista and Joachim, 1999). Dwarf hamsters also readily consume ethanol solutions, and have self-administered up to 13g/kg per day in our laboratory. In order to examine whether dwarf hamsters' ethanol intake is affected by the presence of other substances, 10 dwarf hamster subjects were fed either a high fat or a high carbohydrate diet according to a reversal design while ethanol consumption was recorded. An additional eight subjects were provided with ethanol solutions for 30 minutes per day presented alongside water, chocolate drink (Slimfast), tomato juice, or sweetened Kool-aid. Both the high fat diet and the palatable alternative beverages significantly suppressed ethanol consumption. Evolutionary and functional explanations for the similar ethanol consumption patterns of Syrian and dwarf hamsters are discussed.

268 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 1A (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Claire St. Peter Pipkin, Ph.D.

Current Issues in Caregiver Training and Treatment Integrity

Chair: Claire St. Peter Pipkin (West Virginia University)

Discussant: Timothy R. Vollmer (University of Florida)

Barriers to Implementing Treatment Integrity Procedures: Survey of Treatment Outcome Researchers

Lisa Sanetti (none) and FLORENCE D. DIGENNARO REED (University of Kansas)

Evaluation of Behavioral Skills Training for Teaching Functional Assessment and Treatment Selection Skills to Parents

RACHEL K. GRAVES, Shannon S. Koehler, Victoria Fogel, and Raymond G. Miltenberger (University of South Florida)

Teaching Paraprofessional Staff to Implement Discrete-Trial Training Procedures

Keegan Costello (West Virginia Department of Education) and AIMEE GILES and Claire St. Peter Pipkin (West Virginia University)

269 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 1E (Convention Center)

EDC; Applied Behavior Analysis

Effective Tactics and Procedures to Teach Reader and Writer Repertoires in Students With and Without Disabilities

Chair: JoAnn Pereira Delgado (Teachers College, Columbia University)

A Comparison of Methods for Establishing Textual Control in Children With Autism

EVELYN C. SPRINKLE and Caio F. Miguel (California State University, Sacramento)

Improving Textual Behavior Fluency: Effects on Selection-Based and Topography-Based Intraverbal Comprehension Measures

CLARISSA S. BARNES (Southern Illinois University), Fiorella Scaglia and Kazu Takeguchi (Southern Illinois University, Carbondale), and Tracy Tufenk and Ruth Anne Rehfeldt (Southern Illinois University)

Examining Textual Behavior and Spelling Response Repertoires as a Function Multiple Exemplar Instruction Across Dictation-Taking and Textual Behavior Repertoires in Beginning Readers and Spellers

BROOKE DIANE WALKER (Southern Illinois University, Carbondale) and Ruth Anne Rehfeldt (Southern Illinois University)

New Findings on Functional Writing Instruction With Elementary Age Students

JOAN A. BROTO, Petra Wiehe, and R. Douglas Greer (Teachers College, Columbia University)

270 Paper Session

3:00 pm–4:20 pm

Korbel Ballroom 1C (Convention Center)

EDC

School-Based Assessment and Intervention for At-Risk Students: Issues and Advances

Chair: April L. Mustian (Illinois State University)

Function-Based Versus Nonfunction-Based Interventions on the Social Behavior of "At-Risk" Students (Applied Behavior Analysis)

APRIL L. MUSTIAN (Illinois State University) and Ya-yu Lo (University of North Carolina at Charlotte)

Racial Disproportionality in Disciplinary Referrals and Behavior Support Access for Students at Various Risk Levels (Applied Behavior Analysis)

CLAUDIA G. VINCENT and Tary J. Tobin (University of Oregon)

271 Symposium

3:00 pm–4:20 pm

710/712 (Convention Center)

OBM; Applied Behavior Analysis

Organizational Behavior Management From Start to Finish: Identification of High-Impact Areas, Functional Assessment, Treatment Preference Analysis, and Intervention

Chair: Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County)

An Area for Behavior Analysts: Nonfatal Occupational Injuries and Illnesses Involving Days Away From Work Among Minorities and Caucasians

ANGELA R. LEBBON and Dene Hurley (Lehman College, The City University of New York)

Evaluation of the Impact of a Large Corporate Leadership Development Course

ANNA ALAINE RICE and John Austin (Western Michigan University)

Evaluating Preference for Graphic Feedback on Correct Versus Incorrect Responses

SIGURDUR OLI SIGURDSSON and Brandon Ring (University of Maryland, Baltimore County)

Using Daily Feedback and a Lottery Incentive System to Improve Staff Performance on Instructional Procedures

MICHAEL V. MILLER (University of Maryland, Baltimore County), Josh Carlson (McDaniel College), and Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County)

272 Symposium

3:00 pm–4:20 pm

704/706 (Convention Center)

OBM; Service Delivery

BACB CE Offered. CE Instructor: Susan Wilczynski, Ph.D.

Producing Large Scale Systemic Change to Improve and Innovate Schools Serving Children With Autism Spectrum Disorder

Chair: Susan Wilczynski (National Autism Center)

Discussant: Susan Wilczynski (National Autism Center)

Positive Behavior Supports for Highly Individualized Treatment Centers? Yes, There Is a Place

ROBERT F. PUTNAM and Blake Grider (May Institute)

Developing Effective Programming for Emotional Difficulties Faced by Children on the Autism Spectrum

HANNA C. RUE and Lauren Solotar (May Institute)

Programming for Communication in a Large School-Based Treatment Program

KATE GILLIGAN and Stephanie Child (May Institute)

273 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 3A (Convention Center)

PRA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kimberly Crosland, Ph.D.

Teachers, Therapists, and Parents, Oh My! Behavioral "Tools" Training for Everyone

Chair: Kimberly Crosland (University of South Florida)

Discussant: Hewitt B. "Rusty" Clark (University of South Florida)

Can We Keep a Good Thing Going? New Name, New Audience, New Data; Same Great Stuff!

BRYON NEFF (Professional Crisis Management, Inc.) and Stacie Neff (Agency for Persons With Disabilities)

Behavioral Tools Training With Teachers: Maintenance and Booster Training

ISRAEL B. MILLER and Kimberly Crosland (University of South Florida)

Cross-System Behavioral Training Collaborative

AMANDA KEATING (University of South Dakota), Kimberly Crosland (University of South Florida), and Nancy Saufley and Lindsay Brough (University of South Dakota)

274 Paper Session

3:00 pm–4:20 pm

601 (Convention Center)

TPC

Natural Science, Formal Symbolic Language, and Robotics

Chair: Stephen Ledoux (State University of New York at Canton)

Why Behavior Analysis Needs a Formal Symbolic Language for Codifying Behavioral Contingencies (Theory)

FRANCIS MECHNER (The Mechner Foundation)

Behavioral Contingency Analysis of Economic Phenomena: A Revealing Slant (Theory)

FRANCIS MECHNER (The Mechner Foundation)

Organizational and Disciplinary Elements Supporting Natural Science Credibility

(Experimental Analysis)

STEPHEN LEDOUX (State University of New York at Canton)

Robotics and Behavior Analysis—For the Rest of Us (Theory)

DAVID BESA (Kaiser Permanente)

275 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 1D (Convention Center)

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Henry Schlinger, Ph.D.

Verbal Behavior Analysis at California State University, Los Angeles

Chair: Carrie Susa (California Unified Service Providers, LLC)

Discussant: Matthew P. Normand (University of the Pacific)

Using a Lag Schedule to Increase Variability of Intraverbal Responding in an Individual With Autism

CARRIE SUSA (California Unified Service Providers, LLC) and Henry D. Schlinger (California State University, Los Angeles)

A Comparison of Tact and Echoic Prompts on the Acquisition and Maintenance of Intra-verbal Behavior in Children With Autism

CARRIE ZUCKERMAN and Henry D. Schlinger (California State University, Los Angeles)

The Role of Rehearsal in Joint Control

ALLISON DEGRAAF (California Unified Service Providers, LLC) and Henry D. Schlinger (California State University, Los Angeles)

276 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 2B (Convention Center)

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: James Carr, Ph.D.

Stimulus Control Issues During Verbal Behavior Instruction

Chair: James E. Carr (Auburn University)

Evaluating the Effects of Vocal Discriminative Stimuli During Mand Training

CRYSTAL N. BOWEN (Marcus Autism Center), James E. Carr (Auburn University), and M. Alice Shillingsburg (Marcus Autism Center)

Evaluating the Effects of Vocal Instructions During Tact Training

NANCY MARCHESE (Kinark Child and Family Services), James E. Carr and Linda A. LeBlanc (Auburn University), and Tiffany Rosati (Kinark Child and Family Services)

Use of the Cues-Pause-Point Procedure to Decrease Echolalia and Increase Correct Echoic Responses in a Child With Autism

CAITLIN H. DELFS, Amber L. Valentino, and M. Alice Shillingsburg (Marcus Autism Center)

A Comparison of Methods for Teaching Listener Skills to Children With Autism Spectrum Disorders: A Replication and Extension

LAURA L. GROW (St. Cloud State University), Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center), and James E. Carr (Auburn University)

277 Invited Panel

3:30 pm–4:20 pm

401/402 (Convention Center)

SCI; Experimental Analysis

PSY/BACB CE Offered. CE Instructor: Timothy Hackenberg, Ph.D.

What Does the Brain Do? Discussion of Alva Noe's Lecture

Chair: Timothy D. Hackenberg (Reed College)

DAVID W. SCHAAL (Accuray Incorporated)

M. JACKSON MARR (Georgia Institute of Technology)

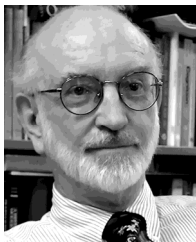
DAVID STAFFORD (Centenary College)



Dave Schaal discovered behaviorism as a student at St. Cloud State University, where he also learned to program a computer and do pigeon experiments. He was accepted into the experimental analysis of behavior program at the University of Florida, where he learned to think a little and picked up a good trade (behavioral pharmacology) from Dr. Marc Branch, one that would result in a postdoctoral fellowship at the University of Minnesota under Dr. Travis Thompson. There he was encouraged to consider how genetic and biological variables contribute to normal and aberrant behavior. Dave joined the psychology faculty of West Virginia University, where thanks to his colleagues and students he was a

reasonably successful researcher and teacher. For some reason he moved to the Department of Neurosurgery at Stanford University in 2002, where some of his ideas about biological variables became useful to him. Dave helped Drs. Timberlake and Steinmetz edit a special issue of the *Journal of the Experimental Analysis of Behavior (JEAB)* devoted to behavioral neuroscience, and he served as editor for behavioral neuroscience for *JEAB* for a few years. A biomedical device company offered him a job in 2006, so he left academia and now he writes about radiosurgery. Today the great

blessings of his life include his loving wife and family, his love of music and fiction, and the fact that his ABAI friends still let him come to this meeting.



M. Jackson (Jack) Marr is professor emeritus of psychology at Georgia Tech where he has taught physiology and behavior, behavioral pharmacology, and probability and statistics, and continues to teach the experimental analysis of behavior. He is one of five founding fellows of the Association for Behavior Analysis International, a fellow of Division 25 (Behavior Analysis) of the American Psychological Association, past-president of SABA, the Association for Behavior Analysis International, and Division 25 of APA. He is the former editor of *Behavior and Philosophy* and has served as review editor of the *Journal of the Experimental Analysis of Behavior* since 1998. He was an associate editor of the *Journal of the Experimental Analysis of Behavior* and

The Behavior Analyst. He was experimental representative to the Executive Council of the Association for Behavior Analysis, served on the Board of Directors of The Society for the Quantitative Analysis of Behavior, and currently serves on the Board of Trustees the Cambridge Center for Behavioral Studies. He has been active in the international support and development of behavior analysis in many countries. Since 1991 he has been involved in the assessment and improvement of engineering education, in particular, engineering physics. Other current research interests include dynamical systems theory, comparative behavior analysis, and theoretical/conceptual issues in behavioral analysis.



Dr. David Stafford received a BA from West Virginia University in 1991 and a Ph.D. from the University of Florida in 1996. After postdoctoral work at the Louisiana State University Health Sciences Center, he accepted an endowed chair position at Centenary College of Louisiana in 2001, where he teaches courses in psychopharmacology, learning and memory, and history and systems of psychology, among others. His interests include the study of drugs, language, music, and ancient to modern culture.

Abstract: The panel will discuss the ideas presented in Alva Noe's lecture, and will include the author's response and questions from the audience.

278 Symposium

3:30 pm–4:50 pm

Korbel Ballroom 3B (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jessica Sassi, Ph.D.

Functional Analysis: Procedural Extensions and Post-Session Effects

Chair: Jessica L. Sassi (New England Center for Children)

Fixed Versus Random Sequencing During Multi-Element Functional Analyses

JENNIFER LYNN HAMMOND (Stanford University), Brian A. Iwata (University of Florida), Griffin W. Rooker (Kennedy Krieger Institute), Jennifer N. Fritz (University of Houston-Clear Lake), and Sarah E. Bloom (Utah State University)

An Evaluation of Extended-Duration Sessions in Functional Analyses

NIKKI R. SENKOWSKI, Jessica L. Sassi, and Sarah Buckingham (New England Center for Children)

Evaluation of the Divided-Attention Condition During Functional Analyses

TARA A. FAHMIE, Brian A. Iwata, Jill M. Harper, and Angie Querim (University of Florida)

Post-Session Effects of Functional Analyses

DANIEL B. SHABANI (California State University, Los Angeles), James E. Carr (Auburn University), Robert-Ryan S. Pabico (Center for Behavior Analysis and Language Development), and Traci Oberg, Antonio Sala, and Wing Yan Lam (California State University, Los Angeles)

279 Symposium

3:30 pm–4:50 pm

Korbel Ballroom 1B (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Jody Silva, MA

Thinking Big: Expanding the Role of Behavior Analysis and Support

Chair: Elizabeth Sexton (Washoe County School District)

SafeCare: Preventing Child Maltreatment in Eleven States

JOHN R. LUTZKER (Georgia State University)

Technological Enhancements of the SafeCare Model to Prevent Child Maltreatment

JULIE JABALEY and John R. Lutzker (Georgia State University)

Comprehensive Intervention for Student and Staff Support

Elizabeth Sexton and JODY M. SILVA (Washoe County School District) and Patrick M. Ghezzi, Benjamin N. Witts, Kaycee Bennett, and Timothy C. Fuller (University of Nevada, Reno)

The Behavior Analyst and Child/Adolescent Psychiatrist: A Transdisciplinary Perspective

JAIME GARDNER (University of Nevada School of Medicine), Erika Ryst (University of Nevada, Reno), and Elizabeth Sexton (Washoe County School District)

280 Symposium

3:30 pm–4:50 pm

302 (Convention Center)

OTH; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Bobby Newman, Ph.D.

Human Sexuality as Behavior-Analytic Subject Matter: Symposium by the Sex Therapy and Educational Programming Special Interest Group

Chair: Fawna Stockwell (The Chicago School of Professional Psychology)

Discussant: Bobby Newman (Full Inclusion Living and Learning Unitarian University)

Too Much of a Good Thing?

NICHOLAS HAMMOND, Lorraine M. Bologna, and Fawna Stockwell (The Chicago School of Professional Psychology)

A Content Analysis of Fetish-Based Online Videos

FAWNA STOCKWELL and Laura Mahlmeister (The Chicago School of Professional Psychology), Kelly Underman (University of Illinois-Chicago), and Bobby Newman (Full Inclusion Living and Learning Unitarian University)

The Neurobiology of Bisexuality: A Translational Look at an Understudied Population

LAUREN HOPKINS (The Chicago School of Professional Psychology)

281 Paper Session

4:00 pm–4:20 pm

Korbel Ballroom 2C (Convention Center)

DDA

Promoting Skill Acquisition and Communicative Development of Children With Developmental Disabilities

Chair: Chata A. Dickson (New England Center for Children)

Using Applied Behavior Analysis in Speech and Language Therapy for Children With Developmental Disabilities (Experimental Analysis)

BETHAN WILLIAMS (Bangor University), Stephen Jones (Betsi Cadwaladr University Health Board), Donna Rees-Roberts and Yvonne Moseley (Gwynedd Education Authority), and J. Carl Hughes (Bangor University)

282 B. F. Skinner Lecture Series

4:00 pm–4:50 pm

Korbel Ballroom 2A (Convention Center)

AAB

PSY/BACB CE Offered. CE Instructor: Suzanne Hetts, Ph.D.

How Expert Witness Assessments Can Contribute to the Development of Dog Bite Education Programs and the Prevention of Bite Fatalities

Chair: Jennifer L. Sobie (University of Illinois)

SUZANNE HETTS (Animal Behavior Associates)



Dr. Suzanne Hetts and her husband, Dr. Dan Estep, are co-owners of Animal Behavior Associates, Inc., a behavior consulting firm in Littleton, Colorado. Dr. Hetts is a popular, award winning international speaker and author of one of American Animal Hospital Association's best-selling titles *Pet Behavior Protocols*, and co-author of the award winning books *Raising a Behaviorally Healthy Puppy* and *Help! I'm Barking and I Can't Be Quiet*. Suzanne is a past columnist for *Dog Watch* and a contributor to *Animal Wellness* magazine and her articles have appeared in both popular dog magazines and professional journals. Dr. Hetts' publications and videos are used in nationwide training programs for animal caretakers and pet owners.

Dr. Hetts has a Ph.D. in zoology, with a specialization in animal behavior from Colorado State University. Suzanne is an affiliate member of the American Veterinary Medical Association, California Veterinary Medical Association, and American Veterinary Society of Animal Behavior. She is certified by the Animal Behavior Society as an applied animal behaviorist and has served on many boards and committees for the Association of Pet Dog Trainers, the Certification Council for Professional Dog Trainers, The Delta Society and the Animal Behavior Society.

Abstract: According to the Centers for Disease Control, between 20 and 25 people are killed in dog attacks every year. Most of the victims are children. Although accurate data are difficult to compile, thousands more people are victims of dog bites that range from minor to serious. Many experts believe the majority of these attacks and bites could be prevented with appropriate pro-action. When these cases land in court, otherwise unavailable details of what led up to the incidents unfold. These details are a rich source of information that can be used by experts to develop multi-faceted bite prevention programs and community policies. In this presentation, Dr. Hetts will use her experiences as an expert witness in four fatal cases and numerous serious injury personal liability cases to share how expert knowledge of applied animal behavior and learning contributes to understanding the "why" of these cases, and how such knowledge can form the basis of science-based intervention and prevention.

283 Invited Presenter

4:00 pm–4:50 pm

607 (Convention Center)

TPC

PSY/BACB CE Offered. CE Instructor: Marleen Adema, Ph.D.

Naming and Categorisation: You Name It, You've Got It

Chair: Per Holth (Akershus University College)

MARLEEN T. ADEMA (Bangor University)



Dr. Marleen Adema was a lone behaviorist as a master's student in linguistics (specialisation: language development) at the University of Amsterdam. She was told that behavior analysis was dead, and was delighted to discover that it wasn't. She studied the Chomsky-Skinner "debate" and, for her thesis, she compared radical behaviorism with connectionism. After her master's, in 1999, Marleen struggled to find a Ph.D. project in the Netherlands. So she worked in a bookstore, as a secretary and an editor, while pursuing her scientific interests by reading, writing, and attending behavior analytic conferences. At one conference, she met Prof. Lowe, Dr. Horne, and Dr. Hughes from Bangor University. She moved to Bangor to take an MSc course in psychological

research, with partial funding. Then she received the best news ever: she would get a Ph.D. studentship, and a Bijou Fellowship Award. Marleen conducted verbal behavior research, and obtained her Ph.D. and an applied behavior analysis (ABA) postgraduate diploma in 2008. She then took a lectureship teaching behavior analysis at Bangor University, and was invited onto the editorial board of the *European Journal of Behavior Analysis*. Now she is joining forces with a small but passionate group of professionals trying to promote ABA in the Netherlands.

Abstract: Building on Skinner's (1957) *Verbal Behavior*, Horne and Lowe (1996) provided a detailed account of how aspects of verbal behavior can be learned, particularly naming and categorisation. They outlined how learning the same name for disparate stimuli may establish category relations between these stimuli. Naming is defined as a higher-order bidirectional behavioral relation that combines conventional speaker and listener behavior within the individual. It does not require reinforcement of both speaker and listener behavior for each new name to be established, and it relates to classes of objects and events. In this presentation, I will give a basic introduction to the naming account, and an overview of the Bangor research on naming and categorisation that tested the predictions of the account. Research initially focused on naming and categorization at one level, and was then extended to different levels (hierarchical categorisation). Based on the data, I will evaluate the predictions of the naming account. And finally, I will highlight the implications of the naming account and naming research with typically developing children for verbal interventions in populations with learning disabilities.

284 Paper Session

4:30 pm–4:50 pm

708 (Convention Center)

CSE

Social-Ecological Factors Related to the Involvement of Middle School Students in the Bullying Dynamic

Chair: Chad Allen Rose (Sam Houston State University)

Social-Ecological Factors Related to the Involvement of Middle School Students in the Bullying Dynamic (Experimental Analysis)

CHAD ALLEN ROSE (Sam Houston State University) and Dorothy Lynn Espelage and Lisa Monda-Amaya (University of Illinois at Urbana-Champaign)

285 Special Event

5:00 pm–5:50 pm

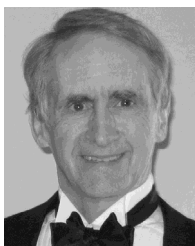
Four Seasons 1–3 (Convention Center)

OTH

Presidential Scholar's Address: Applied Behavior Analysis Outside of the Research Setting

Chair: Richard W. Malott (Western Michigan University)

EDWARD CHRISTOPHERSEN (The Children's Mercy Hospital)



Edward R. Christophersen, Ph.D., is a board-certified clinical psychologist at Children's Mercy Hospital in Kansas City, Missouri, and a professor of pediatrics at the University of Missouri at Kansas City School of Medicine and the University of Kansas Medical Center. He has written and co-written several books on parenting, including *Parenting That Works: Building Skills That Last a Lifetime* and *Treatments That Work With Children: Empirically Supported Strategies for Managing Childhood Problems*. A fellow in clinical psychology in the American Psychological Association, he was elected an honorary fellow of the American Academy of Pediatrics because of his unique and substantial contributions in the area of child health.

Abstract: The field of applied behavior analysis (ABA) has served both our area and the greater scientific community very well. In the early days, pioneers like Mont Wolf, Todd Risley, and Don Baer from the Department of Human Development and Family Life at the University of Kansas addressed issues across a broad range of topics such as: (a) treatment of juvenile delinquents, (b) teaching language skills to inner city children, (c) increasing learning in the school setting, and (d) establishing a wide variety of functional skills of persons with intellectual disabilities. As important as the impact and acceptance of ABA has been in the field of psychology is the application and adoption of its

principles by other major professional groups. Closely related to my work has been the application of ABA to problems in pediatric practice, including the treatment of common presenting problems such as disruptive behavior and elimination disorders, as well as for more complex problems with serious medical sequela such as adherence to complicated treatment regimens for diabetes, cystic fibrosis, and childhood cancer. ABA has accomplished much by doing a few basic things very well: defining the functional variables for a population, gathering as many data as practical, and using those data to direct the application of ABA to new and unique settings, problems, and challenges. The same basic methodological approaches used to solve important social problems were used to gain acceptance into new areas of investigation and to new professional areas, in my case, in pediatric medicine. Getting ABA accepted into mainstream pediatrics was facilitated by publishing research of direct interest to pediatricians in their journals (e.g., *Pediatrics*), as well as presentations at literally dozens of meetings of the American Academy of Pediatrics and being seated on grant study sections with pediatricians. The publication of such investigations in journals traditionally thought to be outside of the domain of ABA was key in advancing the science of psychology and medicine outside of the research setting. Acceptance of ABA into mainstream medicine will be reviewed as well as new areas where ABA is making contributions.

286 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

AAB

1. Operant Reversal of Imprinting (EAB; Experimental Analysis) CHRIS VARNON and Jesus Rosales-Ruiz (University of North Texas)

2. Practice Makes Perfect—Or Not: Using Stimulus Control to Study Variability in Performance (EAB; Experimental Analysis) KATHRYN LYNN TUCKER and Jesus Rosales-Ruiz (University of North Texas)

3. Further Effects of Indirectly Increasing Rates of Reinforcement on the Acquisition of Behavior of Dogs (Applied Behavior Analysis) LAURA COULTER and Jesus Rosales-Ruiz (University of North Texas)

4. Turning an Aversive Noise Into a Conditioned Reinforcer (Applied Behavior Analysis) ROBIN LYNN BEASLEY, Matthew A. Davison, and Jesus Rosales-Ruiz (University of North Texas)

5. Comparing Methods of Generalization to Novel Trainers (Applied Behavior Analysis) KATHLEEN ROSSI, Jeffrey Gesick, Laura Coulter, and Jesus Rosales-Ruiz (University of North Texas)

6. A Comparison of Classical Counter-Conditioning and Differential Reinforcement of Alternative Behavior on Aggressive Behavior in Dogs (Applied Behavior Analysis) KRISTYN SAVAGE ECHTERLING (University of Kansas)

7. Eliminating the Aversive Function of Stimuli: Using Constructional Aggression Treatment to Crate Train a Macaw (Applied Behavior Analysis) EMILIE ANDERSON, Thomas Currier, Brett Grant Kellerstedt, and Jesus Rosales-Ruiz (University of North Texas)

8. Performance of Giant African Pouched Rats in Detecting Landmines (Applied Behavior Analysis) TIMOTHY LOWELL EDWARDS (Western Michigan University); Andrew Sully, Bart Weetjens, Christophe Cox, Harvard Bach, and Negussie Beyene (APOPO); and Alan D. Poling (Western Michigan University)

287 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

AUT

1. The Effects of Augmentative and Alternative Communication Devices on Eye Contact and Spontaneous Verbalizations (EAB; Applied Behavior Analysis) CARLA BENSON and Michelle Ennis Soreth (Rowan University)

2. The Effects of a Blended Joint Attention, Symbolic Play, and Enhanced Milieu Teaching Intervention on a Child With Autism (EAB; Applied Behavior Analysis) ANI KHACHOYAN (Vanderbilt University)

3. The Effects of Pivotal Response Treatment on the Rate and Generalization of Initiations by Children With Autism Spectrum Disorder (EDC; Applied Behavior Analysis) KRISTIN LUNDBOHM and Laura J. Hall (San Diego State University)

- 4. Using Fluency Based Instruction to Teach a Young Child With Autism to Hear a Story and Recall Details** (EDC; Service Delivery) MEGHAN HOWELLS and Samantha Richardson (Families for Effective Autism Treatment of Washington) and Kelly J. Ferris (Organization for Research and Learning)
- 5. Peer Networks Project: Improving Social-Communication, Literacy, and Adaptive Behaviors for Young Children With Autism Spectrum Disorder** (EDC; Applied Behavior Analysis) DEBRA M. KAMPS (Juniper Gardens Children's Project), Ilene Schwartz (University of Washington), Linda S. Heitzman-Powell (University of Kansas Medical Center), Nancy Rosenberg (University of Washington), and Kathy Thiemann and Suzanne Cox (University of Kansas)
- 6. Using Visual Supports to Promote Play Skills in Young Children With Autism Spectrum Disorders** (EDC; Applied Behavior Analysis) VALERIE WEBER (Central Michigan University) and Amy L. Matthews and Jamie S. Owen-DeSchryver (Grand Valley State University)
- 7. Preliminary Empirical Examination of a Task Analysis for Joint Attention** (EDC; Applied Behavior Analysis) SHEILA QUINN (Salve Regina University); Erin Boylan, Brian McGovern, and Andrea Chait (Pathways Strategic Teaching Center); Matthew Maynard (Salve Regina University); and Jennifer Marshall (J. Arthur Trudeau Center)
- 8. Comparison of Two Methods for Evaluating the Generalization of Joint Attention Skills** (EDC; Service Delivery) MATTHEW MAYNARD and Sheila Quinn (Salve Regina University) and Andrea Chait, Brian McGovern, and Erin Boylan (Pathways Strategic Teaching Center)
- 9. Improving Intonation During Scripted Conversations: A Social Validity Comparison of Audio-Taped and Textual Scripts** (Applied Behavior Analysis) LINDSAY BARTH, Bridget A. Taylor, and Jaime A. DeQuinzio (Alpine Learning Group)
- 10. Fluency Training of Facial Expressions for Children With Autism Spectrum Disorder** (Applied Behavior Analysis) NATALIE A. FORBERG, Susan K. Malmquist, and John P Smagner (The Chicago School of Professional Psychology)
- 11. Teaching an Adolescent With Autism to Use a Cell Phone** (Service Delivery) ERICA FOSS and Michael Fabrizio (Families for Effective Autism Treatment of Washington)
- 12. The Use of a Teaching Interaction Procedure in Improving Conversational Skills in Children With Autism Spectrum Disorders** (Applied Behavior Analysis) MELINA SEVLEVER, Rebecca Beights, Bill Ferguson, and Jennifer M. Gillis Mattson (Auburn University)
- 13. Validation of the Wing Subgroup Questionnaire Using a Concurrent Operant Design** (Applied Behavior Analysis) ANDREA ROCHELLE REAVIS, Nathan A. Call, M. Alice Shillingsburg, Crystal N. Bowen, and Addie F. Andrus (Marcus Autism Center)
- 14. Sibling Mediated Social Skills Interventions: Implications for the Mediator** (PRA; Applied Behavior Analysis) LAUREN BETH FISHBEIN (Binghamton University) and Raymond G. Romanczyk (State University of New York at Binghamton)
- 15. A Comparison: Applied Behavior Analysis and Cognitive Behavior Therapy Interventions to Decrease Repetitive, Non-purposeful Behaviors in Students With Autism** (EDC; Applied Behavior Analysis) KEVIN HARDY, Cheryl J. Davis, and Jill E. McGrath Maher (Crossroads School for Children) and Thomas L. Zane (Institute for Behavioral Studies, Endicott College)
- 16. Gluten-Free Casein-Free Diet: Individual Data From a Double-Blind, Placebo-Controlled Challenge Study** (Experimental Analysis) JENNIFER T. FOLEY, Tristram Smith, Susan L. Hyman, and Danielle Morris (University of Rochester)
- 17. A Systematic Evaluation of the Autism (Gluten-Free, Casein-Free) Diet** (Applied Behavior Analysis) JESSICA BECRAFT, Natalie Rolider, and Nicole Lynn Hausman (Kennedy Krieger Institute)
- 18. Does Music Matter? Examining the Effects of Passive Music on Children With Autism** (Service Delivery) JANET PREIS (Loyola University), Ashley Rozegar and Susan McLean (The Shafer Center), Roxanne Arnon and Dara Silbert (Loyola University), and Christine M. Accardo (The Shafer Center)
- 19. Examination Between the Social Cognitive Functioning and Neural Correlates of Direct Versus Averted Gaze as Examined With Magnetoencephalography in Autism Spectrum Disorders** (Experimental Analysis) NATALIE MORRIS, Aimee Moore, and Alfred Mansour (Eastern Michigan University); Susan Bowyer (Henry Ford Hospital); and Renee Lajiness-O'Neill (Eastern Michigan University)

- 20. An Analysis of Evidence-Based Practices in Gluten-Free and Casein-Free Diets for Individuals With Autism** (PRA; Theory) JIE ZHANG (State University of New York at Brockport), John J. Wheeler (Western Michigan University), and Michael R. Mayton (West Virginia University)
- 21. Behavioral Skills Training With Parents: A Method for Teaching Discrete-Trial Teaching Skills to Parents of Children With Autism** (Applied Behavior Analysis) GILAH HABER and Christian A. Benavides (BEACON Services)
- 22. Invega as an Alternative to Risperdal for Children With Autism** (BPH; Applied Behavior Analysis) BRUCE G. HAUSER (Heartspring)
- 23. Analysis of the Effects of Psychotropic Medication on the Behavior of Individuals Diagnosed With Autism** (BPH; Applied Behavior Analysis) KATHRYN ROSE HAUGLE, Jason C. Bourret, and Topa Augustine (New England Center for Children)
- 24. Using a Water Prompting Procedure to Facilitate Continent Voids During Toilet Training** (DDA; Applied Behavior Analysis) ERIKA MYLES (California State University, Los Angeles), Jessica Palilla and Robert-Ryan S. Pabico (Center for Behavior Analysis and Language Development), and Daniel B. Shabani (California State University, Los Angeles)
- 25. Developing an Appropriate Leisure Skill for a Child With Autism Using a Musical Keyboard and Computer Software Program** (EDC; Applied Behavior Analysis) ALEXANDER LORENZO (Florida Institute of Technology)
- 26. Knowledge and Attitudes Towards Applied Behavior Analysis: Rhode Island Versus Massachusetts** (TPC; Applied Behavior Analysis) ANDREA CHAIT (Pathways Strategic Teaching Center), Sheila Quinn (Salve Regina University), Jennifer Marshall (J. Arthur Trudeau Center), Roberta N. Ryan (Trudeau Center), and Mackenzie J. Milner (Pathways Strategic Teaching Center)
- 27. Board Game Based Strategies: The Effectiveness in Teaching Social Skills to Children With Autism** (DDA; Service Delivery) TRISHA EVANS, Ingrid A. Belmont, and Sabrina D. Daneshvar (Autism Spectrum Therapies)
- 28. Assessing the Use of Eyeglasses for Individuals With Autism: A Pilot Investigation** (DDA; Applied Behavior Analysis) MICHELE L. NEWMAN LEFEBVRE, Amy Paige Hansford, Meredith Bamond, Kimberly Sloman, Kate E. Fiske, Lara M. Delmolino Gatley, Robert LaRue (Rutgers, The State University of New Jersey)
- 29. The Effects of a Social Story™ on the Rate of Talk-Out Behavior for a 12-Year-Old Boy With Autism** (DDA; Experimental Analysis) BETTY FRY WILLIAMS, Rebecca Sommers, and Mary Love (Whitworth University)
- 30. Differential Reinforcement of High Rates of Responding to Increase Commenting** (DDA; Applied Behavior Analysis) KATHERINE J. GENGARELLY (Westfield State University) and Jorge Rafael Reyes (University of Florida)
- 31. A Comparison of Sensory and Function-Based Antecedent Approaches to Decreasing Out-of-Seat Behavior** (Applied Behavior Analysis) KATE L. DESMOND (Hampstead Hospital)
- 32. Functional Analysis and Treatment of Compulsive-Like Behavior in Individuals With Autism** (Applied Behavior Analysis) NICOLE M. RODRIGUEZ (Munroe-Meyer Institute, University of Nebraska Medical Center), Rachel H. Thompson (Western New England College), and Kevin J. Schlichenmeyer and Corey Scot Stocco (New England Center for Children)
- 33. Towards a Reduction of Persistent Perseverative Behaviors in an 11-Year-Old Male With Autism** (Applied Behavior Analysis) Julie Josendale (Integrated Behavioral Technologies, Inc.) and LINDA S. HEITZMAN-POWELL (University of Kansas Medical Center)
- 34. Joint Attention and "The Broken Mirror": Preliminary Links Between Mirror Neuron Activity and Joint Attention** (DEV; Applied Behavior Analysis) AMANDA C. BESNER (University of Minnesota), John D. Hoch (Behavioral Dimensions, Inc.), and Sylvia Sng and Adele Dimian (University of Minnesota)
- 35. Autism's Broken Mirror: Mirror Neuron Activity During Motor Imitation in Children With and Without Autism** (DEV; Theory) JOHN D. HOCH (Behavioral Dimensions, Inc.) and Amanda C. Besner, Sylvia Sng, and Adele Dimian (University of Minnesota)

- 36. Accessing Diagnostic and Treatment Services: Factors Impacting Autism Knowledge in Hispanic Populations** (CSE; Theory) ALISON M. COLBERT and Jo A. Webber (Texas State University) and Reiko Graham (Texas State University-San Marcos)
- 37. Exploring the Efficacy of Behavioral Skills Training to Teach Dental Hygiene Staff to Administer Exams to Children With Autism** (Applied Behavior Analysis) MAIJA M. GRAUDINS and Fiorella Scaglia (Southern Illinois University, Carbondale) and Shantel Mullins, Ruth Anne Rehfeldt, and Ronda DeMattei (Southern Illinois University)
- 38. Teaching Learners With Autism to Initiate Greetings: Evaluating the Effects of a Point-of-View Video Model** (Applied Behavior Analysis) KATHLEEN COOPER, Melissa Connor, Amanda Annibale, Mark Suter, Jaime A. DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)
- 39. Reducing Tantrum Volume in a Teenager With Autism: The Effects of Self-Monitoring Using a Decibel Meter** (Applied Behavior Analysis) KATE BRITTON, Jaime A. DeQuinzio, Bridget A. Taylor, Courtney Gavin, and Kelly Patchell (Alpine Learning Group)
- 40. Evaluating the Use of Differential Reinforcement and Positive Practice to Decrease Stereotypic Vocalizations While Completing Multi-Step Tasks** (Applied Behavior Analysis) SHANNON CAMPBELL, Laurie Reinauer, Jaime Stine, Jaime A. DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)
- 41. The Discrete Trial Trainer as an Instructional Aid** (Applied Behavior Analysis) STEVEN RIVERS, Christian A. Benavides, and Robert K. Ross (BEACON Services)
- 42. Increasing Therapist Rate of Trial Delivery in Early Intensive Behavioral Intervention: Self-Monitoring and Audiovisual Feedback** (Service Delivery) ERIN M. COTE HOLTON, John D. Hoch, and Nancy G. Schussler (Behavioral Dimensions, Inc.)

288 Poster Session

6:00 pm–7:30 pm
Exhibit Hall F (Convention Center)
CBM

- 1. The Role of Playing in Behavior Therapy: Categorization of Sessions Conducted by two Experienced Therapists** (Service Delivery) GIOVANA DEL PRETTE and Sonia Beatriz Meyer (Universidade de São Paulo)
- 2. Matching Law and Mother-Child Interaction in Abusive Dyads.** (EAB; Applied Behavior Analysis) ARIEL VITE SIERRA, Agustin Jaime Negrete Cortes, and Rubén Parra (Universidad Nacional Autonoma de México)
- 3. Covariations Between Mother's Responsiveness and the Use of Instructions in Dyads With Behavioral Problems** (EAB; Applied Behavior Analysis) ARIEL VITE SIERRA and Agustin Jaime Negrete Cortes (Universidad Nacional Autonoma de México)
- 4. Functional Relationship Between Parental Instructional Skills and Children's Compliance** (PRA; Applied Behavior Analysis) VIOLETA FELIX ROMERO, Alejandra Monserrat Rivera Barrientos, and Silvia Morales Chaine (Universidad Nacional Autonoma de México)
- 5. Analysis of Interactions of Family Member** (EAB; Experimental Analysis) ANA RITA C. X. NAVES and Laercia Abreu Vasconcelos (Universidade de Brasilia)
- 6. A Preliminary Investigation of a Primary Prevention Program for Children At Risk for Developing Later Conduct Problems** (Applied Behavior Analysis) JESSICA MALMBERG, Clint Field, and Joanna Jenkins (Utah State University)
- 7. Kids of Different Feathers Flocking Together: Outcomes of a Mixed Population Social Skills Group** (PRA; Service Delivery) ANDREW SCHERBARTH and Susan K. Perkins-Parks (Kennedy Krieger Institute), Amy Gross (Western Michigan University), and Sarah Cavanagh, Emily D. Shumate, and Ashley Gibb (Kennedy-Krieger Institute)
- 8. Brief Outpatient Assessment and Treatment of Problem Behavior by Typically Developing Children** (PRA; Applied Behavior Analysis) CLARK I. KOPELMAN, Patrick Romani, David P. Wacker, Brooke Natchev, and Jennifer Kuhle (University of Iowa)
- 9. Current Outpatient Applications of Behavioral Assessments Conducted by Parents** (PRA; Applied Behavior Analysis) BROOKE NATCHEV, Patrick Romani, David P. Wacker, Jennifer Kuhle, and Clark I. Kopelman (University of Iowa)

10. Revisiting Kazdin (1980): Contemporary Treatment Acceptability for Problem Behavior in Children (PRA; Experimental Analysis) JAMES W. DILLER, Robert Michael Brown, and Connor H. Patros (Eastern Connecticut State University)

11. Using a Token System to Decrease Tantrums in a 5-Year-Old Boy (PRA; Service Delivery) Julie Reiss and PATRICK HEICK (Westfield State University)

289 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

DDA

1. Assessment and Treatment of Intense Chin-Pressing and Squeezing of Others (Applied Behavior Analysis) EMILY OLINDE BOUDREAUX, Ebony Holliday, Alison M Crue, and Theodosia R. Paclawskij (Kennedy Krieger Institute)

2. An Attempt to Suppress Pica Using a Stimulus Correlated With Intervention (Applied Behavior Analysis) JESSICA HOBBS, Richard G. Smith, and Amy E. Peterson (University of North Texas)

3. Sensory Extinction for Disruptive Behavior Exhibited by a Child With Autism (Applied Behavior Analysis) NICOLE ELIZABETH MARCHETTO, Sung Woo Kahng, Nicole Lynn Hausman, Heather Shirk, and Amanda Goetzel (Kennedy Krieger Institute)

4. Response Interruption and Reinforcement of an Alternative Chain of Responses for the Treatment of Pica (PRA; Applied Behavior Analysis) MANDY M. TRIGGS, Tessa Taylor Rivet, and Louis P. Hagopian (Kennedy Krieger Institute)

5. Use of a Behavioral Level System to Increase Appropriate Mealtime Behavior (PRA; Applied Behavior Analysis) KATHRYN GRAMPP, Melissa L. Gonzalez, and Carrie S. W. Borrero (Kennedy Krieger Institute)

6. A Comparison of Two Physical Guidance Procedures in the Treatment of Pediatric Food Refusal (PRA; Applied Behavior Analysis) GEORGE SCHLERETH, Carrie S. W. Borrero, and Aaron D. Lesser (Kennedy Krieger Institute)

7. A Preliminary Evaluation of Potential Contingencies During Parent-Conducted Meals Pre- and Post-caregiver Training (PRA; Applied Behavior Analysis) ERIN R. ALONSO (Kennedy Krieger Institute), Carrie S. W. Borrero (Kennedy Krieger Institute)

8. An Evaluation of Food Preferences in Children Following Behavioral Intervention for Food Refusal (PRA; Applied Behavior Analysis) JULIA N. WOODS and Carrie S. W. Borrero (Kennedy Krieger Institute)

9. Relationship of Parental Stress and Mood to the Early Course of Self-Injurious Behavior (Applied Behavior Analysis) MICHELLE D. CHIN, Patricia F. Kurtz, and John M. Huete (Kennedy Krieger Institute)

10. Effects of Discontinuing Programmatic Punishment Procedures With Intellectually Disabled Individuals (OBM; Service Delivery) JOHN POKRZYWINSKI, Louis Veneziano, and Cynthia Gronert (Woodward Resource Center)

11. Effective Implementation of Contingent Physical Restraint to Reduce Severe Aggression and Property Destruction (Applied Behavior Analysis) JAYSEN CLOUGH, Lauren F. Troy, and Frances A. Perrin (Bancroft)

12. Response Reinforcement and Response Cost: A Comparison of Two Behavioral Interventions on the Aggressive Behavior of an Adult With Prader-Willi Syndrome (PRA; Applied Behavior Analysis) DAVID M. CORCORAN and Steven Woolf (BEACON Services)

13. The Effects of Sleep Disturbance on Severe Aggressive Behavior (AUT; Applied Behavior Analysis) MATTHEW LASOSKI and Jessica A. Fedezko (Bancroft)

14. Evaluating the Effects of Medication Administration Time on Behavioral Assessments (AUT; Applied Behavior Analysis) MARIANA I. CASTILLO IRAZABAL, Lynn G. Bowman, Samantha Hardesty, and Melissa M. Shulleeta (Kennedy Krieger Institute)

15. Do Punishment Procedures Impact Mood? An Evaluation of Positive and Negative Affect in an Individual With Intellectual Disabilities (AUT; Applied Behavior Analysis) MARIANA I. CASTILLO IRAZABAL, Lynn G. Bowman, and Samantha Hardesty (Kennedy Krieger Institute)

Sunday, May 29

16. In-Home Single Case Study of Treatment of Adolescent Aggression Using Standard Celeration Charts as the Primary Method of Visual Analysis (PRA; Applied Behavior Analysis) STUART LAW, Melissa Nosik, Scott A. Miller, and W. Larry Williams (University of Nevada, Reno)

17. The Use of Choice Assessment to Complete a Health-Related Task (PRA; Applied Behavior Analysis) SHANNON DYSON, Wendy K. Berg, Kelly M. Schieltz, Joel Eric Ringdahl, and David P. Wacker (University of Iowa)

18. Effects of a Comprehensive Shaping Program Across Dimensions/ Response Classes on Self-Injurious Behavior and Verbal Behavior (VRB; Service Delivery) GREGORY R. MANCIL (University of Louisville) and Stephen Foreman (Community Ties of America, Inc.)

19. The Effects of Placing Spitting Under Stimulus Control Through the "Spitting Game" in an Effort to Reduce Frequency (PRA; Applied Behavior Analysis) SHELBY EVANS, Christina Hourani, and Pam Calabria (Heartspring)

290 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

EAB

1. Picture This: Smoking Cues as Elicitors of Compensatory Responses in Smokers (BPH; Experimental Analysis) MYCHAL MACHADO, Carolyn S. Kohn, and Matthew P. Normand (University of the Pacific)

2. The Effects of N-Acetylcysteine on Behavioral Extinction in Mice (BPH; Experimental Analysis) JILL MCDANIEL, Craig H. Kennedy, and Jeremy Veenstra-Vander Weele (Vanderbilt University)

3. Testing Pre-reading Behaviors With Equivalence Probes (EDC; Experimental Analysis) ALVARO TORRES CHÁVEZ, Angel Tovar y Romo, Menica Cera Limon, and Alejandra Luna Rodríguez (Universidad Nacional Autonoma de México)

4. Effects of Ethanol in the Development and Learning in Rats (DDA; Experimental Analysis) ADRIANA RUBIO, Thais Volpiano Arruda, Thalma Ariane Freitas, and Isaltino Marcelo Conceicao (Universidade Metodista de São Paulo)

5. Choice and Preference for Caloric and Non-caloric Food in Intellectual Disabled and Overweight Individuals (DDA; Experimental Analysis) MARINA ZANONI, Giovana Escobal, and A. Celso Goyos (Universidade Federal de São Carlos)

6. Micro-societies in the Lab: The Effect of External Environmental Consequences on Interlocking Behavioral Contingencies and Their Cultural Products (CSE; Experimental Analysis) FABIO HENRIQUE BAIA and Laercia Abreu Vasconcelos (Universidade de Brasília)

7. Eye-Tracking Behavior and Centrality Preference in Multiple-Choice Test: A Preliminary Study (Experimental Analysis) TAKAYUKI SAKAGAMI (Keio University) and Ayumi Yamada (Aoyama Gakuin University)

8. Food Preferences and Demand in the Common Brushtail Possum (*Trichosurus vulpecula*) (Experimental Analysis) KRISTIE E. CAMERON, Lewis A. Bizo, and Nicola J. Starkey (University of Waikato)

9. Effects of Preferred Versus Non-preferred Concurrent Activities in Self-Control Training (Applied Behavior Analysis) Seth W. Whiting (Southern Illinois University), HEATHER PAMULA (Southern Illinois University, Carbondale), Rebecca Batterman (Southern Illinois University), Jonah D. Martin (NeuroRestorative, Carbondale), and Mark R. Dixon (Southern Illinois University)

10. The Sharing Game: Relation With Gender and Amount of Money (Experimental Analysis) GIOVANA ESCOBAL and A. Celso Goyos (Universidade Federal de São Carlos) and Stephanie Stolarz Fantino and Edmund J. Fantino (University of California, San Diego)

11. Defensive Ability as a Modulating Factor of Pass/Rush Bias in Football Matching Analyses (Applied Behavior Analysis) BRENT KAPLAN, JohnMarc Skoch, Derek D. Reed, and Jake Richardson (University of Kansas)

12. The Experimental Control of Sub-Optimal Preference for Variability: The Role of Probability and Temporal Discrimination (Experimental Analysis) ALEXANDER WARD and Michelle Ennis Soreth (Rowan University)

13. The Effects of Ascending Versus Descending Delays to the Large Reinforcer on Indifference Points (Experimental Analysis) Tammy Wade-Galuska (University of South Carolina, Salkehatchie) and Chad M. Galuska and AMY DAWSON (College of Charleston)

14. Using a Modified Findley Switch Procedure to Measure Preference Between Differential Reinforcement of Low Rate and Differential Reinforcement of High Rate Schedules of Food Reinforcement (Experimental Analysis) DENNIS J. HAND and Mark P. Reilly (Central Michigan University)

15. Observing Responses Toward S+ or S- and the Establishment of Select or Reject Controls (EDC; Experimental Analysis) WILLIAM FERREIRA PEREZ and Gerson Yukio Tomanari (Universidade de São Paulo)

16. Evaluating Procedures to Establish Reject Control (Sample/S-) in a Matching-to-Sample Task (EDC; Experimental Analysis) WILLIAM FERREIRA PEREZ and Gerson Yukio Tomanari (Universidade de São Paulo)

17. Instructional Control Derived from Equivalence Class Formation in Children (Experimental Analysis) LIDIA MARIA MARSON POSTALLI and Deisy G. De Souza (Universidade Federal de São Carlos)

18. Test Order and Stimulus-Set Effects in Simultaneous Protocols (Experimental Analysis) ABDULRAZAQ A. IMAM (John Carroll University)

291 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

EDC

1. Skype as an Observation Tool for Functional Analysis in School Settings (AUT; Applied Behavior Analysis) ANDREW MCNALLY, Jennifer Swope, and Ken Traupmann (The Institute for Effective Education)

2. A Comparison of a Video Module and Behavioral Skills Training to Teach Implementation of Stimulus Preference Assessments (AUT; Applied Behavior Analysis) Rocío Rosales, CHRISTA HOMLITAS, Leah C. Gongola, and Dru Perren (Youngstown State University)

3. Video Modeling for Students With Challenging Behaviors in an Alternative School Classroom (Applied Behavior Analysis) SHANNON MCGUIRE (Hamilton County Educational Services Center) and Julie Morrison (University of Cincinnati)

4. Computer-Based Training of Safety Behaviors for Farm Workers in Brazil (Applied Behavior Analysis) Leticia Alves Santos and LINCOLN S. GIMENES (Universidade de Brasília), David A. Eckerman ((AI)2, Inc.), and W. Kent Anger (Oregon Health and Science University)

5. Enhancing Critical Thinking by Computer-Aided Personalized System of Instruction (PRA; Service Delivery) LEI HU, Louis Svenningsen, and Joseph J. Pear (University of Manitoba)

6. Effect of "Cover-Copy-Compare" For Number Family Combined With Reinforced Timed-Trials on the Accuracy and Fluency of Addition and Subtraction Facts (PRA; Applied Behavior Analysis) WATARU NODA and Junko Tanaka-Matsumi (Kwansei Gakuin University)

7. Generalization of Mands Concurrent With an Increase in Math Skills, Acquired Through Training in a Classroom Setting, by a Middle-School Male With Autism (AUT; Service Delivery) LOUISE SCHNAGL, Kimberly P. Weber, and Anjali Barretto (Gonzaga University)

8. Extending Research on a Computer-Based Sight-Word Reading Intervention to a Student With Autism (AUT; Applied Behavior Analysis) JARED YAW, Cora Taylor, John Parkhurst, and Christopher Skinner (University of Tennessee)

9. An Evaluation of Simultaneous Prompting to Teach Story-Writing Tasks to Students With Autism (AUT; Applied Behavior Analysis) ROBERT PENNINGTON (University of Kentucky), Donald M. Stenhoff (The BISTA Center), and Monica E. Delano (University of Louisville)

10. Assessment and Treatment of Escape Maintained Behavior in a Child With Mild Intellectual Disabilities (DDA; Applied Behavior Analysis) DONALD M. STENHOFF and Christina Barosky (The BISTA Center) and Rebecca Renee Wiskirchen and Bryan J. Davey (ACCEL)

11. Functional Analysis and Peer-Mediated Treatment for Children with Attention Deficit Hyperactivity Disorder (Applied Behavior Analysis) CHRISTINE SOLIVA and Michele Wallace (California State University, Los Angeles)

- 12. Improving Elementary Student Desk Organization: A Novel Intervention Combining a Social Story and Positive Reinforcement** (CSE; Applied Behavior Analysis) CONNIE JO SCHNOES, Wesley Jacob Sheeley, and Amanda Marie McLean (Father Flanagan's Girls and Boys Town) and Andrew Robert Heckman (Kennedy Krieger Institute)
- 13. A Comparison of Methods for Evaluating Descriptive Analyses** (Applied Behavior Analysis) ELLEN NICOLE BROSH and Claire St. Peter Pipkin (West Virginia University)
- 14. The CBS Rubrics: Tools for Evaluating Components of Functional Behavior Assessments and Behavior Intervention Plans in Iowa** (Service Delivery) TORY J. CHRISTENSEN (University of Iowa), Brenda J. Bassingthwaite (University of Iowa Children's Hospital), and John F. Lee, Todd G. Kopelman, and David P. Wacker (University of Iowa)
- 15. Year Two of a Training Service for Members of Challenging Behavior Teams in Iowa** (Service Delivery) TORY J. CHRISTENSEN, and Brenda J. Bassingthwaite (University of Iowa Children's Hospital); Jennifer Kuhle, Kelly M. Schieltz, David P. Wacker, Todd G. Kopelman, and John F. Lee (University of Iowa); and Sean D. Casey (Iowa Department of Education)
- 16. Comparison of Functional Assessment and Analysis Procedures for Students With Challenging Behaviors** (DDA; Applied Behavior Analysis) CANDACE LANE (University of Arizona) and Linda Garrison-Kane, Alexandra Beckman, Erin Wilson, Wayne Mitchell, and David Goodwin (Missouri State University)
- 17. A Program Evaluation of Academic Outcomes From Clinic-Based Parent Training in Academic Interventions** (CBM; Service Delivery) MARK D. SHRIVER, Merilee McCurdy, Cheyenne L Hughes, and Amanda Bleck (Munroe-Meyer Institute, University of Nebraska-Lincoln Medical Center)
- 18. Strategies for Summarizing Outcomes Across Cases: Just How Effective Are You?** (Applied Behavior Analysis) POLLY DARO, Maureen O'Connor, Nick Young, Melissa Andersen, and Edward J. Daly III (Munroe-Meyer Institute, University of Nebraska-Lincoln Medical Center)
- 19. Evaluation of Educational Outcomes for a Preschool Autism Program** (AUT; Applied Behavior Analysis) JUDITH SYLVA (California State University, San Bernardino) and Katherine Kirkbride, Lisa Kistler, and Gabriela Toledo (Riverside County Office of Education)
- 20. Behavioral Interventions and Consultation in a Juvenile Correctional Setting** (CSE; Service Delivery) AMANDA L. YURICK (Cleveland State University)
- 21. School-Wide Positive Behavior Support: A Case Study of Treatment Integrity Student Outcomes and Social Validity** (DDA; Applied Behavior Analysis) LEIA D. BLEVINS, James J. Fox, Ashley Hansen, Rick Aroney, Claire Black, Breana Nease, Rachael Griffin, and Heather Boreing (East Tennessee State University)
- 22. Providing Behavioral Consultation to Rural and Underserved Schools: A Technical Assistance Model Aimed at Capacity Building** (PRA; Experimental Analysis) JOHN J. WHEELER (Western Michigan University), Michael R. Mayton (West Virginia University), and Morgan Chitiyo (Southern Illinois University, Carbondale)

292 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

OBM

- 1. The Advising Satisfaction Inventory: A Brief Measure of Student Satisfaction With Academic Advising Center Services** (EDC; Theory) SASKIA FRIEDRICHS (West Chester University) and Donald A. Hantula (Temple University)
- 2. The Effects of Proximity, Written Prompts, and Public Posting on Recycling at a University Setting** (CSE; Applied Behavior Analysis) ANGELICA A. AGUIRRE and Marianne L. Jackson (California State University, Fresno)
- 3. The Use of Verbal Prompts to Increase Child Safety-Belt Use in a Grocery Store** (CSE; Applied Behavior Analysis) LEANNA MATTILA, Julie Blaskewicz, and Michael C. Clayton (Youngstown State University)
- 4. The Use of a System-Level Token Economy to Increase Customer Satisfaction and Employee Morale at a Locally Owned Grocery Store** (CSE; Applied Behavior Analysis) CHRISTINE CRAIG, Leanna Mattila, Michael C. Clayton, and Julie Blaskewicz (Youngstown State University)

- 5. Changing the Culture of a Rural Child Care Center With Low Intensity Teacher Training** (CSE; Applied Behavior Analysis) KATIE HINE (University of Kansas) and Shahla S. Ala'i-Rosales (University of North Texas)
- 6. Cash Is King: Motivating Supervising Clinicians to Reach Optimal Billing Rates** (DEV; Applied Behavior Analysis) MARY ROSSWURM (Little Star Center)
- 7. The Ratio of Safe and At-Risk Training Examples Affects Safety-Related Skills** (EAB; Applied Behavior Analysis) MATTHEW A. TAYLOR and Oliver Wirth (National Institute of Occupational Safety and Health) and Emily Linder and Alicia M. Alvero (Queens College, The City University of New York)

293 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

TBA

- 1. Interteaching: A Review and Overview of Future Research Questions** (EDC; Theory) GUNN LOKKE and Jon A. Lokke (Østfold University College) and Erik Arntzen (Akershus University College)
- 2. Teaching in the Principles of Behavioral Functions Using Equivalence Based Instruction** (EDC; Applied Behavior Analysis) JEFFERY HAMELIN, Kimberly Reyes-Giordano, Lauren Uss, Michal Halbertal, Laura Del Rio, and Daniel Mark Fienup (The Graduate Center, Queens College, The City University of New York)
- 3. The Effects of a Hand Washing Video on the Hand Washing Behavior of an Adult Male Without Disabilities** (EDC; Applied Behavior Analysis) GARY D. JACOBS and Katherine Harris (Walsh University)
- 4. Student Performance Under Scheduled and Unscheduled Testing** (EDC; Experimental Analysis) Eric Rudrud (St. Cloud State University), Emily R. Monn (University of Minnesota), and LISA OTT (St. Cloud State University)
- 5. Interaction, Overt Responding, and Feedback: An Evaluation of Course Content Delivery Systems** (Applied Behavior Analysis) KRISTIN MYERS, Daniel C. DeRosa, Cynthia Schmitt, and Jose A. Martinez-Diaz (Florida Institute of Technology)
- 6. Student Misconceptions About Behavior Analysis** (Applied Behavior Analysis) NICHOLAS WATKINS (Douglas College) and Eric Rudrud (St. Cloud State University)
- 7. Graduate Students' Visual Analysis of Multiple Baseline Across Participants Graphs With Delayed Change** (Experimental Analysis) REBECCA G. LIEBERMAN and Paul J. Yoder (Vanderbilt University)

294 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

TPC

- 1. Comparing Philosophies: Radical Behaviorism and Buddhism** (Theory) NANCY I. SALINAS and Frederick A. Ernst (University of Texas-Pan American)
- 2. Models of Behavior Adaptation: Prediction, Precision, and the Best of Both Worlds** (Theory) ELIZABETH GRACE EVEL KYONKA (West Virginia University)

295 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

VRB

- 1. Stimulus-Stimulus Pairing: Systematic Replication and Evaluation of Number of Presentations of Target Sound per Trial** (AUT; Applied Behavior Analysis) LISA M. RADER, Adriane Miliotis, Tina Sidener, and Kenneth F. Reeve (Caldwell College); David W. Sidener (Garden Academy); Lara M. Delmolino Gatley (Rutgers, The State University of New Jersey); and Vincent Joseph Carbone (Carbone Clinic)
- 2. The Effects of Auditory Matching Instruction on the Emission of Point-to-Point Echoic Responses for Children With Developmental Delays** (Applied Behavior Analysis) Sarah E. and JILL SHERMAN (Teachers College, Columbia University)

3. The Effects of a Speaker Immersion Protocol on the Independent Speaking Behavior of an Elementary School Student With Autism (Applied Behavior Analysis) Jinhyeok Choi and LAURA E. LYONS (Teachers College, Columbia University)

4. Contriving Motivating Operations to Teach Manding for Information to Children With Autism (AUT; Applied Behavior Analysis) EVELYN BOATENG (The Chicago School of Professional Psychology)

5. A Longitudinal Study of a Participant's Communicative Skills and Treatment of Factors Affecting Skill Development (Applied Behavior Analysis) DEBRA A. FLOYD (Macon County Mental Health Board)

6. Generalization Between Receptive and Tact Verbal Operants in Young Children Diagnosed With Autism (AUT; Applied Behavior Analysis) KATIE WISKOW, Brittany Byrne, Nicole C. Scharrer, and Kevin P. Klatt (University of Wisconsin-Eau Claire)

296 Business Meeting

7:30 pm–8:20 am

301 (Convention Center)

Behavioral Medicine Special Interest Group

Chair: Alyssa N. Wilson (Southern Illinois University, Carbondale)

All conference attendees interested in behavior analysis, health, and medicine are welcome. The meeting will outline events for the year and nominate and vote in SIG officers. Anyone interested is encouraged to attend.

296a Business Meeting

7:30 pm–8:20 am

605 (Convention Center)

Behaviorists for Social Responsibility Special Interest Group

Chair: Stephen E. Wong (Florida International University)

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.

297 Business Meeting

7:30 pm–8:20 pm

406 (Convention Center)

Dissemination of Behavior Analysis Special Interest Group

Chair: Joshua K. Pritchard (Florida Institute of Technology)

Annual business meeting for the Dissemination of Behavior Analysis Special Interest Group.

298 Business Meeting

7:30 pm–8:20 pm

Agate ABC (Hyatt Regency)

Speech Pathology Special Interest Group

Chair: Tracie L. Lindblad (Four Points Intervention Strategies, 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 Student Research Grant Award recipient will also present on his/her award-winning submission. As well, new this year, SPABA will present a dissemination award to an ABAI student member for his/her work in raising awareness about behavior analysis among speech-language pathologists. 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.

299 Business Meeting

7:30 pm–8:20 pm

405 (Convention Center)

Parents and Professionals Sharing the Conference Experience

Chair: Pamela H. Gorski (Reaching Potentials, Inc.)

This meeting provides an opportunity for professionals and parents of children receiving behavior analytic services 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 service agency, will host this meeting. Refreshments will be provided.

300 Business Meeting

7:30 pm–8:20 pm

403 (Convention Center)

Behavior Analyst Certification Board: Status and New Developments

Chair: Gerald L. Shook (Behavior Analyst Certification Board)

This meeting will address important developments within the Behavior Analyst Certification Board (BACB) relating to growth and changes in the BACB. Topics will include changes to eligibility and certification maintenance requirements, disciplinary standards for BACB certificants, and online certification management. The presentation also will focus on future goals and actions of the BACB.

301 Business Meeting

7:30 pm–8:20 pm

407 (Convention Center)

Applied Animal Behavior Special Interest Group

Chair: Christy A. Alligood (Disney's Animal Kingdom)

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. The AAB SIG has three primary purposes: 1) To promote behavior analytic research and the exchange of scientific information in the area of animal behavior; 2) to advocate for and promote high standards in the application of methods and techniques of behavior change with animals in applied settings; and 3) to support and promote excellence in the education and research practices of individuals dedicated to the study and management of animal behavior in applied settings. All are welcome to attend.

302 Business Meeting

7:30 pm–8:20 pm

601 (Convention Center)

Direct Instruction Special Interest Group

Chair: Wendy L. Kozma (BEACON Services)

The purpose of the Direct Instruction (DI) Special Interest Group is to promote direct instruction research and practice within the field of behavior analysis. Members of the DI SIG are researchers, practitioners, students and others who have an interest in direct instruction. The purpose of the DI SIG business meeting is to review previously established goals and objectives, revisit priorities, discuss future directions of the DI SIG, and to establish new goals and objectives as appropriate. Membership is open to anyone interested in promoting research-validated instructional practices through direct instruction. New members are welcome and all interested persons are invited to attend the 2011 DI SIG business meeting. Please contact one of the SIG chair persons for more information about joining the Direct Instruction Special Interest Group.

303 Business Meeting

7:30 pm–8:20 pm
401/402 (Convention Center)

ABAI Student Committee

Chair: Sarah M. Dunkel-Jackson (Southern Illinois University)

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. All student program representatives and student members are invited to attend.

304 Business Meeting

7:30 pm–8:20 pm
404 (Convention Center)

Education and Treatment of Children Editorial Review Board

Chair: Stephanie M. Peterson (Western Michigan University)

The purpose of this meeting is to review submission data from the last year for the journal and to discuss issues surrounding the journal. This is an open meeting, and members of the Editorial Review Board, as well as any other interested parties, are welcome to attend.

305 Business Meeting

7:30 pm–8:20 pm
302 (Convention Center)

ABAI Health, Sport, and Fitness Special Interest Group

Chair: Marianne L. Jackson (California State University, Fresno)

All conference attendees interested in behavior analytic applications in health, sport, and fitness are welcome. During this meeting, the business of the special interest group will be conducted. This year we will also have a discussion of current and future research projects. The aim will be to facilitate collaborations and stimulate discussion on this topic. Anyone interested in these areas should attend. Future events and activities will be discussed.

306 Business Meeting

7:30 pm–8:20 pm
303 (Convention Center)

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. Search: Facebook - ABA Rehab Special Interest Group to connect with this group and join at the meeting.

307 Panel Discussion

7:30 pm–8:20 pm
603 (Convention Center)
TBA; Applied Behavior Analysis
BACB CE Offered. CE Instructor: Christine Barthold, Ph.D.

Teaching Applied Behavior Analysis in a Non-applied Behavior Analysis Program: Professional Development Series Event

Chair: Chrystal E. R. Jansz (University of Nebraska-Lincoln)

JAMES L. SOLDNER (Assumption College)

CHERYL A. YOUNG (Montana State University Billings)

CHRISTINE HOFFNER BARTHOLD (University of Delaware)

307a Special Event

7:30pm - 9:00pm

610/612 (Convention Center)

OTH; Experimental Analysis

Honoring the life of Stephen C. Luce (1950–2010)

Chair: Peter Troy (Melmark New England)

STEPHEN ANDERSON (Summit Educational Resources)

ARTHUR CAMPBELL (none)

KATHLEEN DYER (River Street Autism Program)

JUDITH FAVELL (AdvoServ)

GINA GREEN (San Diego State University)

R. VANCE HALL (University of Kansas)

ERIC LARSSON (Løvaas Institute)

JILL E. MCGRAL MAHER (Crossroads School for Children)

LINDA MEYER (Autism New Jersey)

TERRY PAGE (AdvoServ)

MARY JANE WEISS (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

308 Reunion

ABAI Accredited Program

8:30 pm–11:00 pm

Centennial Ballroom F (Hyatt Regency)

The Ohio State University Reunion

Chair: Sheila R. Alber-Morgan (The Ohio State University)

The Ohio State University special education program will be hosting its annual reunion. All alumni, faculty, students, and friends are invited. Please help us celebrate our 2011 SABA Award for Enduring Programmatic Contributions to Behavior Analysis.

309 Reunion

8:30 pm–11:00 pm

Mineral Hall D (Hyatt Regency)

Auburn University Reunion

Chair: Linda A. LeBlanc (Auburn University)

The purpose of this reunion is to provide a meeting place for current and former students, faculty, and others associated with Auburn University. War Eagle!

310 Reunion

ABAI Accredited Program

8:30 pm–11:00 pm

Centennial Ballroom G (Hyatt Regency)

University of North Texas Department of Behavior Analysis Reunion

Chair: Richard G. Smith (University of North Texas)

Students, faculty, alumni, and friends of the University of North Texas' Department of Behavior Analysis are invited to reunite with old friends and meet new ones.

311 Reunion

8:30 pm–11:00 pm

Agate ABC (Hyatt Regency)

Speech Pathology Special Interest Group Social Hour Reception

Chair: Tracie L. Lindblad (Four Points Intervention Strategies, 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. All current, previous, and future SPABA members welcome. Bring a friend!

312 Reunion*ABAI Accredited Program*

8:30 pm–11:00 pm

Centennial Ballroom D (Hyatt Regency)

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.

313 Reunion*ABAI Accredited Program*

8:30 pm–11:00 pm

Centennial Ballroom H (Hyatt Regency)

Florida Institute of Technology Reunion

Chair: Kristin Myers (Florida Institute of Technology)

The purpose of this event is to provide an opportunity for Florida Tech alumni, faculty, students, family, and friends to gather together during this year's conference.

314 Reunion*ABAI Accredited Program*

8:30 pm–11:00 pm

Centennial Ballroom A (Hyatt Regency)

Simmons College Programs in Behavior Analysis Reunion

Chair: Amanda N. Kelly (SEEM Collaborative)

Please join the social gatherings for Simmons College Programs in Behavior Analysis. This reunion is open to all alumni, faculty, students, and friends. If you cannot arrange to attend for the entire event, please plan to stop in to see friends and faculty from the program.

315 Reunion

8:30 pm–11:00 pm

Centennial Ballroom Foyer B (Hyatt Regency)

Reunion for the ABA Departments of the Chicago School, the B. F. Skinner Foundation, and the Cambridge Center for Behavioral Studies

Chair: Charles T. Merbitz (The Chicago School of Professional Psychology)

This event provides an opportunity for all ABAI convention attendees involved with or interested in the B. F. Skinner Foundation, the Cambridge Center, and The Chicago School's ABA Departments to get together, get updates on our activities, and make plans for an even better future. All ABAI attendees are welcome. The Chicago School now includes two ABA departments, one in Chicago and one in Los Angeles, our master's and Ph.D. programs, our elementary school in Chicago, other affiliated public schools, and more. This event is co-sponsored by the B. F. Skinner Foundation, the Cambridge Center, and the ABA Departments of The Chicago School in Chicago and Los Angeles.

316 Reunion

8:30 pm–11:00 pm

Centennial Ballroom Foyer A (Hyatt Regency)

Welcome to Denver! An Event Hosted by the Four Corners Association for Behavior Analysis

Chair: Erin B. Rasmussen (Idaho State University)

Four Corners Association for Behavior Analysis, a regional ABAI chapter, welcomes you to the mile-high city. Join us for discussions about the area, including behavior analysis in the Four Corners region (Colorado, Utah, New Mexico, and Arizona—and our fifth “corner,” Idaho), as well as fun things to do while in Denver.

317 Reunion

8:30 pm–11:00 pm
Mineral Hall B (Hyatt Regency)

Columbia University and CABAS Reunion

Chair: R. Douglas Greer (Teachers College, Columbia University)

A social gathering for graduates of the Programs in Behavior Analysis of Columbia University's Graduate School of Arts and Sciences and Teachers College, as well as CABAS' professionals and friends from around the world.

318 Reunion

8:30 pm–11:00 pm
Mineral Hall FG (Hyatt Regency)

University of North Carolina Wilmington

Chair: Christine E. Hughes (University of North Carolina Wilmington)

This reunion will provide an opportunity for UNCW alumni, faculty, students, family, and friends to gather together during this year's convention.

319 Reunion

ABAI Accredited Program

8:30 pm–11:00 pm
Centennial Ballroom E (Hyatt Regency)

Behavior Analysis Program at the University of Nevada, Reno

Chair: Ramona Houmanfar (University of Nevada, Reno)

This is a forum to celebrate the 21st anniversary of the Behavior Analysis Program at University of Nevada, Reno, with students, faculty, alumni, and other colleagues at ABAI.

320 Reunion

ABAI Accredited Program

8:30 pm–11:00 pm
Quartz AB (Hyatt Regency)

University of Florida Reunion

Chair: Erica Feuerbacher (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.

321 Reunion

ABAI Accredited Program

8:30 pm–11:00 pm
Centennial Ballroom B (Hyatt Regency)

University of Kansas

Chair: Edward K. Morris (University of Kansas)

The Kansas reunion sets the occasion for the alumni of the Department of Human Development and Family Life (1964–1994) and Applied Behavioral Science (1994–present) to gather, become reacquainted, and meet current faculty and students. We feature a slide show and cash bar.

322 Reunion

8:30 pm–11:00 pm
Mineral Hall A (Hyatt Regency)

BEACON Services

Chair: Steven Woolf (BEACON Services)

The BEACON Services reunion is a get together for current and former employees.

323 Reunion

8:30 pm–11:00 pm
Granite ABC (Hyatt Regency)

Friends of Brazil

Chair: A. Celso Goyos (Universidade Federal de São Carlos)

To celebrate life and share common professional and cultural interests with American and international members of ABAI.



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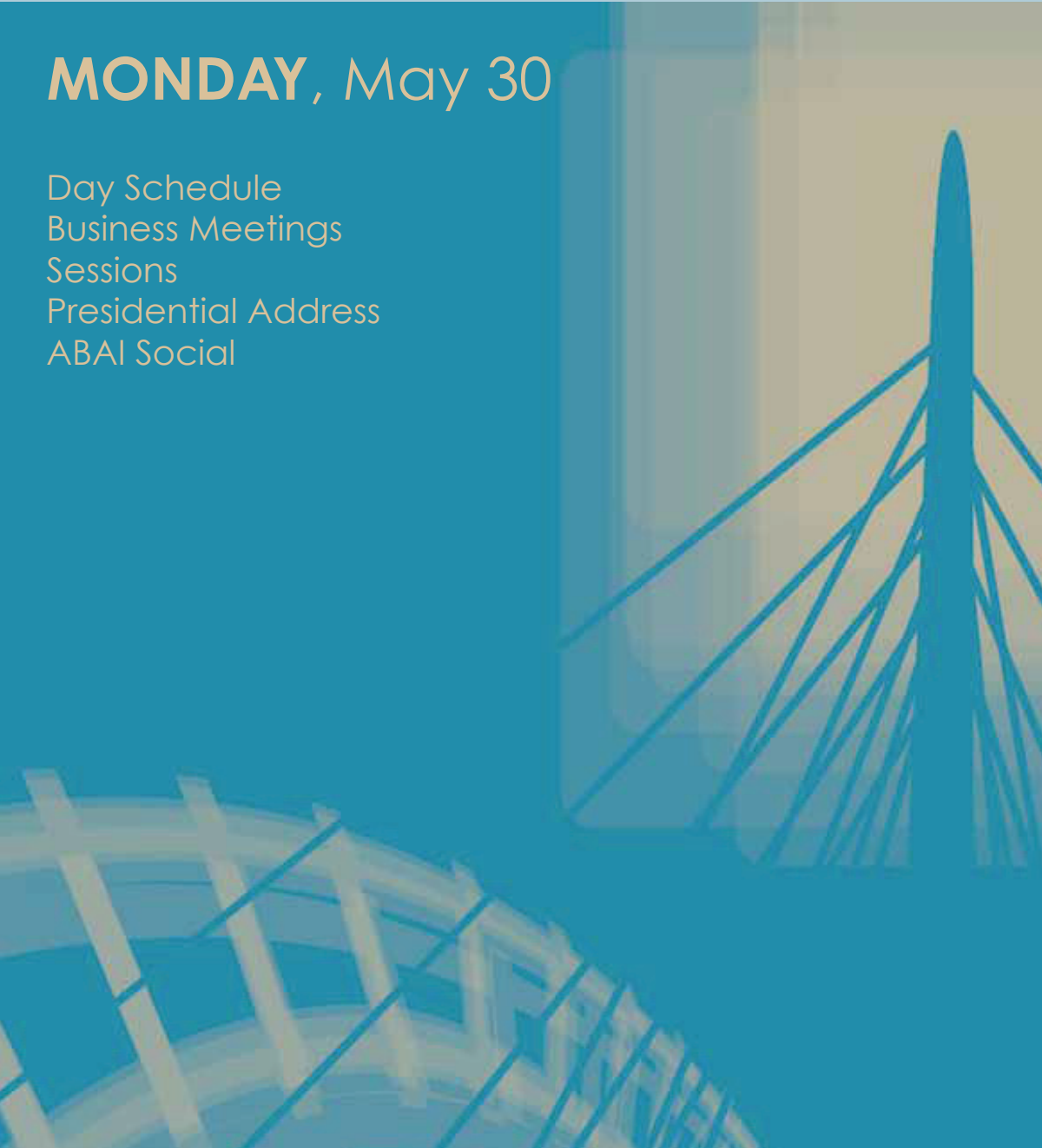
To learn more about the admission process, please contact the Admissions Office at **study@wnec.edu** or **413-782-1517**.

For details about the program, visit our website at:
www.wnec.edu/behavioranalysis

ABAI Denver 2011

MONDAY, May 30

Day Schedule
Business Meetings
Sessions
Presidential Address
ABAI Social



Colorado Convention Center; Monday, May 30

	Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		3 pm	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Meeting Room Level (Street Level)	Exhibit Hall F	Exhibits (10 am–2 pm), Bookstore, Posters, and Registration										Poster Session		Exhibits (10 am–2 pm), Bookstore, Posters, and Registration					
	301			#324 ABAI Business Mtg.						#387 BPH Ch: Pinkston									
	302					#351 OTH Ch: Schaller								#423 OTH Ch: Murphy				#450 OTH Ch: Meshes	
	303																		
	304																		
	401/402					#329 SCI Taub	† ‡	#356 EAB Green	† ‡	#390 SCI Montague	† ‡			#402 BPH Rasmussen	† ‡	#433 SCI Salamone	† ‡	#462 SCI	
	403					#344 EAB Ch: Ketterling			#374 EAB Ch: Arntzen									#444 EAB Ch: Florentino	
	404					#345 EAB Ch: Ledoux			#375 EAB Ch: Alsop					#420 EAB Ch: Stewart				#445 EAB Ch: Maqalhaes	
	405					#343 EAB Ch: Weatherly		†	#376 EAB Ch: Weatherly					#419 EAB Ch: Mui Ker Lik		†		#446 EAB Ch: Grijo	
	406					#342 EAB Ch: Brewer								#418 EAB Ch: Jacobs				#443 EAB Ch: Gaalema	
	407																		
	601					#354 TPC Ch: Marcotte			#385 TPC Ch: Lovelace					#426 TPC Ch: Gudmundsson				#453 TPC Ch: Oliver	†
	602	Interview Room				Interview Room								Interview Room					
	603					#336 CBM Ch: Whiteman			#367 CBM Ch: Kanter		†			#403 CBM Ch: Critchfield				#458 CBM	
	604	Interview Room				Interview Room								Interview Room					
	605					#337 CBM Ch: Drayton			#368 CBM Ch: Walker					#404 CBM Ch: Murray				#459 CBM	
	606	Spk. Rdy. Rm.				Speaker Ready Room								Speaker Ready Room					
	607					#328 DEV Baum	† ‡	#359 TPC Moore	† ‡	#388 CSE Bolan	† ‡			#405 OBM McSweeney	† ‡	#431 CBM Walters	† ‡		
	610/612					#325 DEV Ch: Hersley			#373 DEV Ch: Luke		†			#417 DEV Ch: Baker		†		#442 DEV Ch: Miller	
	704/706					#350 OBM Ch: Putnam		†	#381 OBM Ch: Mawhinney									#434 OBM Ch: Reimer	
	708					#338 CSE Ch: Sandaker			#369 CSE Ch: Yen									#460 CSE	
	710/712					#349 OBM Ch: Karsten		†	#380 OBM Ch: Methot		†							#449 OBM Ch: Slowiak	
Ballroom Level (Sub-Level)	Korbel Ballroom 1A					#346 EDC Ch: Anderson		†	#379 EDC Ch: Heal		†			#421 EDC Ch: Whalen		†		#448 EDC Ch: Singer-Dudek	
	Korbel Ballroom 1B					#347 EDC Ch: Hansen		†	#378 EDC Ch: Hughes		†			#428 EDC Ch: Olive				#461 EDC	
	Korbel Ballroom 1C					#348 EDC Ch: Rao			#377 EDC Ch: Kopelman					#422 EDC Ch: Keenan				#447 EDC Ch: Johnson	
	Korbel Ballroom 1D					#353 TBA Ch: Sheyab			#383 TBA Ch: Allen-Williams					#424 TBA Ch: DeBernardis		†		#452 TBA Ch: Goodwyn	
	Korbel Ballroom 1E								#384 TBA Ch: Critchfield		†			#425 TBA Ch: McGreevy		†			
	Korbel Ballroom 1F							#360 AAB Ch: Fernandez		†				#408 AAB Ch: Allen				#455 VRB Ch: Wade	
	Korbel Ballroom 2A					#326 AAB Ramirez	† ‡	#358 TBA D. Ross	† ‡	#389 OTH B. Ross	† ‡					#432 EDC Skinner	† ‡		
	Korbel Ballroom 2B					#355 VRB Ch: Dlouhy			#386 VRB Ch: Tanaka					#427 VRB Ch: Calkin		†		#454 VRB Ch: Cihon	†
	Korbel Ballroom 2C					#340 DDA Ch: Dogge			#370 DDA Ch: Smith		†			#416 DDA Ch: Miltenberger					
	Korbel Ballroom 3A					#352 PRA Ch: Kuozyk			#382 PRA Ch: Fuller					#406 PRA Ch: Green		†		#451 PRA Ch: Meyer	
	Korbel Ballroom 3B					#341 DDA Ch: Vogel			#371 DDA Ch: Casey		†			#414 DDA Ch: Roane		†		#440 DDA Ch: Spooner	
	Korbel Ballroom 3C					#339 DDA Ch: Cannella-Malone		†	#372 DDA Ch: Brower-Brethwieser					#415 DDA Ch: Tu				#441 DDA Ch: Fredrick	
	Korbel Ballroom 4A					#334 AUT Ch: Hoerger		†	#364 AUT Ch: Schwartz		†			#412 AUT Ch: Gardner		†		#437 AUT Ch: Neuman	†
	Korbel Ballroom 4B					#335 AUT Ch: Sloman		†	#365 AUT Ch: Neidert		†			#411 AUT Ch: Barbera		†		#439 AUT Ch: Najdowski	†
	Korbel Ballroom 4C					#332 AUT Ch: Ghezzi		†	#366 AUT Ch: Feldman					#413 AUT Ch: Naidowski		†		#438 AUT Ch: Tarbox	†
	Korbel Ballroom 4D					#333 AUT Ch: Dozier		†	#363 AUT Ch: Schramm		†			#410 AUT Ch: Axe		†		#436 AUT Ch: Falcomata	†
	Korbel Ballroom 4E					#331 AUT Ch: Weatherly		†	#362 AUT Ch: Martineau		†			#409 AUT Ch: Carter		†		#435 AUT Ch: Allen	†
	Korbel Ballroom 4F					#330 AUT Ch: Kodak		†	#361 AUT Ch: Wallace		†			#401 AUT Ch: Bondy		†	#429 AUT Ch: Romanczyk	†	#457 AUT
	Four Seasons 1-3																		
	Four Seasons 4					#327 DDA Carr	† ‡	#357 PRA Reid	† ‡					#407 VRB Greer	† ‡	#430 AUT Ahearn	† ‡	#456 VRB	† ‡

Colorado Convention Center; Monday, May 30

4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am		Room	
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
Exhibits, Bookstore, Posters, and Registration (until 7:30 pm)				Poster Session #5														Exhibit Hall F	
								#475 JOBIM	#485 OBIM Network									301	
#450 Cont'd.								#481 Ohio ABA										302	
								#474 Iowa ABA										303	
								#477 BIG SIG										304	
#462 Cont'd. Soto †‡								#483 Autism SIG										401/402	
#444 Cont'd.								#476 BASS SIG										403	
#445 Cont'd.								#478 BACB: Int'l Cert.										404	
#446 Cont'd.								#480 DEV SIG										405	
#443 Cont'd.								#482 OTH Ch: MacDonald †										406	
								#479 Expmntl. Analysis SIG										407	
#453 Cont'd.																		601	
Interview Room								Interview Room										602	
#458 Cont'd. Ch: Bransletter-Rost																		603	
Interview Room								Interview Room										604	
#459 Cont'd. Ch: Howard																		605	
Sp. Rdy. Rm.								Speaker Ready Room										606	
																		607	
#442 Cont'd.																		610/612	
#434 Cont'd.																		704/706	
#460 Cont'd. Ch: Winston																		708	
#449 Cont'd.																		710/712	
#448 Cont'd.																		Korbel Ballroom 1A	
#461 Cont'd. Ch: Bassingthwaite †																		Korbel Ballroom 1B	
#447 Cont'd.				#463 Ch. Rumigh															Korbel Ballroom 1C
#452 Cont'd.																		Korbel Ballroom 1D	
																		Korbel Ballroom 1E	
#455 Cont'd.																		Korbel Ballroom 1F	
																		Korbel Ballroom 2A	
#454 Cont'd.																		Korbel Ballroom 2B	
																		Korbel Ballroom 2C	
#451 Cont'd.																		Korbel Ballroom 3A	
#440 Cont'd.																		Korbel Ballroom 3B	
#441 Cont'd.																		Korbel Ballroom 3C	
#437 Cont'd.																		Korbel Ballroom 4A	
#439 Cont'd.																		Korbel Ballroom 4B	
#438 Cont'd.																		Korbel Ballroom 4C	
#436 Cont'd.																		Korbel Ballroom 4D	
#435 Cont'd.																		Korbel Ballroom 4E	
#457 Cont'd. Ch: Riviere																		Korbel Ballroom 4F	
																		Four Seasons 1-3	
#464 Pres. Address																		Four Seasons 4	
#456 Cont'd. Ramscar																			

†

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LEGEND

=

Special and
Invited Events

=

B. F. Skinner
Lecture Series

=

ABAI Services

†

=

Continuing
education credit
available for
BABC certificants

‡

=

Continuing
education credit
available for
psychologists

Ch.

=

Chairperson

Hyatt Regency Denver; Monday, May 30

	Room	5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am		1 am	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Fourth Level	Capitol Ballroom 1									#486 ABAI Social									
	Capitol Ballroom 2																		
	Capitol Ballroom 3																		
	Capitol Ballroom 4																		
	Capitol Ballroom 5																		
	Capitol Ballroom 6																		
	Capitol Ballroom 7																		
	Limestone																		
	Sandstone																		
	Marble																		
Third Level	Centennial Ballroom Foyer A																		
	Centennial Ballroom Foyer B																		
	Centennial Ballroom A																		
	Centennial Ballroom B																		
	Centennial Ballroom C																		
	Centennial Ballroom D																		
	Centennial Ballroom E									#484 Ogden R. Lindsay Standard Celebration Chart Share									
	Centennial Ballroom F																		
	Centennial Ballroom G																		
	Centennial Ballroom H																		
	Mineral Hall A																		
	Mineral Hall B																		
	Mineral Hall C																		
	Mineral Hall D																		
	Mineral Hall E																		
	Mineral Hall F																		
	Mineral Hall G																		
	Agate ABC																		
	Granite A																		
	Granite BC																		
	Quartz A																		
	Quartz B																		

LEGEND

= Special and Invited Events

324 Special Event

8:00 am–8:50 am

301 (Convention Center)

OTH; Service Delivery

ABAI Business Meeting

Chair: Richard W. Malott (Western Michigan University)

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 Senior Co-chair)

MARIA E. MALOTT (Chief Executive Officer)

LINDA J. PARROTT HAYES (Education Board Coordinator)

Abstract: The president, boards, and CEO will provide an update on the ongoing activities of the Association.

325 Paper Session

9:00 am–9:20 am

610/612 (Convention Center)

DEV

Sex, Gender, Personality, and Coping Among Veterans of Iraq and Afghanistan

Chair: Alan L. Hensley (Prairie Oaks Mental Health Services, LLC)

Sex, Gender, Personality, and Coping Among Veterans of Iraq and Afghanistan

(Applied Behavior Analysis)

ALAN L. HENSLEY (Prairie Oaks Mental Health Services, LLC)

326 Invited Tutorial

9:00 am–9:50 am

Korbel Ballroom 2A (Convention Center)

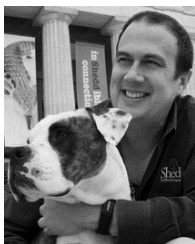
AAB; Applied Behavior Analysis

PSY/BACB CE Offered. CE Instructor: Kenneth Ramirez

Applied Behavior Analysis in the Zoological Environment

Chair: Christy A. Alligood (Disney's Animal Kingdom)

KENNETH T. RAMIREZ (John G. Shedd Aquarium)



Ken Ramirez is the executive vice-president of animal collections and animal training and he develops and supervises animal care programs, staff training and development as well as public presentation programs for the entire animal collection at Chicago's Shedd Aquarium. A 30-plus year veteran of animal care and training, Ken is a biologist and animal behaviorist who has worked both as a behavioral curator and as a consultant to many zoo and aquarium programs throughout the world. He began his training career working with guide dogs for the visually impaired and has maintained a close affiliation to pet training throughout his career. He hosted two successful seasons of the pet training television series *Talk to the Animals*

that compared pet training to the important work done with training and caring for animals in zoological facilities. He has also recently worked closely with several search and rescue dog organizations, service dog groups, as well as with bomb and narcotic dogs.

Abstract: In the last several decades the use of applied behavior principles has grown in importance and sophistication in the zoo and aquarium world. The modern zoological facility often employs a curator level position to oversee behavior management and enrichment programs. Although the basic principles and theories used in zoos and aquariums are not new to the community of behavior analysts, the practical applications and techniques are just emerging and becoming more commonplace in the zoological world. Early application of training principles was primarily used in shows and educational programming. Skilled practitioners of applied behavior principles have also

been instrumental in improving animal health care through training exotic animals to assist in their own medical treatment. Perhaps most notable is the increased use of operant and classical conditioning principles in improving the effectiveness of enrichment practices, expanding research capabilities, and advancing wildlife conservation programs. These examples will be used to highlight the growing role of applied behavior analysis in providing excellent animal care.

327 Invited Tutorial

9:00 am–9:50 am

Four Seasons 4 (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: James Carr, Ph.D.

Improving Practitioners' Access to and Experience With the Research Literature

Chair: Jennifer M. Asmus (University of Wisconsin-Madison)

JAMES E. CARR (Auburn University)



James E. Carr, Ph.D., BCBA-D is an associate professor of psychology at Auburn University and co-director of its applied behavior analysis graduate program. His current research and clinical interests include the behavioral treatment of autism and intellectual disabilities, verbal behavior, and practitioner training. Dr. Carr has published over 100 scientific articles and is currently a member of the boards of directors of the Behavior Analyst Certification Board and the Society for the Experimental Analysis of Behavior. He is currently an associate editor of the journals *Behavior Analysis and Practice* and *The Behavior Analyst* and is a past associate editor of *Journal of Applied Behavior Analysis*. Dr. Carr received his Ph.D. in

1996 from Florida State University and previously served on the psychology faculties at University of Nevada, Reno (1996–1999) and Western Michigan University (1999–2008).

Abstract: The profession of applied behavior analysis has undergone a number of exciting changes in recent years. The demand for our services, growth of the certification program, and development of new graduate programs have all combined to increase the number of new behavior analytic practitioners. In fact, there are currently approximately 8,000 individuals who hold certification in behavior analysis, an increase of several thousand from just a few years ago. Despite historical and ethical obligations to base behavior analytic practice on peer-reviewed evidence, a number of barriers sometimes make this difficult. For example, a number of clinically relevant experimental questions have not yet been answered in the literature. In addition, although the behavioral literature is replete with examples of effective treatment, there is a paucity of peer-reviewed published guidance on how to select these treatments given specific clinical circumstances. Finally, although graduate students in behavior analysis often receive training on how to critically consume the research literature, there are a number of obstacles to their access to the literature after graduation. In this presentation, I will describe several scholarly mechanisms through which behavioral scientists and senior clinicians can influence the behavior of new practitioners. Examples will be provided in the areas of developing clinical decision-making guidelines assisting practitioners in accessing the research literature.

328 Invited Presenter

9:00 am–9:50 am

607 (Convention Center)

DEV

PSY/BACB CE Offered. CE Instructor: William Baum, Ph.D.

Why Private Events Are a Mistake

Chair: Hayne W. Reese (West Virginia University)

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 post-doctoral fellow, research associate, and assistant professor at Harvard University. He spent two years at the NIH Laboratory for Brain, Evolution, and Behavior and then accepted an appointment in psychology at University of New Hampshire in 1977. He retired from there in 1999. He currently has an appointment as associate researcher at the 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: Private events present a dilemma for behavior analysis. On one hand, their reality seems manifest; everyone thinks, senses, and feels. On the other hand, their privacy is problematic for a science of behavior, because one cannot observe them in another creature. Even if we allow that privacy is accidental—only the result of absence of technology—the problem remains, because private events in another creature can only be inferred and therefore are as hypothetical as any mental construct. We may clarify the problem by examining three examples: waiting, hearing, and pain. From these, we see that the problem arises when one asks what a person is doing at a particular moment. Behavior analysts have sometimes tried to distinguish one momentary activity from another by appealing to private events, a move no better than folk psychology. The solution to the problem appears when we see that the phrase "momentary behavior" is an oxymoron. Behavior is temporally extended by its nature, and asking what a person is doing at a moment is a pseudo-question, akin to asking how many angels can dance on the head of a pin. Extended patterns of behavior produce observable, measurable results. Applying this insight to the examples of waiting, hearing, and pain, we see how it removes the need to talk about private events at all.

329 B. F. Skinner Lecture Series

9:00 am–9:50 am

401/402 (Convention Center)

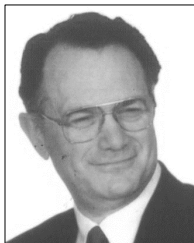
SCI

PSY/BACB CE Offered. CE Instructor: Edward Taub, Ph.D.

Constraint-Induced Therapy: The Use of Operant Training to Produce New Treatments in Neurorehabilitation

Chair: Timothy D. Hackenberg (Reed College)

EDWARD TAUB (University of Alabama at Birmingham)



Edward Taub is a professor at the University of Alabama at Birmingham. He is a behavioral neuroscientist whose original training was in behavior analysis at Columbia University. His first mentor was Fred Keller followed by Joseph V. Brady. The initial research he carried out employed primates given surgical abolition of somatic sensation of the forelimbs (i.e., deafferentation); it demonstrated that sensory feedback and spinal reflexes are not necessary for the learning and performance of behavior. This work gave rise to the development of constraint-induced (CI) therapy for the improvement of impaired movement associated with different types of damage to the central nervous system in humans such as stroke, traumatic brain injury, multiple

sclerosis, and cerebral palsy. A variant is also used for language in aphasic patients. The primate research and the CI therapy family of treatments are based on the use of behavior analysis methodology. Dr. Taub has received several major awards for this work and is currently retiring chair of Section J (Psychology) of American Association for the Advancement of Science.

Abstract: Constraint-induced (CI) therapy is a family of neurorehabilitation treatments that involve shaping and other behavioral procedures to substantially improve motor deficits produced by brain damage. Its main application has been to stroke patients, but the basic procedure has also been used

with patients with traumatic brain injury and multiple sclerosis, and modified protocols have been used for patients with cerebral palsy and other motor deficits due to brain damage in pediatric patients (pediatric CI therapy), language in aphasia patients (CI aphasia therapy-CIAT), focal hand dystonia, and phantom limb pain. The efficacy of CI therapy for stroke patients has been established by a multisite randomized clinical trial (*JAMA*, 2006; *Lancet Neurol.*, 2008) and numerous single-site randomized controlled trials. It may be viewed as behavior analysis' contribution to the field of neurorehabilitation.

330 Symposium

9:00 am–10:20 am

Korbel Ballroom 4F (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Tiffany Kodak, Ph.D.

Identifying Effective Instructional Strategies for Teaching Discrimination Skills to Individuals With Autism Spectrum Disorders

Chair: Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center)

Discussant: Jason C. Bourret (New England Center for Children)

A Comparison of Constant and Progressive Time Delay in Match-to-Sample Instruction

CAMMARIE JOHNSON, Sean O'Neil, Christine Gates, and Melissa Martin (New England Center for Children)

Incorporating Non-target Stimuli in the Events Surrounding Learning Trials

JASON C. VLADESCU, Tiffany Kodak, Andrea Clements Stearns, and Laura Mulford (Munroe-Meyer Institute, University of Nebraska Medical Center)

Incorporating Instructive Feedback Into a Stimulus Equivalence Preparation to Obtain Untrained Relations With Children With Autism

TIFFANY KODAK, Andrea Clements Stearns, Elizabeth Gawley, and Nitasha Dickes (Munroe-Meyer Institute, University of Nebraska Medical Center)

331 Symposium

9:00 am–10:20 am

Korbel Ballroom 4E (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Nicholas Weatherly, Ph.D.

Legislation, Insurance, and Licensure for Behavior Analysts: Understanding the Process and Identifying Systematic Opportunities for Growth

Chair: Nicholas L. Weatherly (Spalding University)

Discussant: Gerald L. Shook (Behavior Analyst Certification Board)

Legislation, Licensure, and Insurance for Behavior Analysts in Kentucky

NICHOLAS L. WEATHERLY and Keith Hersh (Spalding University)

Missouri: Licensure and Insurance Coverage of Applied Behavior Analysis

TODD M. STREFF (Great Strides Behavioral Consulting, Inc.)

Arizona Licensure: The Sequel

DANIEL P. DAVIDSON (Northern Arizona University) and David K. Giles (Intermountain Centers for Human Development)

332 Symposium

9:00 am–10:20 am

Korbel Ballroom 4C (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Patrick Ghezzi, Ph.D.

Innovations in Language Instruction for Young Learners With Autism

Chair: Patrick M. Ghezzi (University of Nevada)

Discussant: Rachel S. Findel-Pyles (The Chicago School, Los Angeles)

Reciprocal Imitation Training in Young Children With Autism

JENNIFER A. BONOW, Leif Erik Nielsen, Patrick M. Ghezzi (University of Nevada, Reno)

The Effects of Positive and Negative Reinforcement on Manding by Young Children With Autism
CHRISTINE M. COFFMAN and Patrick M. Ghezzi (University of Nevada, Reno)

Strengthening Relational Operants Improves Reading Comprehension

KENDRA L. BROOKS RICKARD (Center for Advanced Learning), Kimberly Nix Berens (Fit Learning), Patrick M. Ghezzi (University of Nevada, Reno), Tiffany Humphreys (Florida State University), and Amy Lynn Evans (University of Nevada, Reno)

333 Symposium

9:00 am–10:20 am

Korbel Ballroom 4D (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Claudia Dozier, Ph.D.

Examining the Utility of Preference and Reinforcer Assessments for Identifying Social Reinforcers

Chair: Claudia L. Dozier (University of Kansas)

Assessment of Social Stimulus Preference and Reinforcement Effects for Individuals With Autism

Anibal Gutierrez, Jr. (University of Miami), WANDY CACERES (Florida International University), Melissa N. Hale and Jennifer Stella Durocher (University of Miami), and Michael Alessandri (San Jose State University)

Evaluation of Assessment Methods for Identifying Social Reinforcers

MAUREEN KELLY, Eileen M. Roscoe, and Gregory P. Hanley (Western New England College)

An Evaluation of the Effects of Social Interaction on Preference and Response Allocation

BROOKE ASHLEY JONES, Claudia L. Dozier, and Pamela L. Neidert (University of Kansas)

A Comparison of the Effects of Immediate Reinforcement Histories on Subsequent Response Allocation

Amy HARPER, Claudia L. Dozier, Brooke Ashley Jones, Danielle L. Gureghian, and Pamela L. Neidert (University of Kansas)

334 Symposium

9:00 am–10:20 am

Korbel Ballroom 4A (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Marguerite Hoerger, Ph.D.

Applications of the York Measure of Quality of Intensive Behaviour Intervention

Chair: Marguerite L. Hoerger (Bangor University)

The Development of the York Measure of Quality of Intensive Behavioural Intervention

ADRIENNE M. PERRY, Helen Penn Flanagan, and Alice Prichard (York University)

Using the York Measure of Quality Intensive Behaviour Intervention as a Tool to Provide Training and Feedback to Therapists Who Work on Intensive Behaviour Intervention Programs

SHUMAILA JAFFREY and Marguerite L. Hoerger (Bangor University)

Using the York Measure of Intensive Behaviour Intervention to Improve the Quality of an Intensive Behaviour Therapy Program Results in a Decrease in Challenging Behaviour

MARGUERITE L. HOERGER (Bangor University)

Current Research on the York Measure of Quality of Intensive Behavioural Intervention

KSUSHA BLACKLOCK, Adrienne M. Perry, and Shauna Whiteford (York University)

335 Symposium

9:00 am–10:20 am

Korbel Ballroom 4B (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Robert LaRue, Ph.D.

Variables Influencing the Effectiveness of Communication Training in Individuals With Autism Spectrum Disorders and Developmental Disabilities

Chair: Kimberly Sloman (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

Discussant: Michael E. Kelley (Munroe-Meyer Institute, University of Nebraska Medical Center)

Influence of Motivating Operations and Discriminative Stimuli on Voice Output Communication Aid Use
CHATURI EDRISINHA (St. Cloud State University) and Mark F. O'Reilly (Meadows Center for Preventing Educational Risk)

Assessment of Communication Modality Preference in Learners With Autism

ROBERT LARUE and Kimberly Sloman (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey), Mary Jane Weiss (The McCarton School), and Lara M. Delmolino Gately, Amy Paige Hansford, Michele L. Newman Lefebvre, Suzannah J. Ferraioli, and Meredith Bamond (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

Further Evaluations of the Use of Multiple Schedules of Reinforcement During Functional Communication Training

TERRY S. FALCOMATA (University of Texas at Austin), Henry S. Roane (State University of New York, Upstate Medical University), Kasey Stephenson (Munroe-Meyer Institute, University of Nebraska Medical Center), and Anna Ing (Western Michigan University)

336 Symposium

9:00 am–10:20 am

603 (Convention Center)

CBM; Applied Behavior Analysis

Fostering Emotionally Impactful Conversations: The Effect of Contextual Manipulations on Behavioral Indices of Engagement

Chair: Kerry C. Whiteman (University of Mississippi)

Discussant: Catherine H. Adams (University of Mississippi)

Behavioral Indices of Conversational Engagement and Content

JEFFREY OLIVER, Apral Foreman, Regan M. Slater, Maureen Kathleen Flynn, Michael Bordieri (University of Mississippi); Emily Kennison Sandoz (University of Louisiana at Lafayette); and Kate Kellum and Kelly G. Wilson (University of Mississippi)

Behavioral Indices of Presence

JAMES A. GENTRY and Regan M. Slater (University of Mississippi), Emily Kennison Sandoz (University of Louisiana at Lafayette), and Kate Kellum and Kelly G. Wilson (University of Mississippi)

Behavioral Indices of Core Acceptance and Commitment Therapy Processes in a Values-Based Interview

ARACELIA RODRIGUEZ, Jasmine Barnes, Maureen Kathleen Flynn, Regan M. Slater, and Michael Bordieri (University of Mississippi); Emily Kennison Sandoz (University of Louisiana at Lafayette); and Kate Kellum and Kelly G. Wilson (University of Mississippi)

337 Paper Session

9:00 am–10:20 am

605 (Convention Center)

CBM

Behavior Analysis for Parents and Families

Chair: Amy K. Drayton (University of Michigan)

Behavior Analysis in the Child Welfare System (Applied Behavior Analysis)

ANJALI VAN DRIE, Kari L. Colwell, David Garcia, and Stephen P. Starin (Behavior Analysis and Therapy, Inc.)

Deconstructing the Time Out: What Do Mothers Understand About a Common Disciplinary Procedure? (Experimental Analysis)

AMY K. DRAYTON (University of Michigan) and Michelle R. Byrd (Eastern Michigan University)

Increased Parent Reinforcement of Existing Mands in Children With Autism: Effects on Problem Behavior (Applied Behavior Analysis)

RACHEL ROBERTSON, Joseph H. Wehby, and Molly King (Vanderbilt University)

338 Symposium

9:00 am–10:20 am

708 (Convention Center)

CSE; Theory

Behavior and Social Issues: Scaling Up

Chair: Ingunn Sandaker (Akershus University College)

Making Inroads Towards Proving Skinner Wrong: What Some Behavior Analysts Have Been Doing to Scale Up!

JOSHUA K. PRITCHARD (Florida Institute of Technology)

Piracy in Somalia: Interbehavioral Assessment and Intervention

TODD A. WARD (University of Nevada, Reno)

Reducing Recidivism Rates: A Community-Based Collaboration Strategy for Rehabilitating Criminal Offenders

SARAH M. RICHLING (University of Nevada, Reno)

Utilizing the Meta-contingency to Promote Cultural Change: A Case Study of the BP/Deepwater Horizon Oil Spill

DANIEL REIMER and Ramona Houmanfar (University of Nevada, Reno)

339 Symposium

9:00 am–10:20 am

Korbel Ballroom 3C (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Helen Cannella-Malone, Ph.D.

Using Video Prompting via an iPod Touch to Teach Individuals With Autism and Other Developmental Disabilities

Chair: Helen I. Cannella-Malone (The Ohio State University)

A Comparison of the Effects of Video Prompting With and Without Error Correction on Skill Acquisition for Individuals With Severe Intellectual Disabilities

HELEN I. CANNELLA-MALONE, Joe Wheaton, Pei-Fang Wu, Christopher A. Tullis, and Ju Hee Park (The Ohio State University)

Using Video Prompting to Teach Daily Living Skills: A Comparison of Two Procedures for Fading the Video Prompts

PEI-FANG WU, Helen I. Cannella-Malone, Joe Wheaton, Christopher A. Tullis, and Ju Hee Park (The Ohio State University)

The Effectiveness of Using an iPod Touch to Teach Cleaning Skills: Fading From Video to Picture/Audio Prompts

JUSTIN OLSON, Toni R. Van Laarhoven, Anna Brady, Heather Johnson, and Jeffrey Michael Chan (Northern Illinois University)

A Comparison of Picture and Video Prompts to Teach Daily Living Skills to Individuals With Autism

TONI R. VAN LAARHOVEN and Erika Kraus (Northern Illinois University) and Keri Karpman and Rosemary Nizzi (North DuPage Special Education Cooperative)

340 Paper Session

9:00 am–10:20 am

Korbel Ballroom 2C (Convention Center)

DDA

Applications of Applied Behavior Analysis for Individuals With Severe Disabilities

Chair: Maud Selasie Dogoe (Central Michigan University)

Effect of Training Structures on the Establishment of Equivalence Classes in Individuals With Intellectual Disabilities (Applied Behavior Analysis)

YORS A. GARCIA and Ruth Anne Rehfeldt (Southern Illinois University)

Monday, May 30

Rett Syndrome and Applied Behavior Analysis (Applied Behavior Analysis)
MAUD SELASIE DOGOE, Robin Khun Lee, Mike Hixson, Rachel M. Knight, Alyssa Warshay, and Valerie Weber (Central Michigan University)

Understanding the Variability in Prevalence Rates of Mental Illness Diagnosis for Individuals With an Intellectual Disability (Experimental Analysis)

KIM MEYER and Belinda Mee (Centre of Excellence for Behaviour Support)

341 Paper Session

05/30/2011

9:00 am–10:20 am

Korbel Ballroom 3B (Convention Center)

DDA

Applications of Applied Behavior Analysis for Severe Problem Behavior

Chair: Talya Vogel (Center for Autism and Related Disorders, Inc.)

The Effectiveness of Reductive Procedures Over Time for Severe Problem Behavior

(Applied Behavior Analysis)

NICOLE M. POWELL, Natalie A. Parks, and Nathan A. Call (Marcus Autism Center)

Responses to Challenging Behavior in Special Education Students: Role of Social-Cognitive Factors (Service Delivery)

KATHLEEN GILL and Greg Waas (Northern Illinois University)

Historical Overview of the Development of Functional Analysis Methodology (Applied Behavior Analysis)

TALYA VOGEL, Dennis Dixon, and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

342 Symposium

9:00 am–10:20 am

406 (Convention Center)

EAB; Experimental Analysis

Translational Research on Disruptive Effects of Signaled Rich-Lean Transitions

Chair: Adam T. Brewer (University of Kansas)

Discussant: Michael Perone (West Virginia University)

Activity Transitions and Problem Behavior in Special Education Classrooms

BERGLIND SVEINBJORNSDOTTIR, Chata A. Dickson, and William H. Ahearn (New England Center for Children)

Analysis of Pausing After Transitions Between Components of a Multiple Fixed-Ratio Schedule by Children With Autism

KAREN M. LIONELLO-DENOLF and Brent Maxwell Jones (University of Massachusetts Medical School E. K. Shriver Center)

Rich-to-Lean Transition Induced Aggression: Animal Model of Chronic Aberrant Behavior

YUSUKE HAYASHI, Dean C. Williams, and Adam T. Brewer (University of Kansas); Gregory J. Madden (Utah State University); and Stephen Fowler and Kathryn Saunders (University of Kansas)

343 Symposium

9:00 am–10:20 am

405 (Convention Center)

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Mark Dixon, Ph.D.

Emerging Findings in a Behavioral Analysis of Gambling

Chair: Jeffrey N. Weatherly (University of North Dakota)

Video Poker: Does Autohold Increase Risk or Rate? JEFFREY N. WEATHERLY (University of North Dakota), Kevin Montes (University of North Dakota), Chase Rost (University of North Dakota)

Investigating the Effects of a Defusion Exercise on Relational Responding

ALYSSA N. WILSON (Southern Illinois University, Carbondale), Mark R. Dixon and Seth W. Whiting (Southern Illinois University), and Jeffrey R. Miller (Southern Illinois University, Carbondale)

Evaluating and Treating the Near-Miss Magnitude Effect in Underage Pathological Gamblers

MARK R. DIXON (Southern Illinois University) and Reza Habib and Alyssa N. Wilson (Southern Illinois University, Carbondale)

Molar Variables Controlling Gambling Behavior and the Resulting Aversive Personal and Detrimental National Consequences

STEPHEN RAY FLORA (Youngstown State University)

344 Symposium

9:00 am–10:20 am

403 (Convention Center)

EAB; Applied Behavior Analysis

Implications of Schedule Arrangements in Translational Research: Choice Behavior and Variability

Chair: Tracy L. Kettering (The Chicago School of Professional Psychology)

Discussant: Diana J. Walker (The Chicago School of Professional Psychology)

An Examination of Behavioral History Effects on Preference for Choice in Elementary Students

ALAYNA T. HABERLIN (The Lizard Centre) and Nancy A. Neef (The Ohio State University)

Effects of Progressive Lag Schedules of Reinforcement on Response Variability

JAYME LYNN CROOKS (Individual Consulting, LLC) and Tracy L. Kettering and John W. Eshleman (The Chicago School of Professional Psychology)

Stimulus Control of Variable and Repetitive Responses Using a Lag Schedule of Reinforcement in a Multiple Schedule

MEGHAN G. MCCLURE and Tracy L. Kettering (The Chicago School of Professional Psychology) and Judah B. Axe (Simmons College)

345 Paper Session

9:00 am–10:20 am

404 (Convention Center)

EAB

Human Operants

Chair: Stephen Ledoux (State University of New York at Canton)

Multiple Human Operant Research Equipment and Questions (Experimental Analysis)

STEPHEN LEDOUX (State University of New York at Canton)

Human Performance in Category Learning Tasks (Experimental Analysis)

MARK E. BERG (The Richard Stockton College of New Jersey) and Randolph C. Grace (University of Canterbury)

Exploring the Mechanics of the Animate, Part 2: A Dynamical Model of Simple Discrimination (Experimental Analysis)

RICK DALE (University of Memphis) and Denis P. O'Hara (National University of Ireland, Galway)

Exploring the Mechanics of the Animate, Part 1: Action Dynamics of Simple Discriminations in Humans (Experimental Analysis)

DENIS P. O'HARA (National University of Ireland, Galway) and Rick Dale (University of Memphis)

346 Symposium

9:00 am–10:20 am

Korbel Ballroom 1A (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Cynthia Anderson, Ph.D.

New Directions in Early Literacy: Prevention and Intervention

Chair: Cynthia M. Anderson (University of Oregon)

Discussant: Scott P. Ardoyn (University of Georgia)

The Effectiveness of the Headsprout Early Reading Program for Children With Autism

ANGELA M. PERSICKE (Center for Autism and Related Disorders, Inc.)

An Evaluation of the Headsprout Early Reading Program With Individuals With Autism

REGINA A. CARROLL and Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center), Laura L. Grow (St. Cloud State University), and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

Applying Behavioral Parent Training to Early Reading: Enhancing Effects of a Clinic-Based Early Literacy Program

SHELLEY KAY MULLEN and Cynthia M. Anderson (University of Oregon)

347 Symposium

9:00 am–10:20 am

Korbel Ballroom 1B (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Marc Weeden, Ph.D.

Addressing Problem Behavior in School Settings Using Function-Based Interventions

Chair: Blake Hansen (University of Kansas)

The Effects of the Class-Wide Function-Related Intervention Team Program on Challenging Student Behavior

HOWARD P. WILLS and Debra M. Kamps (Juniper Gardens Children's Project)

The Effects of Secondary Function-Based Interventions in Elementary School Classrooms

MARC A. WEEDEN (Juniper Gardens Children's Project)

The Effects of Behavior Management Training on Pre-service Teacher Responses to Student Behavior

DARLENE H. ANDERSON (Brigham Young University)

The Effects of Function-Based Self-Management Interventions in Urban Schools

BLAKE HANSEN (University of Kansas)

348 Paper Session

9:00 am–10:20 am

Korbel Ballroom 1C (Convention Center)

EDC

Innovations in Reading and Mathematics Instruction

Chair: Shaila Rao (Western Michigan University)

Western Michigan University's Early Reading First Projects: Making a Paradigm Shift in Early Childhood Education to Explicit, Intentional Teaching (Service Delivery)

SHAILA RAO (Western Michigan University)

Intensifying Vocabulary Intervention for Kindergartners (Service Delivery)

BREDA V. O'KEEFE, Michael Coyne, Sharon Ware, Ashley Capozzoli, Joshua Wilson, Betsy McCoach, and John Madura (University of Connecticut)

The Effects of Direct Instruction on the Language and Comprehension of Students With Autism Spectrum Disorder and Developmental Disorders (Service Delivery)

MARGARET M. FLORES and Cynthia Nelson (Auburn University)

Behavior Analysis and Math Instruction in a Public School Setting (Applied Behavior Analysis)

JOHNNA R. CONLEY (The Chicago School for Professional Psychology)

349 Symposium

9:00 am–10:20 am

710/712 (Convention Center)

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Amanda Karsten, Ph.D.

Recent Advances in Staff Training

Chair: Amanda Karsten (Western New England College)

Discussant: Nicole E. Gravina (Roosevelt University)

Training Staff to Conduct Brief Preference Assessments

AMY L. KENZER and Michele R. Bishop (Center for Autism and Related Disorders, Inc.)

Evaluation of a Self-Instruction Package for Conducting Stimulus Preference Assessments

RICHARD B. GRAFF (New England Center for Children) and Amanda Karsten (Western New England College)

Component Analysis of Behavioral Skills Training for Teaching Staff to Conduct a Functional Analysis

JOHN CLAUDE WARD-HORNER and Peter Sturmey (The Graduate Center, Queens College, The City University of New York)

350 Symposium

9:00 am–10:20 am

704/706 (Convention Center)

OBM; Service Delivery

BACB CE Offered. CE Instructor: Robert Putnam, Ph.D.

It's Not Multiplicative, It's Exponential: Why Expanding Services Requires Assessment

Chair: Robert F. Putnam (The May Institute)

Discussant: Robert F. Putnam (The May Institute)

The Role of Interviews and Strengths, Weaknesses, Opportunities, and Threats Analysis in Determining the State of the Educational Program

JAMES M. SPERRY and Pam Raymond (May Institute)

Data, Data, Data: Using Observational Data to Inform Programmatic Changes in Treatment Programs

ADAM FEINBERG and Shanon Tomassone (May Institute)

Mining Record Reviews to Identify Strategies for Improving Programs

MARISA PETRUCCELLI and Shannon Kay (May Institute)

351 Panel Discussion

9:00 am–10:20 am

302 (Convention Center)

OTH; Applied Behavior Analysis

Experiences and Advice From the Recently Hired to the Nearing Retired

Chair: Erin Ann Schaller (Kennedy Krieger Institute)

SUNGWOO KAHNG (Kennedy Krieger Institute)

CHRISTINE M. ACCARDO (Shafer Center)

ASHLEY HOGAN (Kennedy Krieger Institute)

352 Paper Session

9:00 am–10:20 am

Korbel Ballroom 3A (Convention Center)

PRA

Translating From Research to Practice in Community Settings

Chair: Sara S. Kupzyk (University of Nebraska-Lincoln)

Bridging the Gap Between Research and Practice in Education: What Adoption of Educational Fads Can Teach Us (Service Delivery)

SARA S. KUPZYK and Danielle Parisi (University of Nebraska-Lincoln)

Parent Education Training: A Literature Review of Best Practices With Recommendations for Dealing With Lack of Parental Adherence and Follow Through (Service Delivery)

DEE L. SHEPHERD-LOOK (California State University, Northridge)

Great GOOGLeY-Moogley! (Experimental Analysis)

JILL MCLAURY (Circle of Friends) and Teri Pigman (Bright Futures Learning Services)

353 Symposium

9:00 am–10:20 am

Korbel Ballroom 1D (Convention Center)

TBA; Applied Behavior Analysis

Dissemination: The Development of Behavior Analysis in the Hashemite Kingdom of Jordan

Chair: Mahmoud Sheyab (King Abdullah University Hospital)

Discussant: Mitch Fryling (The Chicago School of Professional Psychology)

Organizational Behavior Management in Jordan: Saving Dollars and Lives

MAHMOUD SHEYAB (King Abdullah University Hospital); Mohammad Al-Smadi, Ruba Al-Waked, Raneem Ahmad Obiedat, and Maya Alafnan (Jordanian University of Science and Technology); Benjamin N. Witts (University of Nevada, Reno); and Joshua K. Pritchard (Florida Institute of Technology)

Service to the Community as the First Step to Creating Sustainability: A Workshop Model

MELISSA NOSIK (University of Nevada, Reno); Eslam Ababneh, Mohammad Al-Zoubi, Amal Aljedy, and Wareef Yacoub (Jordanian University of Science and Technology); Joshua K. Pritchard (Florida Institute of Technology); Benjamin N. Witts (University of Nevada, Reno)

Creating Training Opportunities by Serving Children With Autism in Jordan

JONATHAN D. TIMM (Western Michigan University), Bilal Issa Faris Marie and Adel Abd Alqader (Jordanian University of Science and Technology), Fakhrieh Nmrawi (Autism Academy of Jordan), Benjamin N. Witts and Melissa Nosik (University of Nevada, Reno), and Joshua K. Pritchard (Florida Institute of Technology)

354 Panel Discussion

9:00 am–10:20 am

601 (Convention Center)

TPC; Theory

A Contingency Analysis Account of Emotions

Chair: Patrick B. Marcotte (The Chicago School of Professional Psychology)

PAUL THOMAS ANDRONIS (Northern Michigan University)

ZACHARY LAYNG (University of Chicago)

T. V. JOE LAYNG (Headsprout)

JESUS ROSALES-RUIZ (University of North Texas)

355 Symposium

9:00 am–10:20 am

Korbel Ballroom 2B (Convention Center)

VRB; Theory

Behavior Analytic Approaches to Linguistic Analysis

Chair: Robert Dlouhy (Western Michigan University)

Discussant: Sakurako Sherry Tanaka (Laurel Behavior Support Services)

The Grammar-as-Behavior Stance: Toward Reconciling Behavioral Psychology and Linguistics

RAYMOND S. WEITZMAN (California State University, Fresno)

Stimulus Control and Grammar: Proximity, Ordinal Position, Inflection

JOHN H. MABRY (none)

Tense and Aspect in the English Verb: A Behavioral Analysis

ROBERT DLOUHY (Western Michigan University)

356 Invited Tutorial

10:00 am–10:50 am

401/402 (Convention Center)

EAB; Experimental Analysis

PSY/BACB CE Offered. CE Instructor: Leonard Green, Ph.D.

Delay Discounting by Humans and Other Animals: Does the Species Matter?

Chair: Matthew C. Bell (Santa Clara University)

LEONARD GREEN (Washington University)



Leonard Green received his BA from the City College of New York and his Ph.D. from the State University of New York at Stony Brook. After completing post-doctoral research, Green ventured west of the Mississippi (although he thought he was still east of the river) where he is professor of psychology at Washington University in St. Louis and director of undergraduate studies. Green's research concerns choice and decision-making in rats, pigeons, and people, with a particular interest in self-control and impulsivity. He is one of the developers of behavioral economics, and is co-author of the book *Economic Choice Theory: An Experimental Analysis of Animal Behavior* and editor of *Advances in Behavioral Economics*, the third volume of which is subtitled *Substance Use and Abuse*. He has been editor of the *Journal of the Experimental Analysis of Behavior*, associate editor of the *Pavlovian Journal of Biological Science*, and consulting editor for *Behavior and Philosophy*. He serves on the Executive Board of the Society for Quantitative Analyses of Behavior, is a fellow of the Association for Behavior Analysis International and the Association for Psychological Science, and is president of the Society for the Experimental Analysis of Behavior.

Abstract: When rats, pigeons, and people choose between immediate and delayed rewards, the subjective value of the delayed reward decreases as time to its receipt increases. This discounting of the delayed reward is well described in all three species by a hyperboloid function. Interestingly, we have observed a magnitude effect (larger delayed rewards are discounted less steeply than smaller delayed rewards) with humans but not with rats or pigeons. In addition, in humans, if an additional waiting period is added prior to both rewards, thus creating a delay common to both alternatives, rate of discounting decreases as the common delay increases. We examined the effect of adding a common delay on discounting in pigeons. When the signals for the time to the sooner and later alternatives were different, the pigeons (in contrast to humans) showed increases in discounting rate with increases in the common delay. When the signal for the common delay was the same for both alternatives, however, rate of discounting decreased as the common delay increased, a result consistent with that obtained with humans. Taken together, our findings demonstrate profound similarities between delay discounting in humans and pigeons, arguing for the importance of conducting both human and nonhuman research.

357 Invited Presenter

10:00 am–10:50 am

Four Seasons 4 (Convention Center)

PRA

PSY/BACB CE Offered. CE Instructor: Dennis Reid, Ph.D.

Training Staff: Evidence-Based Strategies for Supervisors, Consultants, and Clinicians

Chair: Ronnie Detrich (Wing Institute)

DENNIS H. REID (Carolina Behavior Analysis and Support Center)



Dennis Reid (Ph.D., Florida State University, 1975) has over 35 years of experience as a manager and clinician, and has consulted with human service agencies in the majority of states of the United States as well as Canada and New Zealand. He has published over 130 refereed journal articles focusing on applied behavior analysis and staff training and supervision, and authored or co-authored seven books. In 2007 he was awarded fellowship status in the Association for Behavior Analysis International and in 2006 received the American Association on Intellectual and Developmental Disabilities Annual Research Award. Denny is the founder and current director of the Carolina Behavior Analysis and Support Center in Morganton, North Carolina.

Abstract: This presentation will describe evidence-based strategies for training important work skills to human service staff. Initially, a description of a behavior analytic model for staff training will be summarized. Next, ways of effectively applying the model will be provided with a focus on practical considerations faced by supervisors, consultants, and clinicians. Means of making staff training procedures acceptable and well received by staff will also be presented. Common mistakes made in staff training endeavors will likewise be summarized, along with recommendations regarding how to avoid obstacles that impede training effectiveness and acceptability. As a result of attending this

presentation, attendees will be able to: (a) describe five steps constituting performance- and competency-based staff training, (b) identify three strategies for making staff training programs highly acceptable to staff trainees, and (c) identify three common obstacles to effective training of staff and strategies for overcoming the obstacles.

358 Invited Presenter

10:00 am–10:50 am

Korbel Ballroom 2A (Convention Center)

TBA

PSY/BACB CE Offered. CE Instructor: Denise Ross, Ph.D.

Garfield Park Preparatory Academy: Strategies to Implement Applied Behavior Analysis in an Urban Public School

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

DENISE E. ROSS (The Chicago School of Professional Psychology)



Denise Ross is the principal of Garfield Park Preparatory Academy, a public elementary school affiliated with The Chicago School of Professional Psychology. She is also an associate professor in the applied behavior analysis Department at The Chicago School of Professional Psychology and a former associate professor at Columbia University and Florida Atlantic University. Dr. Ross has authored and co-authored multiple peer-reviewed publications on the application of behavior analysis to teaching, including a book titled *Verbal Behavior Analysis: Inducing and Expanding New Verbal Capabilities in Children With Language Delays*. Dr. Ross is a graduate of Spelman College and Columbia University.

Abstract: Garfield Park Preparatory Academy (GPPA) is a new elementary school that developed as part of the Department of Applied Behavior Analysis at The Chicago School of Professional Psychology. Currently in its second year, GPPA is located in East Garfield Park, a Chicago community with low rates of employment and graduation. The school's mission is to provide strong academic foundations for students in East Garfield Park, and to provide a quality training site for students at The Chicago School of Professional Psychology. In this presentation, Denise Ross will describe the process of starting a public school designed to apply principles of behavior analysis to schooling. Dr. Ross will also discuss the school's community engagement strategies, barriers and successes to its implementation, academic outcomes in the first year, and the school's future goals.

359 Invited Presenter

10:00 am–10:50 am

607 (Convention Center)

TPC

PSY/BACB CE Offered. CE Instructor: Jay Moore, Ph.D.

The Case for Private Behavioral Events

Chair: Sam Leigland (Gonzaga University)

JAY MOORE (University of Wisconsin-Milwaukee)



Jay Moore received his master's degree from Western Michigan University in 1969, where his adviser was Dr. David Lyon. He received his Ph.D. from the University of California, San Diego in 1975, where his adviser was Dr. Edmund Fantino. Dr. Moore is currently on the faculty of the Department of Psychology at the University of Wisconsin-Milwaukee, where he has been since 1977. His principal professional interests are in the experimental analysis of behavior, and the theoretical-philosophical-conceptual analysis of behavior. His recent book is *Conceptual Foundations of Radical Behaviorism*. He has been a member of ABAI since 1977. He served as editor of *The Behavior Analyst*, as board coordinator for ABAI's Accreditation and Professional Standards Board,

and on the ABAI Executive Council, including a term as president of ABAI.

Abstract: Private behavioral events are an important topic in the theoretical, philosophical, and conceptual orientation of radical behaviorism. This presentation makes the case for private behavioral events by addressing such questions as the following: (a) What are we speaking of when we speak of private behavioral events? (b) What are two types of private behavioral events? (c) What is the nature and causal status of private behavioral events? (d) Are private behavioral events necessarily related functionally to public behavior? (e) How does the present view of private behavioral events compare with explanations in traditional psychology that appeal to internal, unobservable phenomena? In sum, the presentation argues that we can most effectively understand behavior, and bar the door to mentalism, when our interpretations of behavior recognize that events currently inaccessible to others, but nonetheless from the behavioral dimension, can influence behavior.

360 Symposium

10:00 am–11:20 am

Korbel Ballroom 1F (Convention Center)

AAB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Eduardo Fernandez, Ph.D.

Understanding Function in Zoos and Labs: What Can We Learn From Penguin Pool Use, Repetitive Rats, and Hippo Habitat Changes?

Chair: Eduardo J. Fernandez (University of Washington)

Discussant: Kenneth T. Ramirez (John G. Shedd Aquarium)

The Effects of Live Fish Feeding on the Swimming Activity of Captive Penguins

EDUARDO J. FERNANDEZ and James Ha (University of Washington)

Quantification of Unconditioned Locomotor Behaviour: Towards an Endophenotype for Sensitivity to Stress and Psychostimulants

MATTHEW PARKER (The Royal Veterinary College), Sebastian McBride (Royal Agricultural College), and Derek A. Hamilton (University of New Mexico)

Temperature and Water Change Effects on the Use of an Outdoor Pool by Captive Hippos

EDUARDO J. FERNANDEZ and James Ha (University of Washington)

361 Symposium

10:30 am–11:50 am

Korbel Ballroom 4F (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michele Wallace, Ph.D.

Current Research in Pediatric Feeding Disorders

Chair: Michele D. Wallace (California State University, Los Angeles)

Discussant: Becky Penrod (California State University, Sacramento)

Spoon Distant Fading as an Intervention for Food Refusal

BROOKE HOLLAND and Michele D. Wallace (California State University, Los Angeles)

Using the High-Probability Instructional Sequence to Increase the Variety of Foods Consumed by a Child With Autism

AIMEE E. MEIER, Mitch Fryling, and Michele D. Wallace (California State University, Los Angeles)

Training Caregivers to Implement Successful Treatment Protocols for Feeding Disorders

MEGAN D. ACLAN and Rachel S. Findel-Pyles (The Chicago School, Los Angeles)

362 Symposium

10:30 am–11:50 am

Korbel Ballroom 4E (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Elizabeth Martineau, M.Ed.

Just a Spoonful of Sugar Is Not Enough: Getting Kids With Autism to Take Medicine and Eat Their Vegetables

Chair: Elizabeth Martineau (Nashoba Learning Group)

Discussant: Elizabeth Martineau (Nashoba Learning Group)

Isolating Salient Features of Medicine

JESSICA SLATON, Elizabeth Martineau, and Fiona Santiago (Nashoba Learning Group)

Child-Initiated Responses for Medicine and Food Acceptance

KATE JOHNS, Elizabeth Martineau, Amy Thoren, and Lesley Sculley (Nashoba Learning Group)

Programming a Common Stimulus and Response Topography for Medicine Acceptance

MAUREEN LACERTE, Elizabeth Martineau, and Shannon Hurley (Nashoba Learning Group)

363 Symposium

10:30 am–11:50 am

Korbel Ballroom 4D (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Robert Schramm, MA

Change the Way You Look at Escape Extinction: Motivating Learner Participation Without Escape Blocking, Forced Physical Prompts, or Nagging

Chair: Robert Schramm (Knospe-ABA)

Discussant: Robert Schramm (Knospe-ABA)

Case Study One: Affecting Compliance With Initial Demands While Reducing Tantrum Behavior

ALLISON KANE (Kane ABA Consulting)

Case Study Two: Reducing Tantrum Behavior and Increasing Compliance via the Seven Steps to Instructional Control

BENNO BOEKH and Silva Kleinfeld Vartoomian (Knospe ABA)

Case Study Three: Withholding Reinforcement to Reduce Escape Behavior

MEGAN DELEON (Navigation Behavioral Consulting)

364 Symposium

10:30 am–11:50 am

Korbel Ballroom 4A (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Ilene Schwartz, Ph.D.

Young Children With Autism Spectrum Disorder: Analyzing Environmental Antecedents and Interventions Supporting Functional Skills

Chair: Ilene S. Schwartz (University of Washington)

Discussant: Ann N. Garfinkle (University of Montana)

Using Dialogic Reading Interventions to Increase Verbal Behavior in Preschool Children With Autism Spectrum Disorder

VERONICA PAMPARO, Shane K. Herriott, and Ilene Schwartz (University of Washington)

Critical Features of Classroom Environments for Kindergarten Age Students With Autism

DIANE M. SAINATO (The Ohio State University), Sunhwa Jung (Otterbein University), Rebecca S. Morrison (The Ohio State University), and Judah B. Axe (Simmons College)

Decreasing Stereotypy in Young Children With Autism Spectrum Disorder: The Role of Increased Physical Activity and Function

ANNIE MCLAUGHLIN (Virginia Institute of Autism) and Carol Ann Davis (University of Washington)

365 Symposium

10:30 am–11:50 am

Korbel Ballroom 4B (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Pamela Neidert, Ph.D.

Assessment and Treatment of Feeding Problems in Children With Autism

Chair: Pamela L. Neidert (University of Kansas)

Increasing the Rate of Chewing Non-preferred Foods Through Pairing

KATHARINE GUTSHALL and Taira Lanagan (Center for Autism and Related Disorders, Inc.)

A Comparison of Differential Reinforcement of Acceptance Plus Escape Extinction Versus Noncontingent Reinforcement Plus Escape Extinction to Treat Food Selectivity

JANELLE ALISON and David A. Wilder (Florida Institute of Technology), Ivy M. Chong Crane (Scott Center at Florida Institute of Technology), Ashley Lugo (University of Nebraska Medical Center), and Jessica Pike, Rachel Lewis, and Nikki Rudy (Florida Institute of Technology)

Treatment of Feeding Problems in Young Children With Developmental Disabilities

MEGAN HAFEN, Pamela L. Neidert, Claudia L. Dozier, Joseph Dracoby, Danielle L. Gureghian, and Kimberley L. M. Zonneveld (University of Kansas)

Assessing the Long-Term Benefits of Behavioral Intervention for Pediatric Feeding Disorders

TAIRA LANAGAN, Katharine Gutshall, and Amanda Treadway (Center for Autism and Related Disorders, Inc.)

366 Symposium

10:30 am–11:50 am

Korbel Ballroom 4C (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Thomas Zane, Ph.D.

Outcomes of Fluent Responding in Learners With Autism: Evaluating Maintenance and Generality Following Rate-Building

Chair: Ivy J. Feldman (The McCarton School)

Discussant: Michael Fabrizio (Families for Early Autism Treatment of Washington)

Impact of Teaching Skills to Fluency on Response Availability in Learners With Autism

THOMAS L. ZANE (Institute for Behavioral Studies, Endicott College) and Mary Jane Weiss and Nicole Pearson (The McCarton School)

Assessing Rate of Acquisition and Generalization for Skills Taught via Discrete Trial Instruction and Rate-Building in Learners With Autism

NICOLE PEARSON, Mary Jane Weiss, Kristen Foley, Sara Pahl, and Chigusa Haldeman (The McCarton School); Thomas L. Zane (Institute for Behavioral Studies, Endicott College); and Peter Gerhardt (The McCarton School)

Differential Maintenance of Skills Taught With Rate-Building and With Discrete Trial Instruction in Learners With Autism

KRISTEN FOLEY and Mary Jane Weiss (The McCarton School) and Meredith Bamond (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

367 Symposium

10:30 am–11:50 am

603 (Convention Center)

CBM; Service Delivery

BACB CE Offered. CE Instructor: Jonathan Kanter, Ph.D.

Getting Clinical Behavior Analytic Interventions Out to the World-Wide Community: Internet-Based Training Methods for Behavioral Activation, Functional Analytic Psychotherapy and Acceptance and Commitment Therapy

Chair: Jonathan W. Kanter (University of Wisconsin, Milwaukee)

Discussant: Jonathan W. Kanter (University of Wisconsin, Milwaukee)

Activating Through the Internet: Results of Online Training of Behavioral Activation Techniques

JONATHAN W. KANTER, Joseph Daniel Murphy, David E. Baruch, William Bowe, and Ajeng J. Puspitasari (University of Wisconsin-Milwaukee) and Kelly Koerner (PracticeGround)

Can We Be Intimate Through a Series of Tubes? Pilot Studies of Web-Based Functional Analytic Psychotherapy Therapist Training

GARETH I. HOLMAN (University of Washington), Jonathan W. Kanter (University of Wisconsin, Milwaukee), Kelly Koerner (PracticeGround), and Mavis Tsai and Robert J. Kohlenberg (University of Washington)

A Comparison of Internet-Based Consultation Versus Instructor-Led Workshop for Training Therapists in Acceptance and Commitment Therapy

Jennifer Villatte (University of Nevada, Reno), JOANNE STEINWACHS (none), and Matthieu Villatte (University of Nevada, Reno)

368 Symposium

10:30 am–11:50 am

605 (Convention Center)

CBM; Service Delivery

Don't Shoot the Kid! (The New Art, err... Science, of Parenting)

Chair: Diana J. Walker (The Chicago School of Professional Psychology)

Data Collection: Well Worth the Response Effort

KERRI YOUNG and Jennifer Klapatch (The Chicago School of Professional Psychology)

No Drips, No Drops! (Teaching Parents to Toilet Train Kids of All Ages)

JENNIFER KLAPATCH (The Chicago School of Professional Psychology)

The Family That Prays Together (and Follows the Plan Together) Stays Together

IMRAN A. KHAN (The Chicago School of Professional Psychology)

Parent Training: A Supplement to the Nonexistent Parent Training Manual

YESSENIA CANO (The Chicago School of Professional Psychology)

369 Panel Discussion

10:30 am–11:50 am

708 (Convention Center)

CSE; Service Delivery

A New Dimension of Behavioral Intervention to Tobacco Addiction: Social Injustices and Treatments of Different Populations

Chair: Sherman Yen (Asian American Anti-Smoking Foundation)

ALLISON Y. LORD (Asian American Anti-Smoking Foundation)

C.J. CONRAD (Asian American Anti-Smoking Foundation)

RICHARD COOK (Penn State University)

370 Symposium

10:30 am–11:50 am

Korbel Ballroom 2C (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Richard Smith, Ph.D.

New Directions in Indirect Functional Assessment of Behavior Disorders

Chair: Richard G. Smith (University of North Texas)

Analyses of Agreement Among Multiple Respondents to the Motivation Assessment Scale and Questions About Behavioral Function, and Correspondence of Outcomes With Experimental Analysis

CARLA M. SMITH, Richard G. Smith, Amy E. Peterson, and Joseph Dracobly (University of Kansas), and Audrey H. Shivers (University of North Texas)

Effectively Translating the Questions About Behavioral Function Assessment With an Eye Toward Reliability

CRISTINA M. VEGA and Michele D. Wallace (California State University, Los Angeles)

School-Based Functional Behavior Assessment: Evaluation of Student-Guided Functional Assessment Interviews

SHERRY MULLEN MCDERMOTT, Cristy Coughlin, and Cynthia M. Anderson (University of Oregon)

School-Based Functional Assessment: Capacity Development and Scaling

CYNTHIA M. ANDERSON and Anna Marshall (University of Oregon)

371 Symposium

10:30 am–11:50 am

Korbel Ballroom 3B (Convention Center)

DDA; Service Delivery

BACB CE Offered. CE Instructor: Sean Casey, Ph.D.

Use of Technology and Community Based Service Delivery to Expand Applied Behavior Analysis Services to Underserved Populations

Chair: Sean D. Casey (Iowa Department of Education)

Discussant: Patricia F. Kurtz (Kennedy Krieger Institute)

Providing Applied Behavior Analysis Services to Low Income Families in Home and Community Settings: A Partnership Between a University and Community Service Providers

JEANNIE M. AGUILAR, Christina L. Fragale, Pamela J. White, and Mark O'Reilly (Meadows Center for Preventing Educational Risk at the University of Texas at Austin)

Telehealth Delivery of Functional Analysis and Functional Communication Training to Children With Autism Spectrum Disorders in Rural Communities

YANIZ C. PADILLA DALMAU, David P. Wacker, Todd G. Kopelman, Scott D. Lindgren, John F. Lee, and Jennifer Kuhle (University of Iowa)

Clinical Supervision to Children With Disabilities via Internet in Argentina

MAURO MASCOTENA COOK (FLENI)

372 Symposium

10:30 am–11:50 am

Korbel Ballroom 3C (Convention Center)

DDA; Applied Behavior Analysis

The Use of Direct and Indirect Measures of Preference to Assess the Social Validity of Behavioral Interventions Used With Individuals Diagnosed With Developmental Disabilities

Chair: Carrie Brower-Breitwieser (Kennedy Krieger Institute)

Discussant: Jeffrey H. Tiger (Louisiana State University)

A Comprehensive Social Validation Process: Identifying Effective, Preferred, and Acceptable Interventions for Adolescents With Autism

MAGDA M. STROPNIK (New England Center for Children), Gregory P. Hanley (Western New England College), and Stacy E. Edinburg (New England Center for Children)

Simplified Instructions for Teaching Students With Autism: Teacher Preference and Effects on Procedural Integrity

SORREL RYAN, Chata A. Dickson, Theresa Cerrone, and Renee C. Mansfield (New England Center for Children)

Use of Concurrent Chains Preference Assessment Procedure to Evaluate Preference for Behavioral Interventions With Children Diagnosed With Developmental Disabilities

CARRIE BROWER-BREITWIESER and Erin B. Rasmussen (Idaho State University), Stephanie M. Peterson (Western Michigan University), and Conrad Hillman and Cy Nadler (Idaho State University)

373 Symposium

10:30 am–11:50 am

610/612 (Convention Center)

DEV; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Nicole Luke, Ph.D.

The Human Developmental Process and How Our Conceptual Understanding of It Can Affect Instructional Decisions

Chair: Nicole Luke (Surrey Place Centre)

Discussant: Martha Pelaez (Florida International University)

Assessing Cusps and Capabilities to Inform Curriculum Choices in Individualized Programming

NICOLE LUKE (Surrey Place Centre) and Dolleen-Day Keohane (Nicholls State University)

Using Verbal Developmental Protocols to Provide a Foundation for the Emergence of Early Developmental Cusps

DOLLEEN-DAY KEOHANE (Nicholls State University), Mara Katra Oblak (CABAS-AIL), and Grant Gautreaux (Nicholls State University)

Are Behavioral Cusps Really Developmental Nodes?

GARY D. NOVAK (California State University, Stanislaus)

374 Symposium

10:30 am–11:50 am

403 (Convention Center)

EAB; Experimental Analysis

Theoretical and Practical Issues in Matching-to-Sample and Stimulus Equivalence Procedures

Chair: Erik Arntzen (Akershus University College)

Discussant: Lanny Fields (Queens College, City University of New York)

Remembering Functions in Patients With Dementia

HANNA STEINGRIMSDOTTIRE and Erik Arntzen (Akershus University College)

Training Conditional Discriminations in Delayed Matching-to-Sample and Linear Series Training Structure

TORUNN LIAN and Erik Arntzen (Akershus University College)

Maintenance of Baseline Conditional Discriminations During Tests for Stimulus Equivalence

CHRISTOFFER K. EILIFSEN and Erik Arntzen (Akershus University College)

375 Paper Session

10:30 am–11:50 am

404 (Convention Center)

EAB

Choice Behavior I

Chair: Brent L. Alsop (University of Otago)

Does Food-Rate Ratio Affect Sensitivity to Food-Amount Ratio? (Experimental Analysis)

CARLOS F. APARICIO (Savannah State University), William M. Baum (University of California, Davis), Raymond C. Pitts (University of North Carolina Wilmington)

Patterns of Responding in a Three-Alternative Concurrent Schedule (Experimental Analysis)

BRENT L. ALSOP (University of Otago)

Principles of Reinforcement: The Effect of Deprivation Level, Reinforcer Quality, and Response Requirement on Ratio Schedule Performance (Experimental Analysis)

LEWIS A. BIZO, Rebecca Bjarnesen, Therese Mary Foster (University of Waikato)

376 Paper Session

10:30 am–11:50 am

405 (Convention Center)

EAB

Temporal Discounting, Framing, and Percentile Schedules

Chair: Jeffrey N. Weatherly (University of North Dakota)

Temporal Discounting of Different Outcomes Differs as a Function of Measurement Technique (Experimental Analysis)

JEFFREY N. WEATHERLY and Adam Derenne (University of North Dakota)

Gains, Losses, and Temporal Discounting: Using the Framing Effect to Influence Discount Rates (Experimental Analysis)

LORI PARKER and Shawn R. Charlton (University of Central Arkansas)

Framing and Production Cost on Resources Using a Common Dilemma Game (Experimental Analysis)
NAYLA CRISTINA DA SILVA, Dyego De Carvalho Costa, Clarissa Nogueira, and Laercia Abreu Vasconcelos (Universidade de Brasília)

Obstacles to Research on Percentile Schedules With Humans (Experimental Analysis)
KERRI L. MILYKO (Precision Teaching Learning Center), Patrick M. Ghezzi (University of Nevada, Reno), and Kimberly Nix Berens (Fit Learning)

377 Symposium

10:30 am–11:50 am

Korbel Ballroom 1C (Convention Center)

EDC; Applied Behavior Analysis

Innovations in the Schools: Increasing Effective Use of Behavioral Procedures

Chair: Todd G. Kopelman (University of Iowa)

Discussant: Timothy R. Vollmer (University of Florida)

Increasing Effective Teacher Practices

JENNIFER J. MCCOMAS (University of Minnesota), Ida Downwind (Minneapolis Public Schools); Shawna Peterson-Brown, Katherine M. Haegele, and David Parker (University of Minnesota); and Beth Brown (Anishinaabe Academy Division of Indian Work)

Increasing Accurate Preference Assessment Implementation Through Pyramidal Training

SACHA T. PENCE and Claire St. Peter Pipkin (West Virginia University)

The Challenging Behavior Service: Training Consultants in the Schools to Conduct Experimental Analyses

BRENDA J. BASSINGTHWAITE (University of Iowa Children's Hospital); David P. Wacker, Tory J. Christensen, Todd G. Kopelman, John F. Lee, Linda J. Cooper-Brown, and Jennifer Kuhle (University of Iowa); and Sean D. Casey (Iowa Department of Education)

378 Symposium

10:30 am–11:50 am

Korbel Ballroom 1B (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: J. Hughes, Ph.D.

Evaluating and Supporting the Use of Headsprout Early Reading and Headsprout Reading Comprehension With Diverse Learners

Chair: J. Carl Hughes (Bangor University)

Evaluating Headsprout Early Reading With Children With Learning Disabilities

EMILY TYLER, Bethan Williams, and J. Carl Hughes (Bangor University) and Michael Beverley (Wales Centre for Behaviour Analysis, University of Wales)

Using Headsprout Early Reading and Headsprout Reading Comprehension With Children With Autism

FAYE RAPLEY, Corinna Grindle, J. Carl Hughes, and Maria Saville (Bangor University) and Kath Huxley (Westwood ABA Class)

The Use of Headsprout Early Reading With Children in Mainstream Schools With Reading and Language Deficits

MICHAEL BEVERLEY (Wales Centre for Behaviour Analysis, University of Wales) and J. Carl Hughes, Emily Tyler, and Bethan Williams (Bangor University)

An Addition to Headsprout Reading Comprehension: The "Look Back" Contingency

HIROFUMI SHIMIZU, Melinda Sota, Marta Leon, T. V. Joe Layng, April Heimlich Stretz, Victoria Ford, and Jay Thompson (Headsprout)

Monday, May 30

379 Symposium

10:30 am–11:50 am

Korbel Ballroom 1A (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Nicole Heal, Ph.D.

Increasing Appropriate Preschool Classroom Behaviors

Chair: Nicole Heal (Southern Illinois University)

A Comparison of the Effectiveness and Preference for Differential Reinforcement and Response Cost

ERICA SEVERTSON, Claudia L. Dozier, and Steven W. Payne (University of Kansas)

An Analysis of Group-Oriented Contingencies and Potential Side Effects

STEVEN W. PAYNE and Claudia L. Dozier (University of Kansas) and Matthew Newquist (Partners in Excellence)

The Effects of a Multiple Schedule on Hand Raising During Circle Time in Preschool Classrooms

KRISTINA VARGO (Southern Illinois University, Carbondale), Nicole Heal (Southern Illinois University), and Kelly E. Scott and Elizabeth Kooistra (Southern Illinois University, Carbondale)

The Effects of Therapist-Mediated Signals and Participant-Mediated Responses on the Delay Tolerance of Typically Developing Preschool Children

MATTHEW NEWQUIST (Partners in Excellence) and Claudia L. Dozier, Julie A. Ackerlund Brandt, Kimberley L. M. Zonneveld, and Pamela L. Neidert (University of Kansas)

380 Symposium

10:30 am–11:50 am

710/712 (Convention Center)

OBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Manuel Rodriguez, MS

Sustainable, Broad-Scale Organizational Change: Understanding the Critical Success Factors

Chair: Laura L. Methot (CLG, Inc.)

Discussant: W. Larry Williams (University of Nevada, Reno)

Supporting Large Scale Organizational Change in a Mining and Refining Operation

Judith A. Johnson, Laura L. Methot, MANUEL A. RODRIGUEZ, and Kelly L. Therrien (Continuous Learning Group, Inc.)

Overcoming Consequence History to Achieve Sustainable Change

TRAVIS G. MCNEAL (Continuous Learning Group, Inc.)

Enhancing Organizational Culture Change Using Cross-Functional Senior Leader Behavioural Scorecards and Data-Based Project Reviews

LAURA L. METHOT and Judith A. Johnson Continuous Learning Group, Inc.)

381 Paper Session

10:30 am–11:50 am

704/706 (Convention Center)

OBM

Job Satisfaction and Stress

Chair: Thomas C. Mawhinney (University of Detroit Mercy)

Commuting Time Effects on Job Satisfaction (Experimental Analysis)

ADHI BASKARA EKANANDA (Satria Cendekia Utama)

Job Satisfaction in Two Research Cultures: Industrial and Organizational Psychology and Organizational Behavior Management/Applied Behavior Analysis (Theory)

THOMAS C. MAWHINNEY (University of Detroit Mercy)

An Examination of the Effects of Feedback and Acceptance and Commitment Training on Direct Support Professional Active Treatment Implementation, Stress, and Job Satisfaction (Experimental Analysis)

JOHN C. PINGO and Mark R. Dixon (Southern Illinois University)

382 Panel Discussion

10:30 am–11:50 am

Korbel Ballroom 3A (Convention Center)

PRA; Service Delivery

Making an Impact: What Behavior Analysis Can Gain From Going to Therapy

Chair: Timothy C. Fuller (University of Nevada, Reno)

TIMOTHY C. FULLER (University of Nevada, Reno)

WILLIAM C. FOLLETTE (University of Nevada, Reno)

CLAUDIA DROSSEL (University of Nevada, Reno)

383 Symposium

10:30 am–11:50 am

Korbel Ballroom 1D (Convention Center)

TBA; Applied Behavior Analysis

Teaching Applied Behavior Analysis to Pre-service Teachers: Trials, Tribulations and Triumphs

Chair: Natalie Allen-Williams (Weber State University)

Infusing Applied Behavior Analysis into Nontraditional Courses: Foundations and Applications

NATALIE ALLEN-WILLIAMS and Melina Alexander (Weber State University)

Application of Behavioral Strategies in a Curriculum Methods Course Clinical Experience for Pre-service Undergraduate and Graduate Students.

Amanda L. Yurick (Cleveland State University) and CHERIE ANN FISHBAUGH (Southeastern Pennsylvania Autism Resource Center)

Flavors of Behavior Analysis—Developing an Interdisciplinary Approach in a Discipline-Specific Institutional Framework

CORINNE M. MURPHY, Mareile A. Koenig, and Phillip K. Duncan (West Chester University)

Behaviorism Is Just for Classroom Management: How to Embed Applied Behavior Analysis Into a Special Education Licensure Program at a Nontraditional University

MICHELE M. NOBEL (Antioch University Midwest)

384 Panel Discussion

10:30 am–11:50 am

Korbel Ballroom 1E (Convention Center)

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Janet Twyman, Ph.D.

Behaving Differently: Educational Approaches That Take Behavior Analysis Into the Mainstream

Chair: Thomas S. Critchfield (Illinois State University)

JANET S. TWYMAN (University of Massachusetts E. K. Shriver Center)

CLOYD HYTEN (ADI)

PETER C. BEMSKI (Regis University)

JEANINE PLOWMAN STRATTON (Furman University)

385 Paper Session

10:30 am–11:50 am

601 (Convention Center)

TPC

Meeting Challenges in Different Service Areas II

Chair: Temple Sharese Lovelace (Duquesne University)

Applied Behavior Analysis and Culturally Responsive Practice: Practice Meets Purpose in Urban Education (Service Delivery)

TEMPLE SHARESE LOVELACE, Kaleigh N. Bantum, Tricia Serdy, and Kara McGoey (Duquesne University)

Merging Behavior Analysis and Dialectical Behavior Therapy at a Maximum Security

Psychiatric Hospital (Theory)

KAIL H. SEYMOUR (Fulton State Hospital)

Dialectical Behavior Therapy: A Behavior Analytic Review of Concepts and Procedures (Theory)

KAIL H. SEYMOUR (Fulton State Hospital)

386 Symposium

10:30 am–11:50 am

Korbel Ballroom 2B (Convention Center)

VRB; Theory

A Multi-disciplinary Approach to the Analysis of Verbal Behavior: From Theory to Practice

Chair: Sakurako Sherry Tanaka (Laurel Behavior Support Services)

Discussant: Robert Dlouhy (Western Michigan University)

Linguistic Sources in Skinner's William James Lectures

MARIA DE LOURDES PASSOS (Universidade Federal do Rio de Janeiro)

Bilingual Behavior Intervention for Japanese-Speaking Children With Autism: A Study Using

Verbal Behavior Milestone Assessment and Placement Program

SAKURAKO SHERRY TANAKA (Laurel Behavior Support Services)

Form and Function: Uniting Speech and Language Pathologists and Applied Behavior Analysts

MARK L. SUNDBERG (Sundberg and Associates)

387 Paper Session

11:00 am–11:50 am

301 (Convention Center)

BPH

Recent Advances in Behavioral Pharmacology

Chair: Jonathan W. Pinkston (University of North Texas)

Environmental Factors Modulate Apomorphine-Induced Pecking Stereotypy (Experimental Analysis)

JONATHAN W. PINKSTON (University of North Texas)

The Effects of Neurotensin Agonist, PD149163, on Visual Signal Detection Task Performance

(Experimental Analysis)

TODD HILLHOUSE and Adam J. Prus (Northern Michigan University)

388 Invited Presenter

11:00 am–11:50 am

607 (Convention Center)

CSE

PSY/BACB CE Offered. CE Instructor: Anthony Biglan, Ph.D.

Transforming High Poverty Neighborhoods: First Steps From the Behavioral Sciences

Chair: Patricia Bach (Illinois Institute of Technology)

ANTHONY BIGLAN (Oregon Research Institute)



Anthony Biglan, Ph.D. is a senior scientist at Oregon Research Institute and the co-director of the Promise Neighborhood Research Consortium. He has been conducting research on the development and prevention of child and adolescent problem behavior for the past 30 years. His work has included studies of the risk and protective factors associated with tobacco, alcohol, and other drug use; high-risk sexual behavior; and antisocial behavior. He has conducted numerous experimental evaluations of interventions to prevent tobacco use both through school-based programs and community-wide interventions. He has also performed evaluations of interventions to prevent high-risk sexual behavior, antisocial behavior, and

reading failure. He and colleagues at the Center for Advanced Study in the Behavioral Sciences published a book summarizing the epidemiology, cost, etiology, prevention, and treatment of youth

with multiple problems (Biglan et al., 2004). He is a former president of the Society for Prevention Research. He was a member of the Institute of Medicine Committee on Prevention, which recently released its report documenting numerous evidence-based preventive intervention.

Abstract: Prevention science has arrived at the point where it is realistic to experimentally evaluate comprehensive interventions to improve child and adolescent development in high poverty neighborhoods. This presentation will review the evidence in support of this statement. Numerous family and school interventions that have been shown to prevent multiple problems and to enhance the development of prosocial behavior are available. I will then describe one such comprehensive intervention that has been developed on the basis of this evidence. It includes evidence-based programs, policies, and evidence-based kernels. I will then lay out the multiple baseline experimental design that is proposed for evaluating it. In addition, I will describe work we have been doing on the use of acceptance and commitment therapy to help organizations with issues of stress, social cohesion, and organizational flexibility.

389 Invited Presenter

11:00 am–11:50 am

Korbel Ballroom 2A (Convention Center)

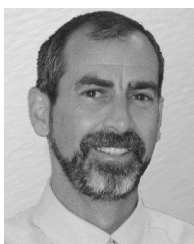
OTH

PSY/BACB CE Offered. CE Instructor: Robert Ross, Ph.D.

Applied Behavior Analysis and the Developmental, Individual Difference, Relationship-Based (DIR/Floortime) Model: Compatible or Incompatible?

Chair: Michael F. Dorsey (Endicott College)

ROBERT K. ROSS (BEACON Services)



Robert Ross is the senior vice president of curriculum and research at Behavioral Education Assessment and Consultation, Inc. (BEACON Services). BEACON Services provides intensive behavioral educational services to children diagnosed with PDD/Autism and behavioral and learning challenges. BEACON Services works in both early intervention and school age programs. He received his doctorate in educational leadership at NOVA Southeastern University and his master's degree in applied behavior analysis from Northeastern University and is a nationally Board certified behavior analyst (BCBA-D). Dr. Ross is a primary instructor in the BCBA certification programs at Cambridge College in Cambridge, Massachusetts and the

University of Massachusetts at Dartmouth for BEACON Services. In addition to his teaching and research responsibilities Dr. Ross works directly with individuals with autism and Asperger's syndrome as part of his active caseload responsibilities. Dr. Ross serves as a consultant to the Judge-Baker Manville School at Boston Children's Hospital. This school serves children with a range of emotional and behavioral challenges, and his focus is on developing behavioral and instructional interventions for children with Asperger's syndrome. He also consults to the Perkins school for the Blind's program for children with severe behavioral and learning challenges. Prior to his tenure at BEACON Services Dr. Ross held the position of behavior analyst at the Evergreen Center School in Milford, MA. He has worked for the Massachusetts Department of Mental Retardation as a psychologist and in a similar capacity for a private non-profit program for adults with disabilities. Dr. Ross also serves as the chair of a professional review committee as part of the State of Rhode Island's Division of Developmental Disabilities oversight of services to individuals with disabilities. He is also a member of the Human Rights Committee for the Evergreen Center Adult Supports program. BEACON Services is active in pursuing cutting-edge research in the treatment of children with autism spectrum disorders, and Dr. Ross oversees all research activities at BEACON Services. BEACON is currently focusing research efforts in such areas as early literacy, social and play skills, and application of visually supported instructional methods. Dr. Ross has presented on these and other topics at regional, national, and international conferences.

Abstract: Behavior analysts providing early intensive behavioral intervention (EIBI) to children diagnosed with autism spectrum disorders (ASD) may be asked to provide other interventions or collaborate with those providing other services. A large number of supplemental and/or competing therapies exist, some of which have empirical support while many others do not. This workshop is designed to comprehensively

review the philosophical underpinning, assessment methods, instructional goals, and specific instructional practices involved in the implementation of EIBI and the developmental, individual difference, relationship-based (DIR/floortime) model. This review suggests that a number of specific practices of DIR/floortime are in direct contradiction to and may undermine the effectiveness of behavior analytically based interventions used in EIBI services. Video exemplars will be used to illustrate these differences. The ethical issues associated with combining these two approaches will also be discussed.

390 B. F. Skinner Lecture Series

11:00 am–11:50 am

401/402 (Convention Center)

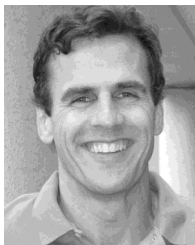
SCI

PSY/BACB CE Offered. CE Instructor: Read Montague, Ph.D.

Computational and Economic Approaches to Normal and Pathological Cognition

Chair: M. Christopher Newland (Auburn University)

READ MONTAGUE (Baylor College of Medicine)



Dr. Read Montague is a professor in the Department of Neuroscience at Baylor College of Medicine, founding director of the Human Neuroimaging Lab, and founding director of the Computational Psychiatry Unit. His work focuses on computational neuroscience—the connection between the physical mechanisms present in real neural tissue and the computational functions that these mechanisms embody. He currently uses computational models of neural or perceptual system to guide and interpret neuroimaging experiments focused on valuation and decision-making with a particular emphasis on social exchange. In recent years, this work has used so-called neuroeconomic tasks to attempt to develop novel strategies for characterizing and understanding

psychopathologies. Professor Montague holds a mathematics degree from Auburn University, Ph.D. in biophysics from the University of Alabama at Birmingham, and has done postdoctoral work in computational neurobiology at The Rockefeller University in New York under Nobel laureate Gerald Edelman and at the Computational Neurobiology Lab at the Salk Institute with Terry Sejnowski. Montague was elected as a member of the Institute for Advanced Study in Princeton in 2005–2006 and is an honorary professor in the Gatsby Computational Neuroscience Unit at University College, London.

Abstract: The pervasiveness of decision-making in literally every area of human endeavor highlights the importance of understanding how choice mechanisms work and their detailed relationship to underlying neurobiological function. This talk surveys the recent and productive application of game theoretic probes (economic games) to mental disorders. Such games typically possess concrete concepts of optimal play, thus providing quantitative ways to track when subjects' choices deviate from optimal. This feature equips economic games with natural classes of control signals that should guide learning and choice in the agents that play them. These signals and their underlying physical correlates in the brain are now being used to generate objective biomarkers that may prove useful for exposing and understanding the neurogenetic basis of normal and pathological human cognitions.

391 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

AUT

1. Discounting of Delayed Outcomes of Treatments for Problem Behavior or Language

Development by Parents of Children With Autism (Applied Behavior Analysis) DANA M.

SWARTZWELDER, Nathan A. Call, Addie F. Andrus, and Caitlin H. Delfs (Marcus Autism Center)

2. Increasing Self-Control When Reinforcement is Delayed (DDA; Applied Behavior Analysis)

CHRISTOPHER ILCONICH and Jessica A. Fedezko (Bancroft)

3. The Effects of Price Manipulation on Response Allocation During Work Tasks (DDA; Applied Behavior

Analysis) CHRISTOPHER MANENTE, James Maraventano, Suzy Wichtel, Irene Zilber, Lauren Alison Pepa, and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

- 4. Token Versus Tandem Schedules: An Evaluation of the Efficacy of Conditioned Reinforcement in a Clinical Setting** (EAB; Applied Behavior Analysis) JULIE STINE, Jason C. Bourret, and Jonathan Seaver (New England Center for Children)
- 5. The Effects of Second-Order Pairing and Reinforcer Quantity on Conditioning Different Reinforcer Values in Coins With Children With Autism** (Applied Behavior Analysis) KARRIE WEPLER, Ronald Lee, and Ali Diwany (QSAC, Inc.)
- 6. Responding Under Open and Closed Economies in an Early Intervention Program** (Applied Behavior Analysis) AMY K. DRAYTON (University of Michigan), Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center), and Karen A. Toussaint (Louisiana State University)
- 7. Using Pairing as a Method for Broadening the Reinforcement Repertoire in Individuals With Autism** (Applied Behavior Analysis) NATHAN LAMBRIGHT, Amy Paige Hansford, Yair Kramer, Irene Zilber, and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)
- 8. Clinical Application of Enhanced Stimulus-Stimulus Pairing With a 5-Year-Old Boy With Autism** (VRB; Applied Behavior Analysis) CASSONDRA M. GAYMAN and Amber L. Valentino (The Marcus Autism Center) and Gereen R. Francis (Children's Healthcare of Atlanta)
- 9. Comparing Mand-Training Efficiency With Selection-Based and Topography-Based Communication Systems** (VRB; Applied Behavior Analysis) KATHRYN BARLOW, Jeffrey H. Tiger, Sarah K. Slocum, and Sarah J. Miller (Louisiana State University)
- 10. A Direct Comparison of Selection-Based Versus Topography-Based Manding in Children With Autism** (Applied Behavior Analysis) EVELYN ROMERO and Kerry Maisels (Geneva Centre for Autism) and Tracie L. Lindblad (Four Points Intervention Strategies, Inc.)
- 11. An Evaluation of a Blocked-Trials Procedure to Teach Intraverbal Discriminations to Children With Autism** (VRB; Applied Behavior Analysis) EINAR T. INGVARSSON and Rachel Lee Koelker (University of North Texas)
- 12. Enhancing Vocal Responses Through the Use of Communication Cards** (DDA; Applied Behavior Analysis) Wing Yan Lam and VAHE BABAKHANIAN (California State University, Los Angeles), Robert-Ryan S. Pabico (Center for Behavior Analysis and Language Development), and Daniel B. Shabani (California State University, Los Angeles)
- 13. Treatment Intensity and Language Development in Children With Autism** (EDC; Applied Behavior Analysis) JOSEPH M. VEDORA and Robert K. Ross (BEACON Services)
- 14. Systematic Staff Training for Center-Based Program Using the Analysis of Verbal Behavior** (EDC; Applied Behavior Analysis) SHU-HWEI KE and Shu-Fen Kuo (SEEK Education, Inc.)
- 15. Using a Post Reinforcement Expanded Language Model to Increase Language Production in Children With Autism** (EDC; Applied Behavior Analysis) JENNIFER SMITH and Robert K. Ross (BEACON Services)
- 16. Functional Analysis of Circumscribed Speech in Children With an Autism Spectrum Disorder** (Applied Behavior Analysis) REBECCA BEIGHTS, Melina Sevlever, Kristen Walstrom, and Jennifer M. Gillis Mattson (Auburn University)
- 17. The Effects of Various Auditory Stimuli on Eye Contact While Tacting and Manding** (Service Delivery) NANCY K. WARREN and Anne Lau (Autism Behavior Consulting Group, Inc.)
- 18. Behavioral Reduction of Eye Poking** (Applied Behavior Analysis) NANCY K. WARREN, Kimberly Henkle, and Anne Lau (Autism Behavior Consulting Group, Inc.)
- 19. Impact of Use of the Picture Exchange Communication System on Functional Communication for Children With Autism Spectrum Disorders: A Literature Review** (TBA; Applied Behavior Analysis) DANA BATTAGLIA (Eden II Programs), Mary Bainor (The Genesis School), and Mary Ellen McDonald (Hofstra University)
- 20. Increasing Appropriate Language Through Play of Twins on the Autism Spectrum by Manipulating Attention** (Applied Behavior Analysis) MARY SUSAN MCCLURE, Jennifer McClure, Eva Hutcheson, Melisa Garza, Meghan Rinaldi, and Manuela Oropeza (Verbal Behavior Clinics of Texas, LLC)

- 21. Comparison of Expressive Acquisition of Pictures With and Without Prior Receptive History** (VRB; Applied Behavior Analysis) KELLI PERRY and Richard W. Malott (Western Michigan University)
- 22. The Effects of Tact Versus Echoic Prompts on the Acquisition of Intraverbal Behavior** (VRB; Applied Behavior Analysis) NICOLE M. CARLISLE, Kimberly A. Schulze, and Eric Rudrud (St. Cloud State University)
- 23. Examining the Effects of a Natural Environment Teaching Model Derived From VB-MAPP Curricular Goals** (VRB; Applied Behavior Analysis) TARA FREDERICK (ABC Consultants, LLC), Michelle Ennis Soreth (Rowan University), and John C. Barnard (ABC Consultants, LLC)
- 24. Reinforcement Thinning Based on Performance During Most-to-Least Prompting** (DDA; Applied Behavior Analysis) DANIEL L. LESAGE (One Step at a Time Behavioral Services, LLC) and Jennifer N. Fritz (University of Houston-Clear Lake)
- 25. Effects of Two Different Quantities of Comparison Stimuli on a Match-to-Sample Task for Learners With Autism** (EAB; Applied Behavior Analysis) PRANALI BHATT (Garden Academy), Kenneth F. Reeve (Caldwell College), David W. Sidener (Garden Academy), and Tina Sidener and Sharon A. Reeve (Caldwell College)
- 26. Comparison of Rates of Acquisition in Conditional Discrimination of Discrete Trial Presentation: Tabletop Versus Scan-Board** (EDC; Applied Behavior Analysis) REBECCA ERLI PARENTEAU (May Institute)
- 27. The Evaluation of Vocal Mand Training on Increasing Functional Communication to Replace Vocal Stereotypy** (VRB; Applied Behavior Analysis) RACHEL DACOSTA and Christian A. Benavides (BEACON Services)
- 28. An Evaluation of a Response Prompt Assessment** (EDC; Applied Behavior Analysis) JESSICA L. SEAVER and Jason C. Bourret (New England Center for Children)
- 29. Treatment of Severe Self-Injury in a School Setting Using Standard Celeration Charting for Visual Inspection** (PRA; Applied Behavior Analysis) STUART LAW, Melissa Nosik, and W. Larry Williams (University of Nevada, Reno)
- 30. A Comparison of Various Mastery Criteria for Teaching Skills to Young Children Diagnosed With Autism** (Applied Behavior Analysis) NICOLE C. SCHARRER, Katie Wiskow, Allie Marie Hensel, and Kevin P. Klatt (University of Wisconsin-Eau Claire)
- 31. A Case Study on Use of Activity Schedules in Elementary School for a Child With Autism** (Applied Behavior Analysis) HIROYUKI MATSUSHITA (Institute of Disability Sciences, University of Tsukuba) and Shigeki Sonoyama (University of Tsukuba)
- 32. Using Challenging Behaviors as a Form of Reinforcement** (Applied Behavior Analysis) JOANNA FERNANDEZ (Autism Spectrum Therapies)
- 33. An Evaluation of Instructive Feedback for Teaching Play Skills During Standard Discrete Trial Training** (PRA; Applied Behavior Analysis) CHRISTINA WELDY and Laura L. Grow (St. Cloud State University) and Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 34. A Tale of Doors and Walls: Decreasing Disruptive Stereotypic Behavior in the Classroom Setting** (Applied Behavior Analysis) Amy Katherine Loukus (Southern Illinois University), Alyssa N. Wilson (Southern Illinois University, Carbondale), and KELSEY BERRY, Frank D. Buono, and Mark R. Dixon (Southern Illinois University)
- 35. Increasing the Accuracy of Target Echoic Responses in a Child With Autism: Effects of Incorporating PROMPT Strategies** (Applied Behavior Analysis) MICHELE L. NEWMAN LEFEBVRE, Lara M. Delmolino Gatley, Margaret Marino, Meredith Bamond, Amy Paige Hansford, Kate E. Fiske, Robert LaRue, and Kimberly Sloman (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)
- 36. Reducing Object Shaking in a 9-Year-Old Boy With a Diagnoses of Autism Spectrum Disorder** (Applied Behavior Analysis) SMITA AWASTHI and Kinnari Bhatt (Association For Behavior Analysis of India)
- 37. Using Establishing Operations to Teach Manding for Information: Teaching to Ask "Why?"** (VRB; Applied Behavior Analysis) KENDRA MCDONALD (The Aurora School)

392 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

BPH

1. Assessing Social Behavior in a Mouse Model of Neurodevelopmental Disorders Using Single-Subject Methodology (EAB; Experimental Analysis) T. CAMILLE KOLU (Imagine! Behavioral Health Services), Jennifer Blaze (Rutgers University), Camille Fineza (University of Medicine and Dentistry of New Jersey), Baria Hafeez and Megha Mandalaywala (Rutgers University), Carrie Yochum (University of Medicine and Dentistry of New Jersey), and George Wagner (Rutgers University)

2. Money and Sex: Single and Cross-Commodity Discounting in Stimulant Addicts (EAB; Experimental Analysis) DAVID P. JARMOLOWICZ, Warren K. Bickel, and Reid D. Landes (University of Arkansas for Medical Sciences); Darren R. Christensen (University of Melbourne); Lisa Jackson (University of Arkansas for Medical Sciences); and Bryan A. Jones (Kent State University)

3. A Response-Bout Analysis of Rat Lever-Press Responding for Milk Reinforcers: Implications for Elucidating Mechanisms of Drug Action (EAB; Experimental Analysis) J. ADAM BENNETT, Kathryn M. Kestner, and Cynthia J. Pietras (Western Michigan University)

4. Some Effects of Ambient Temperature on Reinforcing Efficacy of Methamphetamine in the Rat: Conditioned Place Preference and Self-Administration (EAB; Experimental Analysis) RACHEL S. FODI (University of Pittsburgh) and Jessica E. Minsterman, Mallorie L. Hoover, Ashley Brandebura, Ashley L. Conroy, Stephanie L. Alberico, and Rodney D. Clark (Allegheny College)

5. Estradiol Has No Effect on Homecage Caffeine Self-Administration by Ovariectomised Rats (EAB; Experimental Analysis) DEBRA J. SPEAR and Chad Konrad (South Dakota State University)

7. Performance-Based Pay Increases Work Output and Work Satisfaction Compared to an Hourly Wage in a Therapeutic Workplace for Heroin Abuse (OBM; Experimental Analysis) MIKHAIL KOFFARNUS (Johns Hopkins University), Kristen L. O'Reilly (University of Maryland, Baltimore County), and Kyle Wolfe and Kenneth Silverman (Johns Hopkins University)

8. Contingency Management for Maintaining Abstinence With Adults Who Have Recently Quit Smoking Cigarettes (Applied Behavior Analysis) REBECCA M. FULCHER, Diana J. Walker, and Jennifer Klapatch (The Chicago School of Professional Psychology), and John P. Smagner (Chicago Behavior Development, LLC)

9. Resistance to Change by Pharmacological Disruptors: Rate and Temporal Effects (Experimental Analysis) RACHEL DOVE and Jonathan W. Pinkston (University of North Texas) and Richard Lamb (University of Texas Health Science Center at Houston)

10. Effects of Delay Order on Delay-Discounting Functions and Effects of d-Amphetamine (Experimental Analysis) SHANA R. BAILEY and Karen G. Anderson (West Virginia University)

11. Effects of Reinforcer Magnitude and d-Amphetamine on Delay Discounting in Rats (Experimental Analysis) WILLIAM J. P. REILLY and Karen G. Anderson (West Virginia University)

12. The Discriminative Stimulus Effects of Methamphetamine in Male Japanese Quail (Experimental Analysis) LEVI BOLIN and Chana Akins (University of Kentucky)

393 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

CBM

1. Comparison of Men's and Women's Drinking and Recall of Their Consumption: A Field Study (CSE; Applied Behavior Analysis) THOMAS A. BRIGHAM, Kristin Onorati, Joshua Palmer, Mathew Eisenhower, and Raymond Sacchi (Washington State University)

2. Skills Training in Addictions Brief Counseling (PRA; Applied Behavior Analysis) MELINA CHAVEZ, Faribia Lopez Cervantes, and Silvia Morales Chaine (Universidad Nacional Autonoma de México)

3. Effect of Brief Advice Training Accompanied With a Description of Technological Procedures Over a Therapist Behavioral Interaction (CSE; Applied Behavior Analysis) TANIA GORDILLO and Silvia Morales Chaine (Universidad Nacional Autonoma de México)

Monday, May 30

- 4. Database of the Therapist Behaviors in Sessions of Behavior Therapy** (PRA; Service Delivery)
SONIA BEATRIZ MEYER (Universidade de São Paulo)
- 5. Categorical Analysis of Risk Exploitation: A Behavioral Assessment of Vulnerability to Domestic Violence** (CSE; Applied Behavior Analysis) AMBER KUZMA (Project 12-Ways), Brandon F. Greene and Dana M. Harvey (Southern Illinois University), and Jennifer Lynn Bechtold (Project 12-Ways)
- 6. Improving Reading in Adult Students** (CSE; Applied Behavior Analysis) HILDER VALDIMARSDÖTTIR, Lilja Yr Halldorsdottir, and Erik Arntzen (Akershus University College)
- 7. Assessment of Preferences in the Elderly and Persons With Dementia** (CSE; Applied Behavior Analysis) JORN ARVE VOLD (Norwegian Association for Behavior Analysis), Jon A. Lokke (Ostfold University College), and Erik Arntzen (Akershus University College)
- 8. Treatment of Problem Behavior in the Elderly Using Fixed-Time Presentation of Reinforcing Stimuli** (CSE; Applied Behavior Analysis) JORN ARVE VOLD (Norwegian Association for Behavior Analysis), Jon A. Lokke (Ostfold University College), and Erik Arntzen (Akershus University College)
- 9. Utilizing a Motivation System to Reduce Physical Aggression and Improve Participation in Therapeutic Activities for an Adult Male With an Acquired Brain Injury** (PRA; Applied Behavior Analysis) GLENN PATRICK ADRIAN, James C. K. Porter, Ryan Ibay, and Derek Manning (Ontario Association for Behavior Analysis)
- 10. An Alternative Way to Teach Match-to-Sample of a Naturalistic Nature for Traumatic Brain Injuries** (VRB; Service Delivery) KEVIN J. MARCHINI (ReMeD)
- 11. The Effects of Fluency Training of Facial Expressions in Adults With Acquired Brain Injury** (PRA; Applied Behavior Analysis) NATALIE A. FORBERG, Michael P. Mozzoni, Jeff A Kupfer, and John P. Smagner (The Chicago School of Professional Psychology)

394 Poster Session

12:00 pm–1:30 pm
Exhibit Hall F (Convention Center)
DDA

- 1. Are Repeated Assessments of Behavior Function Necessary When Evaluating Psychotropic Medication Effectiveness?** (PRA; Applied Behavior Analysis) MARIA G. VALDOVINOS and Kirstin Uran (Drake University)
- 2. A Comparison of Different Types of Graphic Displays of Functional Analysis Data: A Preliminary Study** (PRA; Applied Behavior Analysis) CHRISTINA GARRISON-DIEHN (University of Nevada, Reno) and David A. Pyles (The Chicago School, Los Angeles)
- 3. Applying Relative Percent Difference to the Functional Analysis of Problem Behaviour** (TPC; Applied Behavior Analysis) ROSS VIOLO and Kieva Sofia Hrachuk (George Brown College) and F. J. Barrera (none)
- 4. The Potential Impact of Attention During the Functional Analysis of Inappropriate Mealtime Behavior** (PRA; Applied Behavior Analysis) ELIZABETH A. MASLER, Melissa L. Gonzalez, Kathryn Grampp, and Tessa Taylor Rivet (Kennedy Krieger Institute)
- 5. Gauging the Effects of Frequent Preference Assessments on Response Accuracy** (AUT; Applied Behavior Analysis) AINSLEY THOMPSON, Iser Guillermo DeLeon, Michelle A. Frank-Crawford, Mandy M. Triggs, and Abbey Carreau-Webster (Kennedy Krieger Institute)
- 6. Further Analysis of Stability and Disruption of Preference** (AUT; Applied Behavior Analysis) DANA M. GADAIRE (University of Southern Maine), Michael E. Kelley (Munroe-Meyer Institute, University of Nebraska Medical Center), and M. Alice Shillingsburg and Crystal N. Bowen (Marcus Autism Center)
- 7. Evaluation of a Modification to a Preference Assessment to Reduce Problem Behavior** (EDC; Applied Behavior Analysis) SOYEON KANG (University of Texas at Austin), Mark O'Reilly and Christina L. Fragale (Meadows Center for the Prevention of Educational Risk)
- 8. Assessing the Predictive Validity of a Paired-Choice Preference Assessment Using a Progressive Ratio Schedule** (PRA; Applied Behavior Analysis) JOHNNA R. CONLEY (The Chicago School for Professional Psychology) and David A. Pyles (The Chicago School for Professional Psychology, Los Angeles)

- 9. Identifying the Optimal Number of Items to Use During Multiple-Item Preference Assessments** (EAB; Experimental Analysis) DEBORAH L. HATTON (University of Manitoba), Carly Thiessen (St. Amant Research Centre, University of Manitoba), Dickie C. T. Yu (St. Amant Research Centre, University of Manitoba), and Garry L. Martin (University of Manitoba)
- 10. Choice Between Negative and Positive Reinforcement as a Treatment for Escape-Maintained Problem Behavior** (AUT; Applied Behavior Analysis) KRISTIN ANNE KIEL, SungWoo Kahng, Cindy T. Graham, and Mackenzie Wyatt (Kennedy Krieger Institute)
- 11. A Comparison of Constant Time Delay Instruction With High and Low Treatment Integrity** (AUT; Applied Behavior Analysis) Onur Kurt, OZLEM CETIN, and Elif Tekin-Iftar (Anadolu University)
- 12. A Comparison of Resetting and Non-resetting Intervals During Treatment with Differential Reinforcement of Other Behavior** (AUT; Applied Behavior Analysis) EMILY HULL BELLACI and Dorothea C. Lerman (University of Houston-Clear Lake)
- 13. An Extension on Choices Between Positive and Negative Reinforcement During Treatment for Escape-Maintained Behavior** (AUT; Applied Behavior Analysis) IFAT BILITZER and Linda Nguyen (Kennedy Krieger Institute), Rachel C. Maher (Trellis Services, Inc.), and Theodosia R. Paclawskyj (Kennedy Krieger Institute)
- 14. Preference for Choice of Reinforcement During the Treatment of Escape-Maintained Problem Behavior** (Applied Behavior Analysis) MEGAN B. BLACK, SungWoo Kahng, Erin Ann Schaller, Cindy T. Graham, and Amanda Goetzel (Kennedy Krieger Institute)
- 15. Differential Reinforcement to Decrease Prompt Dependency** (AUT; Applied Behavior Analysis) LINH B. LY, SungWoo Kahng, and Cindy T. Graham (Kennedy Krieger Institute)
- 16. A Comparison of Printed and iPod-Delivered Schedules for Increasing Independent Task Initiation and Completion** (AUT; Applied Behavior Analysis) TONI R. VAN LAARHOVEN, Justin Olson, Leanne M. Wadman, Jeffrey Michael Chan, Anna Brady, and Heather Johnson (Northern Illinois University)
- 17. Early Intensive Behavioral Intervention for a Child With Down's Syndrome** (Applied Behavior Analysis) ATLFI F. MAGNUSSON and Helga Kristinsdottir (The State Diagnostic and Counseling Center), Anna-Lind Petursdottir (University of Iceland), and Sigridur L. Jonsdottir (State Diagnostic and Counseling Center)
- 18. The Utility of a Task Preference Hierarchy Based on Response Latency** (Applied Behavior Analysis) ERIN ANN SCHALLER and SungWoo Kahng (Kennedy Krieger Institute), Kathryn Jann (University of Florida), Megan B. Black and Robert Drowos (Kennedy Krieger Institute)
- 19. The Use of a "Later" Card to Decrease Escape-Maintained Problem Behavior During Demand Presentation** (Applied Behavior Analysis) BRIDGET MCKENNA, Natalie Rolider, Molly Gemp, and Amanda Goetzel (Kennedy Krieger Institute)

395 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

DEV

- 1. The Effects of a Rotated Protocol Immersion Package to Induce Higher Order Verbal Capabilities With Students Diagnosed With Developmental Delays** (EDC; Applied Behavior Analysis) R. Douglas Greer (Teachers College, Columbia University), Jennifer Longano (The Fred S. Keller School), and NOOR YOUNUS SYED and Heather Green (Teachers College, Columbia University)
- 2. Effects of Social Reinforcement Contingent on Conventional or Unconventional Responses on Generalized Creativity by Older Adults** (EAB; Applied Behavior Analysis) COURTNEY POLENICK and Stephen Ray Flora (Youngstown State University)
- 3. Teaching Time Telling to Adults With Mild Intellectual Disability** (DDA; Applied Behavior Analysis) Subin Tom Mathews and THERESE MARY FOSTER (University of Waikato)
- 4. The Use of Multiple Exemplar Instruction to Induce the Naming Capability in Children With Disabilities** (EDC; Applied Behavior Analysis) NICOLE LUKE and Andrea Paszti (Surrey Place Centre) and Julia Jones (Toronto Partnership for Autism Services)
- 5. Antisocial Behavior as a Behavioral Cusp** (CBM; Applied Behavior Analysis) JULIANNA RUFINO and Elenice Seixas Hanna (Universidade de Brasília)

396 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

EAB

- 1. The Effects of Basic Reinforcement Schedules on Chicks' Operant Responses and Preferences for Imprinted Stimulus** (DEV; Experimental Analysis) FUKUKO HASEGAWA and Tetsumi Moriyama (Tokiwa University)
- 2. Parametric Analysis of Delay of Reinforcement Effects on Fixed Ratio and Yoked Interval Schedules** (BPH; Experimental Analysis) EZRA GARTH HALL (West Virginia University), David P. Jarmolowicz (University of Arkansas for Medical Sciences), and Kennon A. Lattal (West Virginia University)
- 3. Time Allocation During Conjoint Variable Schedules of Responding and Not-Responding** (Experimental Analysis) ANDREW R. CRAIG and Kennon A. Lattal (West Virginia University)
- 4. Performances of Unnoticed Human Participants Under Mixed Schedule of Reinforcement: A Comparison Between Button-Pressing and Operandum-Tilting** (VRB; Experimental Analysis) MASAHIRO MURATA, Yumi Kato, Ryousuke Kawashima, and Kaname Mochizuki (Teikyo University)
- 5. Re-Examining Stimulus Control of Respondent and Operant Responding: A Consideration of Procedural and Conceptual Distinctions** (Experimental Analysis) JENNIFER A. WADE (Temple University) and Paul D. Neuman (Bryn Mawr College)
- 6. Enhancement of Operant Response Acquisition With Delayed Reinforcement Using Brief Food-Paired Stimuli** (Experimental Analysis) ANDREW T. FOX and Mark P. Reilly (Central Michigan University)
- 7. The Establishment of Lever-Pressing by Rats With Intermittent-Delayed Conditioned Reinforcement** (Experimental Analysis) KARINA BERMUDEZ and Carlos A. Bruner (Universidad Nacional Autonoma de México)
- 8. Effects of Reinforcer Magnitude on Response Acquisition With Unsignaled Delayed Reinforcement** (Experimental Analysis) AMY DAWSON, Kaitlyn P. Brierley, Chad M. Galuska, and Adam H. Doughty (College of Charleston)
- 9. Schedule-Specific Effects of Briefly Delayed Reinforcement** (Experimental Analysis) AUGUST F. HOLTYN and Kennon A. Lattal (West Virginia University)
- 10. Resurgence of Caregiver Responses During Simulated Mealtimes** (Experimental Analysis) AARON D. LESSER (Kennedy Krieger Institute) and John C. Borrero and Amber E. Mendres (University of Maryland, Baltimore County)
- 11. Rich to Lean Transitions and Their Punishing Effects on Key Pecking in Pigeons** (Experimental Analysis) EMILY L. BAXTER and Christine E. Hughes (University of North Carolina Wilmington)
- 12. The Effects of Open and Closed Economies on Token Reinforcer Effectiveness** (TPC; Applied Behavior Analysis) JONATHAN IVY (The Ohio State University)
- 13. Signaling the Optimal Escape Point Reduces the Frequency With Which Pigeons Make the Sunk Cost Error** (Experimental Analysis) ANNE C. MACASKILL and Timothy D. Hackenberg (Reed College)
- 14. The Trader Game: An Analysis of Risky Behavior** (Experimental Analysis) A. Celso Goyos and ANTONIO LUIZ MIGLIATO (Universidade Federal de São Carlos)
- 15. Purchasing Task for Cocaine: Elasticity of Demand as an Under-Recognized Aspect of Impulsivity** (BPH; Experimental Analysis) NATALIE ROSE BRUNER and Matthew W. Johnson (Johns Hopkins University)
- 16. An Appropriate Index for Resurgence for Pigeons** (Theory) SATOSHI OBATA and Tetsumi Moriyama (Tokiwa University)

397 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

EDC

1. Examining the Effects of Number Heads Together on Quiz Results With Students Identified With Emotional Behavioral Disabilities (EAB; Experimental Analysis) WILLIAM HUNTER and Todd F. Haydon (University of Cincinnati)

2. The Effects of Student Developed Practice Questions on Quiz Performance (Applied Behavior Analysis) WILLIAM J. WARZAK and Jennifer S. Kazmerski (University of Nebraska Medical Center) and Sarah G. Ross (North Carolina State University)

3. Effect of Behavioral Tutoring on Undergraduate Academic Performance (PRA; Applied Behavior Analysis) Travis Niemier and DUANE A LUNDERVOLD (University of Central Missouri)

4. Social Skill Acquisition and Generalization: The Relevance of Consistently Brief and Progressive Inter-Trial Intervals (DDA; Applied Behavior Analysis) MEGHAN E. ROBINSON (New England Center for Children) and Gregory P. Hanley (Western New England College)

5. Comparing Two Match-to-Sample Instructional Formats: Tablet versus PowerPoint (AUT; Applied Behavior Analysis) RISHI E. CHELMINSKI, Cammarie Johnson, Allen J. Karsina, and William H. Ahearn (New England Center for Children)

6. The Effects of Direct Instruction Flashcard and Reading Racetrack Procedures on Core Word Mastery by a Child With Autism (AUT; Applied Behavior Analysis) RANDY L. WILLIAMS and Chelsea M. Barberio-Kitts (Gonzaga University)

7. Using an iPod Touch to Teach Social and Self-Management Skills to Students With Emotional and Behavioral Disorders (AUT; Applied Behavior Analysis) JESSE W. JOHNSON and Erika Blood (Northern Illinois University)

8. The Effects of Conditioning Reinforcement for Observing Faces With Voices on Rate of Learning and Responses to Environmental Stimuli for Children With Autism (Applied Behavior Analysis) SUZANNE FRANCOIS, Jacqueline Maffei-Lewis, Amanda C. Philp, and Kimberly Mosca (Teachers College, Columbia University)

9. The Effects of Standard Learn Unit Instruction and Model Learn Unit Instruction on the Rate of Acquisition of Textual Responding (Applied Behavior Analysis) YNDIRA ACOSTA and Alison M. Corwin (Teachers College, Columbia University)

10. Rate of Student Learning as a Function of Accurate Learn Unit Presentations (Applied Behavior Analysis) MATTHEW HOWARTH and R. Douglas Greer (Teachers College, Columbia University)

11. The Effects of Speaker Immersion on the Emergence of Generalized Mands With Autoclitics (VRB; Applied Behavior Analysis) Matthew Howarth, CRYSTAL LO, and Elizabeth Sarto (Teachers College, Columbia University)

12. An Investigation of the Relationship Between Reading and Tact Acquisition (Applied Behavior Analysis) HALEY PELLEGRIN and Lisa Gold (Teachers College, Columbia University)

13. Analysis and Acquisition of English Skills for International Collaborative Research (VRB; Applied Behavior Analysis) KAEKO SAITO (Shirayuri University) and Yuka Koremura and Jun'ichi Yamamoto (Keio University)

14. International Certificate in Applied Behavioral Studies (Service Delivery) MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology) and W. Joseph Wyatt (Marshall University)

15. Effect of Function-Based Classwide Interventions for On-Task Behavior in A General Education Classroom (PRA; Applied Behavior Analysis) YOICHI GOMI and Fumiyuki Noro (University of Tsukuba)

16. Paraphrase Assessment in College Students (VRB; Applied Behavior Analysis) CARLOS SANTOYO and Maria del Refugio Lopez Gamiño (Universidad Nacional Autonoma de Mexico)

17. Behavioral Observation of the Relationship Between Children's Play and Social Interaction During School Recess (EAB; Service Delivery) SHUHEI SAKAMOTO and Junko Tanaka-Matsumi (Kwansei Gakuin University)

Monday, May 30

18. Time for Solving a Problem Affects the Maintenance of On-Task Behavior: Implication for the Response Effort in Academic Setting (DDA; Applied Behavior Analysis) RYOJI NISHIYAMA and Junko Tanaka-Matsumi (Kwansei Gakuin University)

19. The Use of Constant Time Delay: A Literature Review (PRA; Theory) CANAN SOLA, Ozlem Toper Korkmaz, and Elif Tekin-Iftar (Anadolu University)

20. The Use of Most-to-Least Prompting: A Literature Review (PRA; Applied Behavior Analysis) METEHAN KUTLU and Elif Tekin-Iftar (Anadolu University)

398 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

OBM

1. A Comparison of the Effects of Positive and Negative Reinforcement Contingencies on Safety Rule Following Behaviors (EAB; Applied Behavior Analysis) Jaehee Lee, SHEZEEN OAH, and Jin A. Park (Chung-Ang University)

2. Using Interviewee Feedback to Evaluate and Modify an Interview Process (EDC; Service Delivery) Amy BARANEK (May Institute), Emily Huber Callahan (Institute for Child Development, Binghamton University), Kathryn Dingman Boger (McLean Hospital), and Caroline Harrington and James K. Luiselli (May Institute)

3. Negative Reinforcement: It Ain't All That Bad. Using Goal Setting, Feedback, and Negative Reinforcement to Improve Staff Behavior (EDC; Applied Behavior Analysis) DAREN CERRONE and Tina Marie Covington (Hawthorne Country Day School)

4. The Effects of Self-Management on Supervisory Behaviors at a Construction Site (PRA; Applied Behavior Analysis) KYEHOOON LEE, Jaehee Lee, and Shezeen Oah (Chung-Ang University)

5. An Examination of the Relative Effects of Supervisor-Based and Employee-Based Safety Management on Safety Performance at a Construction Site (PRA; Applied Behavior Analysis) KWANGSU MOON, Shezeen Oah, and Yong joon So (Chung-Ang university)

399 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

TPC

1. Dissemination of Behavior Analytic Procedures in Rural Areas (Service Delivery) CLAIRE ST. PETER PIPKIN, Sarah Ott, Susannah Poe, and Allison Serra Tetreault (West Virginia University); David P. Jarmolowicz (University of Arkansas for Medical Sciences); and Mark R. Clingan (West Virginia University)

400 Poster Session

12:00 pm–1:30 pm

Exhibit Hall F (Convention Center)

VRB

1. Effects of Different Audiences on Children's Do-Say Correspondence (EAB; Experimental Analysis) MARIELE DINIZ CORTEZ and Julio C. De Rose (Universidade Federal de São Carlos) and Caio F. Miguel (California State University, Sacramento)

2. Manipulating Skinner's Verbal Operants in an Online Class (EDC; Experimental Analysis) AUTUMN N. MCKEEL (Southern Illinois University, Carbondale), Mark R. Dixon (Southern Illinois University), and Nicholas Mui Ker Lik (Southern Illinois University, Carbondale)

3. Contextual Control of a Merger of Stimulus Equivalence Classes and the Emergence of Topography-Based Responding in Geology Instruction (Applied Behavior Analysis) SADIE L. LOVETT and Ruth Anne Rehfeldt (Southern Illinois University)

4. Transfer of Emotional Functions Using Derived Relational Responding (Experimental Analysis) LEANNA MATTILA, Julie Blaskewicz, and Michael C. Clayton (Youngstown State University)

5. Ordinal Function Transfer Through Equivalence Classes in the Deaf (EAB; Applied Behavior Analysis) ALICE ALMEIDA CHAVES DE RESENDE and A. Celso Goyos (Universidade Federal de São Carlos)

6. A Replication of a Study to Reduce Palilalia (AUT; Applied Behavior Analysis) GLADYS WILLIAMS (Center for International Environmental Law) and Maria DeMauro, Stephen John Wuensch, and Jacqueline Brunton (David Gregory School)

7. Effectiveness of Teaching Tacts Using Two-Dimension and Three-Dimension Modalities (EDC; Applied Behavior Analysis) SUSAN FONTENOT and Laura D. Fredrick (Georgia State University)

401 Panel Discussion

1:30 pm–2:20 pm

Korbel Ballroom 4F (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Jane Howard, Ph.D.

Life After Early Intensive Behavioral Intervention in Autism

Chair: Andy S. Bondy (Pyramid Educational Consultants)

TRISTRAM SMITH (University of Rochester Medical Center)

JANE S. HOWARD (California State University, Stanislaus)

ADRIENNE M. PERRY (York University)

402 Invited Tutorial

1:30 pm–2:20 pm

401/402 (Convention Center)

BPH; Experimental Analysis

BACB CE Offered. CE Instructor: Erin Rasmussen, Ph.D.

Behavior Economics, Genes, and Cannabinoids: Environmental and Biochemical Contributors to Food Reward in the Context of Obesity

Chair: Karen G. Anderson (West Virginia University)

ERIN B. RASMUSSEN (Idaho State University)



Dr. Erin B. Rasmussen is an associate professor of psychology at Idaho State University. She conducts research on the behavioral pharmacology and behavioral economics of food and exercise reinforcement using animal models of obesity, as well as humans, with special emphasis on drugs that affect the cannabinoid and opioid neurotransmitter systems. She has published her research in such journals as the *Journal of the Experimental Analysis of Behavior*; *Pharmacology, Biochemistry, and Behavior*; *Behavioural Pharmacology*; and *Behavioural Processes*. She is the current president of the Four Corners Association for Behavior Analysis. Dr. Rasmussen received her Ph.D. in 2001 from Auburn University under the direction of Dr. Christopher

Newland. She previously served on the faculty of the College of Charleston (2001–2004).

Abstract: Obesity is the result of a long-term pattern of a situation in which food is especially reinforcing and exercise is not. The cannabinoid neurotransmitter system plays a role in food reinforcement and obesity, though much of the research on this is limited to free-food intake as a dependent variable. This presentation will review findings from our laboratory in two areas. One, we will describe attempts to isolate behavioral mechanisms involved with food reinforcement in animal and human studies using behavioral economic experiments, including demand analysis, the delay discounting procedure, and choice. Two, we will discuss the role of cannabinoid drugs (e.g., rimonabant and 2-AG) on food reinforcement, food-associated stimuli, and exercise as a reinforcer. Throughout the presentation, we will include data from the obese Zucker rat, a genetic model of obesity, to illustrate genetically influenced differences in food and exercise reinforcement, as well as behavioral sensitivities to cannabinoid drugs. A pattern from these studies emerges: the more effortful the arrangement of food is, the less genes play a role in food consumption.

403 Paper Session

1:30 pm–2:20 pm
603 (Convention Center)
CBM

Studies in Behavioral Medicine

Chair: Thomas S. Critchfield (Illinois State University)

Melanoma Detection as a Problem in Stimulus Control (Experimental Analysis)

THOMAS S. CRITCHFIELD (Illinois State University), Elizabeth A. Dalianis (University of Maryland), Niki Howard (Illinois State University), and Derek D. Reed (University of Kansas)

Behavioral Multi-Component Treatment of Elevated Blood Pressure (Applied Behavior Analysis)

MARTTI T. TUOMISTO, Lauri Parkkinen, and Jyrki Ollikainen (University of Tampere) and Matti Turtiainen (City of Joensuu)

404 Paper Session

1:30 pm–2:20 pm
605 (Convention Center)
CBM

Clinical Behavior Analysis Time-Series Studies

Chair: Clodagh Mary Murray (National University of Ireland, Galway)

A Component Analysis of the Effects of Graduated Exposure and Differential Reinforcement on Phobic Behaviors (Applied Behavior Analysis)

JON PAUL D. MOSCHELLA, Marianne L. Jackson, Amanda N. Adams, and Amanda Mortimer (California State University, Fresno)

Outcomes of Behavioural Intervention for Anger Management and Decreasing Inappropriate Social Behaviour in an Adult Male With Traumatic Brain Injury (Applied Behavior Analysis)

CLODAGH MARY MURRAY and Olive Healy (National University of Ireland, Galway)

405 Invited Tutorial

1:30 pm–2:20 pm
607 (Convention Center)
OBM; Applied Behavior Analysis
PSY/BACB CE Offered. CE Instructor: Terry McSween, Ph.D.

Organizational Behavior Management Consulting—Some of the Challenges of Growth

Chair: Heather M. McGee (Western Michigan University)

TERRY E. MCSWEEN (Quality Safety Edge)



Dr. Terry E. McSween is president and CEO of Quality Safety Edge, an organization that helps improve business success and profitability through leadership development and behavioral safety. He has developed an original method for creating ownership for organizational change through local-level, employee involvement in the design process. His approach results in increased participation in safety and performance improvement efforts, minimizing resistance to organizational change. Dr. McSween has received numerous awards for his work in safety improvement. He received the 2009 Life Time Achievement and 2001 Significant Contribution awards from the Organizational Behavior Network. He also was awarded the Johnson and

Higgins Scrivener Award for his article "Improve your safety program with a behavioral approach," published in *Hydrocarbon Processing*, from the American Society of Safety Engineers for the outstanding technical article on safety and health published outside of the society. His book, *The Values-Based Safety Process*, second edition, was published in 2003 by John Wiley and Sons of New York, NY.

Abstract: Growth creates unique challenges for behavioral consulting firms. As Quality Safety Edge (QSE) has grown from a practice of three friends to a multi-million dollar consulting firm, it has struggled with a number of those challenges. The first challenge for all businesses is generating business. In particular, international sales created a special set of issues. A second challenge, growth, meant adding consultants, which created the challenge of "industrializing the service," that is, standardizing the approach and

materials so that all consultants used a consistent approach in providing services. The third challenge was a bit more subtle. As consultants have success with an implementation strategy, they tend to adapt that approach, and over time, they begin to have too much consistency and lose the flexibility to modify their plans in ways that might better serve the customer. Finally, implementing behavioral solutions internationally requires a sensitivity to cultural differences. Dr. McSween will describe QSE's experience with these challenges and what has been done to address them.

406 Panel Discussion

1:30 pm–2:20 pm

Korbel Ballroom 3A (Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Gina Green, Ph.D.

Public Policy Strategies and Tactics for Behavior Analysts

Chair: Gina Green (Association of Professional Behavior Analysts)

WILLIAM H. AHEARN (New England Center for Children)

GINA GREEN (Association of Professional Behavior Analysts)

SUZANNE LETSO (Connecticut Center for Child Development)

NEIL T. MARTIN (European Association for Behaviour Analysis)

407 Invited Tutorial

1:30 pm–2:20 pm

Four Seasons 4 (Convention Center)

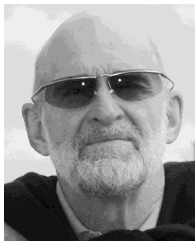
VRB; Theory

PSY/BACB CE Offered. CE Instructor: R. Greer, Ph.D.

Verbal Behavior Development as We Understand It Now

Chair: Anna I. Petursdottir (Texas Christian University)

R. DOUGLAS GREER (Teachers College, Columbia University)



R. Douglas Greer has taught at Columbia University Teachers College and Graduate School of the Arts and Sciences for 41 years, sponsored 155 Ph.D. dissertations, taught over 2,000 master's students, founded the Fred S. Keller School, authored 13 books and 155 research and conceptual papers, served on the editorial board of 10 journals, and developed the CABAS school model for special education and the Accelerated Independent Model for general education (K–5). He has received the American Psychology Association's Fred S. Keller Award for Distinguished Contributions to Education, the International Dissemination of Behavior Analysis Award from SABA, the Contributions to The Fred S. Keller School Award, and May 5 was

declared "R. Douglas Greer Day" by the Westchester County Legislature. He is a fellow of the ABAI and a CABAS board certified senior behavior analyst and senior research scientist. He has taught courses at the universities of Almeria, Grenada, Cadiz, Madrid, Oviedo, and Salamanca in Spain; Askerhaus College in Norway; the University of Ibadan in Nigeria; and the University of Wales at Bangor. Greer has served as the keynote speaker at the Experimental Analysis of Behavior Group in England and at national conferences on behavior analysis in Ireland, Israel, Korea, Norway, and in several states in the USA. He contributed to the development of several schools based entirely on scientific procedures and comprehensive curriculum-based assessment in the USA, Ireland, Sicily, England, and Spain.

Abstract: In the first decade of the 21st century, we advanced understanding of how experiences lead to the emergence of verbal developmental cusps and cusps that are new learning capabilities. Protocols for preverbal developmental cusps lead to listener cusps involving conditioned reinforcement for observing responses and generalized imitation as foundation for the joining of observing and producing. Other protocols (a) induce echoic-to-mands and tacts, join see-do with hear-echo, (b) induce tacts, transform motivational control across mands and tacts, (c) induce autoclitics frames, induce non-scripted social verbal exchanges in non-instructional settings, (d) induce verbal observational learning, induce conditioned reinforcement for tacts, (e) transform stimulus control across the listener and speaker within the skin, (f) induce incidental learning of new words for things (Naming), (g) join Naming and reading comprehension, (h) induce functional

writing, and evoke verbal stimulus control in complex problem solving in children and the scientist. Current evidence suggests there is "no poverty of stimulus" and the stimulus control is located in indirect or remote contact with basic principles of behavior made possible by certain experiences, experiences that can be provided by expert behavior analysts. This presentation will include a description of how what we know has changed what can be done.

408 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 1F (Convention Center)

AAB; Experimental Analysis

Accessing Function and Stimulus Equivalence in Nonhumans

Chair: Ron F. Allen (Simmons College)

Discussant: Jeff A. Kupfer (Jeff Kupfer, Professional Association)

Using Functional Assessment to Change Problematic Behavior in Dogs

TERRI M. BRIGHT (Simmons College)

Accessing Stimulus Equivalence Using Olfactory Stimuli in a Pet Canine

TERRI M. BRIGHT (Simmons College)

A Review of Investigations of Stimulus Equivalence With Nonhuman Animals

RON F. ALLEN and Russell W. Maguire (Simmons College)

409 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 4E (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Faye Carter, Ph.D.

Video Modeling: How, How Much, and With Whom?

Chair: Faye I. Carter (STAR, Inc.)

Use of Video Modeling to Teach Daily Living Skills to Individuals With Autism

MAYU FUJIWARA (STAR, Inc.)

Use of Video Modeling to Teach Daily Living Skills to Individuals With Autism—

A Follow-Up Use of Video Modeling to Teach Pretend Play Skills to Individuals With Autism

AMANDA JACOPETTI (STAR, Inc.)

Teaching Independent Living Skills to a Child With Autism Using Video Modeling With a Sibling as Model

STEVEN H. TROYER (San Francisco State University)

410 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 4D (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Judah Axe, Ph.D.

Watching Others: Teaching Eye Contact, Joint Attention, and Observational Learning to Children With Autism

Chair: Judah B. Axe (Simmons College)

Discussant: Linda A. LeBlanc (Auburn University)

Effects of Tactile Prompts on Eye Contact and Responses to Facial Expressions With Children With Pervasive Developmental Disorder—Not Otherwise Specified

JUDAH B. AXE and Christine J. Evans (Simmons College)

The Effects of Prompting, Reinforcement, and Script Fading Procedures to Teach Children With Autism a Generalized Repertoire of Initiating Bids for Joint Attention

SANDRA R. GOMES (Somerset Hills Learning Institute), Sharon A. Reeve (Caldwell College), Kevin J. Brothers (Somerset Hills Learning Institute), and Tina Sidener and Kenneth F. Reeve (Caldwell College)

Increasing Observational Learning of Children With Autism: Effects of Teaching a Monitoring Response Bridget A. Taylor (Alpine Learning Group), Jaime A. DeQuinzio (none), JAIME STINE (Alpine Learning Group), and Gizem Tanol (University of Minnesota)

411 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 4B (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Mary Barbera, M.Ed.

Evaluating the Efficiency of Nontraditional Staff Training in Autism Interventions

Chair: Mary Lynch Barbera (Barbera Behavior Consulting)

Discussant: Guy S. Bruce (Florida Institute of Technology)

Impact of Online Training Videos on the Implementation of Mand Training by Four Paraprofessionals in a Special Education Setting

EMALEY BLADH MCCULLOCH (Autism Training Solutions) and Anne Lau (Autism Behavior Consulting Group, Inc.)

Evaluation of a Video-Based E-Learning Program to Train Therapists in Foundational Knowledge of Autism and Behavior Analytic Interventions

Amy D. WIECH (Autism Behavior Consulting Group, Inc.) and Emaley Bladh McCulloch and Annie M. Collins-Castillo (Autism Training Solutions)

Measuring the Effects of a Fluency-Based Autism Training on Emerging Educational Leaders

MARY LYNCH BARBERA (Barbera Behavior Consulting)

412 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 4A (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Frank Bird, MS

Promoting Successful Transitions to Alternate Settings

Chair: Rita M. Gardner (Melmark New England)

Discussant: Paul A. Dores (none)

Transition to Public School: A Successful Planning Model

AMANDA KENNEDY (Melmark New England), Paulette E. Burdick (Nashoba Regional School District), and Helena L. Maguire and John Demanche (Melmark New England)

Going Home: Facilitating a Successful Return

SILVA ORCHANIAN and Helena L. Maguire (Melmark New England)

The Transition to Adult Services: What Does a Success Model Look Like?

FRANK L. BIRD and Lisa A. Studer (Melmark New England)

413 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 4C (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Adel Najdowski, Ph.D.

Recent Research on Behavioral Intervention for Children With Autism

Chair: Adel C. Najdowski (Center for Autism and Related Disorders, Inc.)

Discussant: Sigmund Eldevik (Akershus University College)

Analysis of Age, Treatment Intensity, and Learning Rate in a Large Group of Children With Autism TALYA VOGEL, Dennis Dixon, Jonathan J. Tarbox, Arthur E. Wilke, Diane Perrine, and

Jennifer Ranick (Center for Autism and Related Disorders, Inc.)

The Effects of the Duration of Breaks in Services on Regression of Skills in Children With Autism THERESA BARTHOLOMEW, Jonathan J. Tarbox, and Sienna Greener-Wooten (Center for Autism and Related Disorders, Inc.)

Development and Validation of a Brief Instrument for Evaluating Procedural Fidelity in Discrete Trial Training

CATHERINE PETERS, Jonathan J. Tarbox, Dennis Dixon, Taira Lanagan, and Evelyn R. Gould (Center for Autism and Related Disorders, Inc.)

414 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 3B (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Henry Roane, Ph.D.

Current Practices in Caregiver Training

Chair: Henry S. Roane (State University of New York, Upstate Medical University)

Sequential Application of Caregiver Training Procedures to Implement Pediatric Feeding Protocols

MEGHAN M. PANGBORN and Carrie S. W. Borrero (Kennedy Krieger Institute) and John C. Borrero (University of Maryland, Baltimore County)

Training Parents of Autistic Siblings in the Implementation of a Multifunction Differential Reinforcement Program

NIAMH DOYLE, Henry S. Roane, and Heather Kadey (State University of New York, Upstate Medical University)

Randomized Trial of an eLearning Program for Training Parents of Children With Autism in Principles and Procedures of Applied Behavior Analysis

JINA JANG, Jonathan J. Tarbox, and Dennis Dixon (Center for Autism and Related Disorders, Inc.)

Treatment of Pediatric Feeding Problems: Comparing Follow-Up Outcomes in the Clinic Versus via Telehealth

JASON R. ZELENY, Valerie M. Volkert, Lynn Farrell, Jana Frese, and Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)

415 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 3C (Convention Center)

DDA; Service Delivery

Examining Treatment Efficacy of Behavior Analytic Strategies to Address Feeding Issues Compared to the Use of Occupational Therapy Strategies to Address These Same Feeding Issues for Children

Chair: Joyce C. Tu (Center for Behavioral Sciences, Inc.)

Using Shape to Introduce New Food Items Across Three Children With Developmental Delays

HOANG NGUEYN (Center for Behavioral Sciences, Inc.)

Examining the Efficacy of Occupational Therapy to Treat Selective Eating and Problem Behaviors for Three Children With Developmental Delays

JUNELYN LAZO (Center for Behavioral Sciences, Inc.)

Examining the Efficacy of a Shaping and Occupational Therapy Combined Condition to Increase Eating and Chewing for Three Children With Developmental Delays

TRICIA M. CANTON (Center for Behavioral Sciences, Inc.)

Comparing the Effectiveness of a Shaping Condition and a Shaping in Combination With Occupational Therapy Strategies When Treating Selective Eating and Self-Injurious Behaviors for Children With Developmental Delays

JOHANNA F. LORCA (Center for Behavioral Sciences, Inc.)

416 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 2C (Convention Center)

DDA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Raymond Miltenberger, Ph.D.

Recent Research on Skills Training for Individuals With Autism and Developmental Disabilities

Chair: Raymond G. Miltenberger (University of South Florida)

Evaluation of Video Modeling for Teaching Abduction Prevention Skills to Children With Autism and Asperger's Disorder

DANIELLE S. GODISH and Raymond G. Miltenberger (University of South Florida)

Teaching Social Skills to Children With Asperger's Disorder and Autism: An Evaluation of Video Self-Modeling and Behavioral Skills Training

KRYSTAL M. MCFEE, Raymond G. Miltenberger, Ashley Breeden, Ivan DeVeaux, Jennifer Rodriguez, Jaclyn Fishman, and Ashley Carpenter (University of South Florida)

Evaluating the Effectiveness of the Travel Assistance Device on the Bus Riding Behavior of Individuals With Disabilities

ARICA BOLECHALA, Raymond G. Miltenberger, Sean Barbeau, and Marcy Gordon (University of South Florida)

Behavioral Skills Training and In-Situ Training to Teach Greeting Skills to Adults With Developmental Disabilities

SHANNAN SMITH and Raymond G. Miltenberger (University of South Florida)

417 Symposium

1:30 pm–2:50 pm

610/612 (Convention Center)

DEV; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jonathan Baker, Ph.D.

Preference and Reinforcer Assessment in Older Adults With Dementia

Chair: Jonathan C. Baker (Southern Illinois University)

Discussant: Jonathan C. Baker (Southern Illinois University)

Evaluation of Preference Formats and Types of Activities Offered in Nursing Homes With Older Adults With Alzheimer's Disease

AMANDA RIPLEY RYAN (Imagine! Behavioral Health Services), Maranda Trahan (Johns Hopkins University), Jenna Mattingly (Southern Illinois University, Carbondale), and Paula K. Davis (Southern Illinois University)

Evaluating Activity Presentation Formats and the Amount of Interactions on Activity Engagement in Older Adults With Alzheimer's Disease

MARANDA TRAHAN (Johns Hopkins University) and Paula K. Davis and Jonathan C. Baker (Southern Illinois University)

Reinforcement and Extinction-Induced Behavioral Variability in Older Adults With Dementia

JENNA MATTINGLY (Southern Illinois University, Carbondale) and Jonathan C. Baker (Southern Illinois University)

418 Symposium

1:30 pm–2:50 pm

406 (Convention Center)

EAB; Theory

Experimental Analysis of Human Behavior Special Interest Group Career Award: Jack Michael's Contributions to Behavior Analysis

Chair: Eric A. Jacobs (Southern Illinois University, Carbondale)

Discussant: Teodoro Ayllon (Behavioral Consultant)

Jack Michael's Motivation

CAIO F. MIGUEL (California State University)

Monday, May 30

Jack Michael's Contribution to Translational Research

MARK L. SUNDBERG (Sundberg and Associates)

Producing Future Behavior Analysts: Lessons From a Distinguished Educator

HENRY D. SCHLINGER (California State University, Los Angeles)

419 Symposium

1:30 pm–2:50 pm

405 (Convention Center)

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Nicholas Mui Ker Lik, MS

Behavior Analysis of Gambling Behavior II

Chair: Nicholas Mui Ker Lik (Southern Illinois University, Carbondale)

Hypothetical Financial Status Can Alter Delay Discounting Values of Pathological Gamblers

Mark R. Dixon and FRANK D. BUONO (Southern Illinois University) and Autumn N. McKeel (Southern Illinois University, Carbondale)

Probabilistic Discounting Rates Before and After Exposure to a Simulated Die Roll Gambling Task

Jill DeFreitas, Ashley West, Erin E. Watkins, BENJAMIN N. WITTS, and Patrick M. Ghezzi (University of Nevada, Reno); Jeffrey N. Weatherly (University of North Dakota); and Daniel D. Houlihan (Minnesota State University, Mankato)

Examining Transformation of Function in Gambling

NICHOLAS MUI KER LIK (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

Manipulating Rate of Slot Machine Play Through Stimulus Control

MOLLIE J. HORNER-KING (Southern Illinois University, Carbondale); Mark R. Dixon (Southern Illinois University); and Alyssa N. Wilson, Jeffrey R. Miller, and Samantha Reed (Southern Illinois University, Carbondale)

420 Paper Session

1:30 pm–2:50 pm

404 (Convention Center)

EAB

Equivalence, Concept Discrimination, and Analysis

Chair: Ian T. Stewart (National University of Ireland, Galway)

Stimulus Equivalence and Verbal Ability in Autistic and Neurotypical Children (Experimental Analysis)

DANNA M. CHALLIES (Massey University) and Ian M. Evans (none)

Non-arbitrary Relational Interference With Auditory Stimulus Equivalence (Experimental Analysis)

IAN T. STEWART and Julie Brosnan (National University of Ireland, Galway)

Verbal Abstraction and Concept Formation: A Demonstration of Pragmatic Verbal Analysis

(Experimental Analysis)

MICHAEL N. REYNOLDS, Richard W. Seim, and Scott T. Gaynor (Western Michigan University)

Been Wrong So Long It Looks Right To Me: Training Multivariate and Neural Network Relations

(Experimental Analysis)

CHRIS NINNESS and Ginger L. Kelso (Stephen F. Austin State University), Dermot Barnes-Holmes (National University of Ireland, Maynooth), and Robin Rumph, Robbie Steward, Elizabeth Kelly, Josh Staley, and Glen L. McCuller (Stephen F. Austin State University)

421 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 1A (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Christina Whalen, Ph.D.

Research on TeachTown: Basics in Preschool and Kindergarten Classrooms: Skill Acquisition, Generalization, Motivation, and Fidelity of Implementation

Chair: Christina Whalen (TeachTown)

Discussant: Daniel Adam Openden (Southwest Autism Research)

Effectiveness of TeachTown: Basics Computer-Assisted Intervention in Preschool and Kindergarten Classrooms

YASAMAN DIANAT and Christina Whalen (TeachTown)

Motivation of Students with Autism Spectrum Disorder and Teacher Fidelity of Implementation Using TeachTown: Basics Computer-Assisted Intervention

CHRISTINA WHALEN (TeachTown)

Computer Versus Teacher-Delivered Applied Behavior Analysis With Preschool Students With Autism Spectrum Disorders

RACHEL MCINTOSH (SARRC), Daniel Adam Openden (Southwest Autism Research), and Christina Whalen (TeachTown)

422 Paper Session

1:30 pm–2:50 pm

Korbel Ballroom 1C (Convention Center)

EDC

Academic and Behavioral Support for Students in Middle and High School

Chair: Brendan C. Keenan (ABC Consultants, LLC)

Developing a Multi-Classroom Positive Behavior Support Program in a Public High School: Conceptual, Methodological, and Pragmatic Issues (Service Delivery)

BRENDAN C. KEENAN, Karen M. Zeltman, Philip L. Concors, and John C. Barnard (ABC Consultants, LLC)

Jump Start and Check and Connect: Academic Intervention Programs for Struggling High School Students (Applied Behavior Analysis)

RICK SHAW (Behavior Issues) and Joe Potts and Tracy Habrel (Kent School District)

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)

Hyperactivity, Depression, and Low Academic Functioning as Targeted (Behavioral) Problems in Veracruz Middle Schools: A Behavioral Intervention Program (Applied Behavior Analysis)

Marco Wilfredo Salas-Martinez, ANDREE FLEMING-HOLLAND, Esperanza Ferrant-Jimenez, and Cesar G. Aguilar-Salazar (Universidad Veracruzana)

423 Symposium

1:30 pm–2:50 pm

302 (Convention Center)

OTH; Applied Behavior Analysis

Teaching Programmes for Children With Autism Using Applied Behaviour Analysis and Derived Relational Responding Components: Two Papers on Teaching Procedures, One on Perceptions of Applied Behavior Analysis

Chair: Carol Murphy (National University of Ireland, Maynooth)

Discussant: Carol Murphy (National University of Ireland, Maynooth)

Examining Perspective-Taking and Prerequisite Skills in Nine Children With Diagnosed Autism Spectrum Disorder

SARAH DUNNE, Yvonne Barnes-Holmes, Dermot Barnes-Holmes, and Carol Murphy (National University of Ireland, Maynooth)

Using the IRAP Computer Programme and Applied Behaviour Analysis to Teach Relational Responding in Children With Autism

HELEN KILROE, Carol Murphy, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Social Validity and Applied Behavior Analysis: An Attempt to Quantify Agreement With Positive or Negative Statements About Applied Behavior Analysis and Other Treatments Among Professionals in Ireland

ASHLEIGH BEST, Carol Murphy, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

424 Panel Discussion

1:30 pm–2:50 pm

Korbel Ballroom 1D (Convention Center)

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Philip Himeline, Ph.D.

Suggestions and Strategies for the Use and Investigation of Inter-teaching

Chair: Genevieve M. DeBernardis (University of Nevada, Reno)

THOMAS E. BOYCE (Center for Behavioral Safety, LLC)

PHILIP N. HINELINE (Temple University)

MARK A. MATTAINI (Jane Addams College of Social Work)

NANCY A. NEEF (The Ohio State University)

425 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 1E (Convention Center)

TBA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Melissa Nosik, MS

Technology of Teaching: Ushering in a New Era of Behavior Analytic Teaching

Chair: Patrick E. McGreevy (Patrick McGreevy, Ph.D., P.A.)

Discussant: Patrick E. McGreevy (Patrick McGreevy, Ph.D., P.A.)

Evaluation of Video Based Training Technologies for Teaching Discrete Trial Instruction

MELISSA NOSIK, Natalia Garrido, and W. Larry Williams (University of Nevada, Reno)

Train-to-Code Training Works, but How and Why?

ROGER D. RAY ((AI)2, Inc.) and Rachel B. Ruah, Lauren E. Bourdon, and Edwin R. Sanford (Rollins College)

Train-to-Code: Exploring New Directions for Training Behavioral Procedures

MARK MALADY (University of Nevada, Reno) and Nomara Santos and Joshua K. Pritchard (Florida Institute of Technology)

426 Paper Session

1:30 pm–2:50 pm

601 (Convention Center)

TPC

Historical Issues and Perspectives

Chair: Kristjan Gudmundsson (Icelandic Phallological Museum)

Sexual Selection and Its Consequences (Theory)

BENJAMIN REYNOLDS and Linda J. Parrott Hayes (University of Nevada, Reno)

The Experimental Origins of B. F. Skinner's Theory of the Operant: 1928–33 (Theory)

KRISTJAN GUDMUNDSSON (Icelandic Phallological Museum)

The Whole Organism (Theory)

LINDA J. PARROTT HAYES (University of Nevada, Reno)

427 Symposium

1:30 pm–2:50 pm

Korbel Ballroom 2B (Convention Center)

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Abigail Calkin, Ph.D.

Inner Behavior: How Do We Get There? What Data Do We Have?

Chair: Abigail B. Calkin (Calkin Consulting Center)

Discussant: Douglas E. Kostewicz (University of Pittsburgh)

Reflections on Private Events: A Multimedia Presentation

MICHAEL KEENAN (University of Ulster)

The “Depressed Stance”: Inner Behaviour's Observable Face

EMMA F. DOUGLAS-COBANE (Treehouse Trust)

Research Into Inner Behavior

ABIGAIL B. CALKIN (Calkin Consulting Center)

428 Panel Discussion

2:00 pm–3:20 pm

Korbel Ballroom 1B (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Melissa Olive, Ph.D.

Behavior Analysts' Legal (and Thus Ethical) Responsibilities Under Federal Special Education Law

Chair: Melissa L. Olive (Walden University)

CLAIRE CHARLES (Developmental Disabilities Resource Center)

PAMELA M. MARTIEN (Developmental Disabilities Resource Center)

MELISSA L. OLIVE (Walden University)

REBECCA RYAN (Law Offices of Rebecca Ryan)

429 Panel Discussion

2:30 pm–3:20 pm

Korbel Ballroom 4F (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Raymond Romanczyk, Ph.D.

Observation and Data Collection With the iPhone, iPad, iTouch, and Other Smartphones: Elementary to Sophisticated

Chair: Raymond G. Romanczyk (State University of New York at Binghamton)

JENNIFER M. GILLIS MATTSO (Auburn University)

EMILY HUBER CALLAHAN (Institute for Child Development, Binghamton University)

RAYMOND G. ROMANCZYK (State University of New York at Binghamton)

430 Invited Tutorial

2:30 pm–3:20 pm

Four Seasons 4 (Convention Center)

AUT; Applied Behavior Analysis

PSY/BACB CE Offered. CE Instructor: William Ahearn, Ph.D.

Autism as a Social Learning Disorder: From Research and Practice to Interpretation

Chair: Jeffrey H. Tiger (Louisiana State University)

WILLIAM H. AHEARN (New England Center for Children)



Bill Ahearn, Ph.D., BCBA-D, joined the New England Center for Children (NECC) in August 1996, and currently serves at NECC as the director of research. He is also a clinical assistant professor in Northeastern University's master's program in applied behavior analysis and adjunct faculty in Western New England College's doctoral program. Bill was named the 2009 American Psychological Association Division 25 awardee for Enduring Contributions to Applied Behavioral Research. Bill is the ACE coordinator for providing BCBA continuing education at NECC and for the Berkshire Association for Behavior Analysis and Therapy. He also serves on the Autism Advisory Committees for the Association of Professional

Behavior Analysts and the Cambridge Center for Behavioral Studies. Bill's research interests include social skills in children with autism, verbal behavior, assessment and treatment of stereotypy, severe problem behavior, and pediatric feeding difficulties. He is also interested in resistance to change, behavioral economics, and conditioned reinforcement. His work has been published in the *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Behavioral Interventions*, *Behavior Modification*, *The Lancet*, and the *Journal of Autism and Developmental Disorders*. He has written book chapters on teaching children with autism and pediatric feeding problems in children with autism. Bill is currently on the editorial boards for the *Journal of Applied Behavior Analysis*, *The*

Analysis of Verbal Behavior, and *Behavioral Interventions* and has served as a guest reviewer for several other journals. He has also been principal investigator on an NIH-funded grant with Dr. William Dube, is funded through by the Organization for Autism Research along with Dr. Becky MacDonald, and is a past-president of the Berkshire Association for Behavior Analysis and Therapy.

Abstract: Research into the behavioral characteristics of autism has revealed evidence that this disorder represents a unique form of social learning deficit. Children with autism typically have communicative and social deficits, and investigations have detailed how early these deficits appear. At 6 months of age, distinct differences are apparent in the nature of stimuli that are salient to children who will subsequently be diagnosed with autism. This tutorial will review research into early markers of social impairment in individuals with autism. Some of the topics discussed will include attention, joint attention, and social interaction. A review of teaching procedures for establishing these critical social responses will follow. During this review some of the challenges that clinicians face in not only producing and maintaining these skills but in fostering generalization of them will be discussed. Then a conceptual analysis of these social deficits will be presented to coalesce research findings, both structural and functional in nature, into an interpretation of autism as a social learning disorder. The purpose of this interpretation will be to highlight the most pressing matters faced by clinicians in designing effective instruction in social behavior while offering some possible solutions to these challenges.

431 B. F. Skinner Lecture Series

05/30/2011

2:30 pm–3:20 pm

607 (Convention Center)

CBM

PSY/BACB CE Offered. CE Instructor: Ethan Watters, Other

The Globalization of the American "Mind"

Chair: Jonathan W. Kanter (University of Wisconsin, Milwaukee)

ETHAN WATTERS



Ethan Watters is an author and journalist who has spent the last two decades writing about psychiatry and social psychology. Most recently, he is the author of *Crazy Like Us: The Globalization of the American Psyche*. The book suggests that America is homogenizing not just the categorization and treatment of the mentally ill but the subjective experience of being mentally ill. He began his career writing about daycare abuse scares, satanic cult conspiracies, and other urban hysterias of the early 1990s. He was the first national magazine writer to expose therapists who lead their patients to uncover "recovered memories" of early childhood abuse. That work culminated in a co-authorship of *Making Monsters: False Memories, Psychotherapy and Sexual Hysteria*, a

groundbreaking indictment of the recovered memory movement. Watters is a frequent contributor to *The New York Times Magazine*, *Discover*, *Men's Journal*, *Details*, *Wired*, and *This American Life*. His writing on the new research surrounding epigenetics was featured in 2003's *Best American Science and Nature Writing* series. Watters is co-founder of the San Francisco Writers' Grotto, a workspace for journalists, novelists, poets, and filmmakers. He lives in San Francisco with his wife and children.

Abstract: Mental illnesses are not spread evenly around the globe and across history. In a talk based on his recent book, Watters will review work by cross-cultural psychiatrists that has shown that mental illnesses appear in different cultures and periods in history in endlessly complex and unique forms. Because the troubled "mind" has been perceived in terms of diverse religious, scientific, and social beliefs of discrete cultures, "madness" in one place and time often looks remarkably different from "madness" in another. But with increasing globalization, things are changing quickly. The remarkable diversity once seen among different cultures' conceptions of madness is disappearing. Mental illnesses identified and popularized in the United States are spreading across cultural boundaries with the speed of contagious diseases. Indigenous forms of mental illness and healing are being replaced by disease categories and treatments made in the USA. To lay bare these international trends, Watters will explore four case studies: the rise of anorexia in Hong Kong in the 1990s; the spread of post-traumatic stress disorder and trauma therapy to Sri Lanka after the Boxing Day tsunami; the changing notions of schizophrenia in Zanabazar; and the selling of depression to Japan after that market was open to serotonin-specific reuptake inhibitors (SSRIs).

432 Invited Presenter

2:30 pm–3:20 pm

Korbel Ballroom 2A (Convention Center)

EDC

PSY/BACB CE Offered. CE Instructor: Christopher Skinner, Ph.D.

Increasing the Probability of Students Engaging in Assigned Work: The Addictive Interspersal Procedure and the Discrete Task Completion Hypothesis

Chair: Jennifer L. Austin (University of Glamorgan)

CHRISTOPHER SKINNER (University of Tennessee)



Christopher Skinner graduated from Lehigh University with a Ph.D. in school psychology in 1989. He became associate professor in 1993 and full professor in 1995 and has served as coordinator of school psychology programs since 1993 (including Mississippi State). His programs have been reviewed and accredited by APA, NASP, state Departments of Education, and NCATE. Skinner has a passion for behavioral theory and practice. Since graduation, he has made over 200 peer-reviewed presentations and published over 150 peer-refereed journal articles. Many of these papers have described in vivo applied remediation studies (i.e., experiments, often using single-subject designs) where Skinner and his students applied behavioral

theory, research methods, problem solving strategies, and interventions. However, Skinner has also advanced the field with innovative conceptual and theoretical work including randomly selecting contingency components, precisely measuring learning rates, tootling, the additive interspersal procedures, and the discrete task completion hypothesis.

Abstract: Within classroom settings, students can choose to engage in desired behavior or a host of competing alternative behaviors. Enhancing relative rates of reinforcement can increase the probability of students choosing to engage in assigned work. In this presentation, I will review research on variables that affect choice. This presentation will also include a description and analysis of research on the discrete task completion hypothesis (when given an assignment comprised of many discrete tasks, each complete task is a reinforcer) and the additive interspersal procedure, which show how educators can arrange contingencies such that students choose assignments requiring more effort (e.g., 20% more long math problems) by adding even more work (some additional shorter problem). Those who attend will acquire an understanding of how the classroom (and life) is essentially a continuous choice paradigm and how those choices affect learning. In addition, attendees will learn a counterintuitive procedure designed to enhance the probability of students choosing to do higher effort work. Finally, Dr. Skinner hopes to expand attendees' basic understanding of reinforcers and describe how learning histories, along with rate, quality, and immediacy of conditioned reinforcement, can interact with effort to influence choice classroom.

433 Invited Presenter

2:30 pm–3:20 pm

401/402 (Convention Center)

SCI

PSY/BACB CE Offered. CE Instructor: John Salamone, Ph.D.

Neurotransmitter Interactions Involved in Selection of Instrumental Responses and Effort-Related Choice Behavior

Chair: Karen G. Anderson (West Virginia University)

JOHN SALAMONE (University of Connecticut)



John Salamone received his undergraduate degree in psychology in 1978 (Rockurst College) and his Ph.D. in psychobiology from Emory University in 1982 (advisor: Darryl Neill). He received an NSF postdoctoral fellowship to work with Susan Iversen at the Experimental Psychology Laboratory at Cambridge University in England (1982–1983). After a few years of working in the pharmaceutical industry (Merck, 1984–1986), Dr. Salamone was a research fellow at the University of Pittsburgh, where he worked with Michael Zigmond

and Edward Stricker. He joined the psychology and neuroscience faculty at the University of Connecticut in 1988, and is now a Board of Trustees distinguished professor, in the Psychology Department. He is currently head of the behavioral neuroscience division and chair of the Program in Neuroscience.

Abstract: There are numerous problems with the traditional view that brain dopamine (DA) systems, particularly in the nucleus accumbens, directly mediate the "rewarding" or primary motivational characteristics of natural stimuli such as food. The present review is focused upon the involvement of nucleus accumbens DA in the selection of instrumental responses based upon effort-related processes. Viewed from the framework of behavioral economics, the effects of accumbens DA depletions and antagonism on food-reinforced behavior are highly dependent upon the work requirements of the instrumental task, and DA depleted rats show altered elasticity of demand for food. Moreover, interference with accumbens DA transmission exerts a powerful influence over effort-related choice behavior. Rats with accumbens DA depletions or antagonism reallocate their instrumental behavior away from food-reinforced tasks that have high response requirements, and instead these rats select a less-effortful type of food-seeking behavior. Nucleus accumbens DA and adenosine interact in the regulation of effort-related functions, and other brain structures (anterior cingulate cortex, amygdala, ventral pallidum) are involved. Studies of the brain systems regulating effort-based processes may have implications for understanding drug abuse, as well as energy-related disorders such as psychomotor slowing, fatigue or anergia in depression, and other disorders.

434 Panel Discussion

3:00 pm–3:50 pm

704/706 (Convention Center)

OBM; Applied Behavior Analysis

Monetary Analyses: Measuring an Intervention's Value

Chair: Daniel Reimer (University of Nevada, Reno)

MARK P. ALAVOSIUS (University of Nevada, Reno)

TIMOTHY D. LUDWIG (Appalachian State University)

JEFFERY PETER WELLS (Utah Juvenile Justice Services)

435 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 4E (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Keith Allen, Ph.D.

Evaluation of Vocational Training Approaches for Increasing Access to Employment for Young Adults With Autism

Chair: Keith D. Allen (Munroe-Meyer Institute, University of Nebraska Medical Center)

Discussant: Susan Wilczynski (National Autism Center)

Use of Video Modeling to Teach Vocational Skills to Adolescents and Young Adults with Autism Spectrum Disorders

Keith D. Allen and DUSTIN WALLACE (Munroe-Meyer Institute, University of Nebraska Medical Center), Diana Renes (University of Nebraska at Omaha), Scott L. Bowen (Signs and Shapes International), and Raymond V. Burke (The Prevention Group)

Evaluation of Two Instruction Methods to Increase Employment Options for Young Adults With Autism Spectrum Disorders

Raymond V. Burke (The Prevention Group), Melissa S. Anderson (none), Scott L. Bowen (Signs and Shapes International), and Monica Howard and KEITH D. ALLEN (Munroe-Meyer Institute, University of Nebraska Medical Center)

An Enhanced Performance Training and Support System for Individuals With Autism Spectrum Disorders

RAYMOND V. BURKE (The Prevention Group), Scott L. Bowen (Signs and Shapes International), and Keith D. Allen (Munroe-Meyer Institute, University of Nebraska Medical Center)

436 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 4D (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Terry Falcomata, Ph.D.

Behavioral Interventions to Improve Communication and Treat Challenging Behavior in Children With Disabilities

Chair: Terry S. Falcomata (University of Texas at Austin)

An Evaluation of Functional Communication Training and Multiple Schedules of Reinforcement in the Treatment of Challenging Behavior With Multiple Functions

PAMELA J. WHITE and Terry S. Falcomata (University of Texas at Austin), Christina L. Fragale (Meadows Center for the Prevention of Educational Risk), Colin S. Muething (University of Georgia), and Aron Weinberg (University of Texas at Austin)

Treatment of Behavioral Inflexibility in Children With Autism Using Functional Communication Training and Delayed Reinforcement

MANDY J. RISPOLI (Texas A&M University), Wendy A. Machalicek (University of Wisconsin-Madison), and Siglia P. H. Camargo and Jennifer Ganz (Texas A&M University)

Behavioral Intervention to Treat Selective Mutism Across Multiple Social Situations and Community Settings

RUSSELL LANG (University of California, Santa Barbara)

Parent Implemented Functional Communication Intervention to Treat Challenging Behavior of Children With Autism

WENDY A. MACHALICEK (University of Wisconsin-Madison)

437 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 4A (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kristen Maglieri, Ph.D.

Examining Interventions for Automatically Maintained Problem Behavior: Response Interruption Redirection, Sensory Integration, and Response Competition

Chair: Paul D. Neuman (Bryn Mawr College)

Discussant: Paul D. Neuman (Bryn Mawr College)

Sensory Integration as a Treatment for Automatically Maintained Stereotypy

KEIRA M. MOORE, Catia Cividini-Motta, William H. Ahearn, and Kathleen M. Clark (New England Center For Children)

The Effects of Response Interruption and Redirection With and Without Response Cost on Vocal Stereotypy

Ciara O'Neill and KRISTEN A. MAGLIERI (Trinity College Dublin)

A Comparison of Sensory Integration Therapy and Noncontingent Matched Stimulation on Automatically Maintained Behavior

Ciara Tolan Finn (Stepping Stones ABA School) and KRISTEN A. MAGLIERI (Trinity College Dublin)

438 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 4C (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jonathan Tarbox, Ph.D.

Research on Outcomes of Early Intensive Behavioral Intervention for Children With Autism

Chair: Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Discussant: Tristram Smith (University of Rochester Medical Center)

Preventing Autism: Position Paper and Pilot Clinical Data

JONATHAN J. TARBOX, Amy L. Kenzer, and Doreen Granpeesheh (Center for Autism and Related Disorders, Inc.)

Three Year Outcomes for Children With Autism Receiving High Versus Low Intensity Behavioral Intervention

AMY L. KENZER, Doreen Granpeesheh, and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Behavioral Intervention for Children With Autism in Local Mainstream Preschools

Sigmund Eldevik (Akershus University College), Richard P. Hastings and J. Carl Hughes (Bangor University), and Hege Tryggstad and KIM HENRIK LILAND (Centre for Early Intervention)

439 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 4B (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Adel Najdowski, Ph.D.

CARD eLearning and SKILLS: Web-Based Training, Assessment, Curriculum, and Progress-Tracking for Behavioral Intervention Programs

Chair: Adel C. Najdowski (Center for Autism and Related Disorders, Inc.)

The CARD eLearning and SKILLS: Rationale, Description, and Development

ADEL C. NAJDOWSKI and Doreen Granpeesheh (Center for Autism and Related Disorders, Inc.)

The CARD eLearning: A Demonstration of a Web-Based Training for Behavioral Therapists of Children With Autism

CATHERINE PETERS, Doreen Granpeesheh, Kathy Thompson, and Amy L. Kenzer (Center for Autism and Related Disorders, Inc.)

SKILLS: Web-Based Management and Assessment of Clients

MERRICK D. WILLIAMS (SKILLS) and Adel C. Najdowski, Doreen Granpeesheh, and Carolynn Bredek (Center for Autism and Related Disorders, Inc.)

SKILLS: Web-Based Curriculum Design and Monitoring of Treatment Progress

SIENNA GREENER-WOOTEN, Adel C. Najdowski, Doreen Granpeesheh, and Carolynn Bredek (Center for Autism and Related Disorders, Inc.)

440 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 3B (Convention Center)

DDA; Applied Behavior Analysis

Teaching Academic Skills to Students With Severe Developmental Disabilities

Chair: Fred Spooner (University of North Carolina at Charlotte)

Discussant: Fred Spooner (University of North Carolina at Charlotte)

Evaluating Evidence-Based Practices for Teaching Academic Skills to Students With Severe Developmental Disabilities

FRED SPOONER (University of North Carolina at Charlotte), Vicki F. Knight (University of Kentucky), and Diane Browder and Bethany Smith (University of North Carolina at Charlotte)

Using Explicit Instruction to Teach Science Descriptors to Students With Autism Spectrum Disorder

BETHANY SMITH (University of North Carolina at Charlotte), Vicki F. Knight (University of Kentucky), and Fred Spooner (University of North Carolina at Charlotte)

Using Systematic Instruction to Teach Early Numeracy Skills to Elementary School Students With Severe Disabilities

BREE JIMENEZ, Alicia F. Saunders, and Keri M. Stevenson (University of North Carolina at Charlotte)

441 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 3C (Convention Center)

DDA; Applied Behavior Analysis

Integrated Literacy for Students With Moderate and Severe Disabilities

Chair: Laura D. Fredrick (Georgia State University)

Discussant: Laura D. Fredrick (Georgia State University)

Visual Literacy Instruction for Students With Moderate and Severe Disabilities

CHAD A. DOLLAR, Roberto Gama, Paul A. Alberto, Rebecca E. Waugh, Dawn H. Davis, Jaye K. Luke, and Laura D. Fredrick (Georgia State University)

Sight-Word Instruction for Students With Moderate and Severe Disabilities

JAYE K. LUKE, Rebecca E. Waugh, Dawn H. Davis, Roberto Gama, Paul A. Alberto, Chad A. Dollar, and Laura D. Fredrick (Georgia State University)

Phonics Instruction for Students With Moderate and Severe Disabilities

DAWN H. DAVIS, Laura D. Fredrick, Rebecca E. Waugh, Jaye K. Luke, Chad A. Dollar, and Paul A. Alberto (Georgia State University)

442 Symposium

3:00 pm–4:20 pm

610/612 (Convention Center)

DEV; Applied Behavior Analysis

Developmental Considerations in Planning Effective Interventions

Chair: Patrice Marie Miller (Salem State College)

Discussant: Sara Nora Ross (Antioch University Midwest)

Respect Is a Prerequisite for Interventions

MICHAEL LAMPORT COMMONS (Harvard Medical School)

Evaluating Textual Behavior Using the Model of Hierarchical Complexity

DARLENE E. CRONE-TODD (Salem State University)

Group Contingencies and Learning in College Students

PATRICE MARIE MILLER (Salem State College)

443 Symposium

3:00 pm–4:20 pm

406 (Convention Center)

EAB; Applied Behavior Analysis

Contingency Management: Refinements and Expansions

Chair: Diann Gaalema (University of Vermont)

Contingency Management Intervention for Alcohol Use Utilizing Ethylglucuronide

DONELLE HOWELL (Washington State University); Michael McDonell (University of Washington); Robert R. Packer, Arlana Byers, Geetha Gujjalapudi, and Jennifer Cameron (Washington State University); Richard Ries (University of Washington); and John M. Roll (Washington State University)

The Effects of High Magnitude Reinforcement and Reinforcer Delay: A Contingency Management Analog Study

ROBERT R. PACKER, Donelle Howell, and John M. Roll (Washington State University)

Loss Aversion in Contingency Management

PAUL ROMANOWICH (California State University, Chico) and Richard Lamb (University of Texas Health Sciences Center-Houston)

The Use of Contingency Management to Promote Breastfeeding in Low Income Women

DIANN GAALEMA, Stephen T. Higgins, Sarah H. Heil, Jennifer Hanson, Alexa Lopez, and Laura J. Solomon (University of Vermont) and Audrey Naylor (Wellstart International)

444 Symposium

3:00 pm–4:20 pm

403 (Convention Center)

EAB; Experimental Analysis

Examination of Stigma and Bias Through an Account of Derived Stimulus Relations

Chair: Samantha Rose Florentino (University of South Florida)

The Role of Derived Relational Responding in the Transformation of Prejudicial Stimulus Functions: An Overview of the Behavioral Literature

JACOB H. DAAR and Timothy M. Weil (University of South Florida)

Effects of Conditional Discrimination Training and Media on the Merger of Islamic and Christian Stimulus Equivalence Classes

SADIE L. LOVETT and Ruth Anne Rehfeldt (Southern Illinois University)

Social Obesity Biases From a Functional Contextual Perspective

ALYSSA N. WILSON (Southern Illinois University, Carbondale), Mark R. Dixon (Southern Illinois University), and Samantha Reed (Southern Illinois University, Carbondale)

Mindfulness and the Relationship Between Implicit and Explicit Stigma

BARRY J. UNIS, Adeline Leon, and Patricia Bach (Illinois Institute of Technology)

445 Paper Session

3:00 pm–4:20 pm

404 (Convention Center)

EAB

The Sunk-Cost Effect, and Selection by Consequences

Chair: Paula Magalhaes (University of Otago)

The Sunk-Cost Effect in Nonhuman Animals (Experimental Analysis)

PAULA MAGALHAES and K. White (University of Otago)

Time and Size in the Sunk-Cost Effect (Experimental Analysis)

K. WHITE and Paula Magalhaes (University of Otago)

A Computational Model of Selection by Consequences: Evidence That Mutation Is Computationally Equivalent to Impulsivity (Experimental Analysis)

ANDREI POPA and Jack J. McDowell (Emory University)

446 Paper Session

3:00 pm–4:20 pm

405 (Convention Center)

EAB

Behavioral Models and Experiments

Chair: Dana Grip (Washington State University)

Designing an Incremental Repeated Acquisition Procedure for College Students: A Series of Three Studies Looking at the Relevant Parameters (Experimental Analysis)

KRISTEN A. WALSTROM, Jennifer M. Gillis Mattson, and M. Christopher Newland (Auburn University)

A Comparison of Behavioral Intervention and Sensory Integration Therapy in the Treatment of Challenging Behaviour (Applied Behavior Analysis)

HELENA LYDON (Behavior Analysis in Ireland) and Olive Healy and Geraldine Leader (National University of Ireland, Galway)

Translating Attention Deficit Hyperactivity Disorder Animal Models to Human Models Using a Computer Game (Experimental Analysis)

DANA GRIP and Paul Strand (Washington State University)

Behavior Analysis of Team Performance: Effects of Member Replacement (Experimental Analysis)

HENRY H. EMURIAN and Kip Canfield (University of Maryland, Baltimore County) and Joseph V. Brady (Johns Hopkins University School of Medicine)

447 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 1C (Convention Center)

EDC; Applied Behavior Analysis

Morningside Mash Up—The Heights and the Academy: Expository Writing through the CABAS AIL and Morningside Models

Chair: Kent Johnson (Morningside Academy)

Discussant: Kent Johnson (Morningside Academy)

Combining Expository Writing and Computation: Monitoring Progress Using the Standard Celeration Chart

MARIANNE DELGADO and Julian Gire (Morningside Academy)

The Effects of a Writer Immersion Treatment Package on the Writing of Third Grade Students

JOANNE MARIE HILL and Haley Pellegren (Teachers College, Columbia University)

The Effects of a Writer Immersion Procedure on the Functional Writing of Fifth Grade Students

JESSICA ADELE VANDERHOEF and Crystal Lo (Teachers College, Columbia University) and

Timothy Michael Yeager (California State University, Fresno)

448 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 1A (Convention Center)

EDC; Applied Behavior Analysis

New Procedures to Induce Different Types of Observational Learning and Their Effects on Changes in Performance and the Acquisition of New Operants

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

The Effects of Choral Responding on the Acquisition of Observational Learning

JANET C. SOLORZANO-CORREIA and R. Douglas Greer (Teachers College, Columbia University)

Audience Control: Investigating the Role of Observation of Peers on the Frequency of Stereotypy for Students With Autism Spectrum Disorder

VICTORIA STERKIN, Jessica Singer-Dudek, and R. Douglas Greer (Teachers College, Columbia University)

The Role of Peers in the Emergence of Conditioned Reinforcement From Observation

MARA KATRA OBLAK (CABAS-AIL) and Jessica Singer-Dudek and R. Douglas Greer (Teachers College, Columbia University)

The Acquisition of Conditioned Reinforcement From Observation and the Emergence of Two Types of Observational Learning

JESSICA SINGER-DUDEK, Jinhyeok Choi, and Laura E. Lyons (Teachers College, Columbia University)

449 Symposium

3:00 pm–4:20 pm

710/712 (Convention Center)

OBM; Experimental Analysis

Experimental Analyses of Goal Setting and Feedback Effects

Chair: Julie M. Slowiak (University of Minnesota)

Increasing the Value of Performance Feedback to Promote Feedback Solicitation

JULIE M. SLOWIAK (University of Minnesota)

The Effects of Graphic Individual and Social Comparison Feedback on Performance When Individuals Earn Monetary Incentives

Alyce M. Dickinson and JESSICA L. URSCHER (Western Michigan University)

The Effects of Ongoing Feedback on Goal-Directed Behavior

TRIONA TAMMEMAGI and Denis P. O'Hora (National University of Ireland, Galway) and Kristen A. Maglieri (Trinity College Dublin)

Using Reinforcement Sensitivity Theory to Predict the Efficacy of Positive and Negative Reinforcement of Goal-Directed Behavior

CHARLOTTE SILKE and Denis P. O'Hara (National University of Ireland, Galway)

450 Panel Discussion

3:00 pm–4:20 pm

302 (Convention Center)

OTH; Applied Behavior Analysis

Playing Nice in the Sandbox: Opportunities With Interdisciplinary Collaboration

Chair: Elizabeth Meshes (The Chicago School, Los Angeles)

DAVID P. WACKER (University of Iowa)

TRACIE L. LINDBLAD (Four Points Intervention Strategies, Inc.)

KEN WAGNER (Aubrey Daniels International)

MICHAEL J. DOUGHER (University of New Mexico)

451 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 3A (Convention Center)

PRA; Service Delivery

Empirically Based Records in the Practice of Behavior Analytic Therapies

Chair: Sonia Beatriz Meyer (Universidade de São Paulo)

Discussant: Sonia Beatriz Meyer (Universidade de São Paulo)

Controlled Practice: Continued Measurements and Production of Empirical Evidence in Behavior Analytic Therapies

ROOSEVELT STARLING and Sonia Beatriz Meyer (Universidade de São Paulo)

Behavior Categorization by an Outside Observer in Child and Adult Therapy

GIOVANA DEL PRETTE, Juliana Donadone, and Sonia Beatriz Meyer (Universidade de São Paulo)

Behavior Analytic Psychotherapy With High-Risk Juvenile Offenders: A Therapist's Outcome Measurement

GIOVANA MUNHOZ ROCHA (Universidade de São Paulo)

452 Panel Discussion

3:00 pm–4:20 pm

Korbel Ballroom 1D (Convention Center)

TBA; Applied Behavior Analysis

Utilizing Behavior Analysis to Balance College Teaching, Research, and Student Supervision

Chair: Fara D. Goodwyn (Texas A&M University)

RUTH M. DEBAR (Caldwell College)

JESSICA E. FRIEDER (Armstrong Atlantic State University)

JENNIFER GANZ (Texas A&M University)

BARBARA METZGER (Sam Houston State University)

453 Symposium

3:00 pm–4:20 pm

601 (Convention Center)

TPC; Theory

BACB CE Offered. CE Instructor: Michael Johnston, Ph.D.

Informing Behavioral Work with Philosophy and Theory: Armchair Philosophy Part II

Chair: Jeffrey Oliver (University of Mississippi)

Across Generations: Implications and Contributions of Epigenetics to Behavior Analysis and Vice-Versa

MICHAEL R. JOHNSTON (Behavioral Solutions, Inc.)

Towards a Functional Conceptualization of Addictive Behavior

MICHAEL BORDIERI, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

Unraveling Motivating Operations: Assessing Pragmatic Usage of Establishing Operations and Setting Event Concepts in Applied Settings

CRISTIN D. JOHNSTON (Behavioral Solutions, Inc.)

Using Transfer of Stimulus Function to Conceptualize Behavioral Theory for Non-behavior Analysts

KATE KELLUM (University of Mississippi) and Emily Kennison Sandoz (University of Louisiana at Lafayette)

454 Symposium

3:00 pm–4:20 pm

Korbel Ballroom 2B (Convention Center)

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Traci Cihon, Ph.D.

Behavior Analysis and Foreign Language Instruction: Current Trends and Potential Applications

Chair: Traci M. Cihon (University of North Texas)

Discussant: Christopher J. Stephens (St. Louis Community College at Florissant Valley)

What Behavior Analysis Can Contribute to Foreign Language Instruction: A Literature Review and Call for Research

HOLLY KOWALCHUK, Megan Jennifer Thompson, Phuong V. Vo, and Traci M. Cihon (University of North Texas) and Christopher J. Stephens (St. Louis Community College at Florissant Valley)

The Effects of See the Sound/Visual Phonics on Undergraduate Students' Production of Italian Phonemes

KIMBERLY KELLY and Traci M. Cihon (University of North Texas), Christopher J. Stephens (St. Louis Community College at Florissant Valley), Joseph Dracoby (University of Kansas), and Dorothy L. Morrison (The Ohio State University)

Comparing the Effects of See the Sound/Visual Phonics or Echoic Training on Undergraduate Students' Production of Italian Phonemes

ZACHARY H. MORFORD, Kimberly Kelly, Traci M. Cihon (University of North Texas) and Christopher J. Stephens (St. Louis Community College at Florissant Valley)

455 Paper Session

3:00 pm–4:20 pm

Korbel Ballroom 1F (Convention Center)

VRB

Conceptual Analyses of Verbal Behavior

Chair: Jennifer A. Wade (Temple University)

The Verbal Origins of B. F. Skinner's Theory of the Operant: 1933–38 (Theory)

KRISTJAN GUDMUNDSSON (Icelandic Phallogological Museum)

The Role of Autoclitics in Social Interactions: When Saying "You Are Pretty" Isn't Enough

(Applied Behavior Analysis)

JENNIFER A. WADE (Temple University)

What the Deaf Man Hears: Active Listening to Music Enables Auditory Imagining (Theory)

KENNETH R. STEPHENS (Behavioral Safety Services) and David C. Palmer (Smith College)

456 B. F. Skinner Lecture Series

3:30 pm–4:20 pm

Four Seasons 4 (Convention Center)

VRB

PSY/BACB CE Offered. CE Instructor: Michael Ramscar, Ph.D.

Language as Prediction

Chair: Caio F. Miguel (California State University, Sacramento)

MICHAEL J. A. RAMSCAR (University of Stanford)

Monday, May 30



Michael J. A. Ramscar, Ph.D. (ramscar@gmail.com), is a cognitive psychologist working in the areas of learning, language, and categorization. Dr. Ramscar received his Ph.D. in artificial intelligence from the University of Edinburgh, prior to which he received degrees in philosophy and in computer science and electronic engineering. Dr. Ramscar was on the faculty at Edinburgh from 1999–2002, before moving to Stanford University where he was an assistant professor of psychology. Dr. Ramscar received a CAREER award from the National Science Foundation for his work on language learning in 2005. He is currently writing a book on the predictive nature of human communication.

Abstract: In this talk will explore the idea that when humans communicate, they engage in a process of joint prediction. When talking, speakers use a rich set of cultural and experiential priors to produce behavior that they expect will change the beliefs or behavior of others. Speakers use semantic cues to activate appropriate linguistic units. These words and chunks, along with other developing contextual cues, then activate subsequent linguistic units as speakers generate the utterances they believe are most likely to bring about changes in listeners' beliefs or behavior. At the same time, listeners, far from being passive decoders of tokens of meaning, are using broadly the same process to predictively build up their understanding of what is being said. Listeners use both learned semantic cues to words, and words themselves as cues to other words, in order to predict the behavior and intentions of speakers. Successful communication thus relies both on the collaboration between speaker and listener, and the degree to which shared prior knowledge enables mutual predictability. An attractive property of this approach is that it allows human communication to be couched in terms compatible with theories of learning.

457 Paper Session

3:30 pm–4:50 pm

Korbel Ballroom 4F (Convention Center)

AUT

Increasing Social Skills in Individuals With Autism

Chair: Vinca Riviere (Development - Autism)

Development of Spontaneous Social Initiation of Preschoolers With Autism: Effects of Reinforcement Rate and Resistance to Change (Applied Behavior Analysis)

VINCA RIVIERE (Development-Autism), Stephanie Cousin (Universite Clares-de-Gaulle), and Melissa Becquet, Emilie Peltret, and Jean-Claude Darcheville (Universite Lille)

Evaluating the Effects of a Tactile Prompt in Increasing Verbal Initiations of Children With Autism (Applied Behavior Analysis)

AMY HULSON-JONES, Pagona Tzanakaki, Corinna Grindle, J. Carl Hughes, Richard P. Hastings, and Maria Saville (Bangor University)

The Establishment of Peer Manding Repertoires in Children With Autism Through the Manipulation of Establishing Operations (Experimental Analysis)

ELIZABETH R. LORAH and Philip N. Hineline (Temple University)

On the Cusp: Social Initiation and Individuals With Autism Spectrum Disorders (Applied Behavior Analysis)

ANDREW JOHN HOUVOURAS and Rayna M. Houvouras (Applying Behavior Concepts)

458 Symposium

3:30 pm–4:50 pm

603 (Convention Center)

CBM; Applied Behavior Analysis

The Potential Utility of Expressive Writing in Acceptance and Commitment Therapy: Moving Behavior in Valued Directions

Chair: Ann Branstetter-Rost (Missouri State University)

Discussant: Ann Branstetter-Rost (Missouri State University)

The Use of the Expressive Writing Paradigm in Facilitating Values-Based Behavior Change

CHARLES L. GILPIN, Ann Branstetter-Rost, and Brandon Sanford (Missouri State University)

Adapting the Expressive Writing Paradigm as a Values-Based Intervention

MARIEL PARMAN, Stephanie L. Nassar, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

Explorations in Appreciation Writing From a Contextual Behavioral Science Perspective

MAUREEN KATHLEEN FLYNN, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

459 Paper Session

3:30 pm–4:50 pm

605 (Convention Center)

CBM

Behavior Support Planning Strategies and Applications

Chair: Monica Howard (Munroe-Meyer Institute, University of Nebraska-Lincoln)

Improving Day Treatment Staff Use of Behavior-Specific Praise With Visual Performance

Feedback (Applied Behavior Analysis)

MONICA HOWARD (Munroe-Meyer Institute, University of Nebraska-Lincoln), Raymond V. Burke (The Prevention Group), Janie Peterson and Roger Peterson (Behaven Kids), and Keith D. Allen (Munroe-Meyer Institute, University of Nebraska-Lincoln)

Management of Psychotropic Medications for Youth in Residential Treatment: Use of

Behavioral Data for Objective Decision-Making (Service Delivery)

ANNETTE GRIFFITH (Munroe-Meyer Institute, University of Nebraska-Lincoln) and Jonathan C. Huefner (Boys Town National Research Institute)

The Relationship Between Functional Assessment and Behavior Support Plans (Applied Behavior Analysis)

PAUL MALANGA (West Tennessee Resource Center), Mark R. Chambers (Division of Intellectual Disabilities Services), and William J. Sweeney (University of South Dakota)

Haddon Matrix as a Tool for the Applied Behavior Analyst (Theory)

RICHARD COOK (Penn State University)

460 Paper Session

3:30 pm–4:50 pm

708 (Convention Center)

CSE

Behavior Analysis Treatment and Intervention Considerations

Chair: Merrill Winston (Professional Crisis Management, Inc.)

Ethical Issues Related to the Implementation of Unsupported Treatments by BCBAs (Service Delivery)

ZINA A. ELURI and James T. Todd (Eastern Michigan University)

Using Explicit Instruction to Teach Issues of Socio-Sexuality (Experimental Analysis)

PAMELA WOLFE (Penn State University) and Cheryl Ostry (University of Colorado, Denver)

The Premature Call for a Ban on Prone Restraint; Examining the Issues and Evidence

(Experimental Analysis)

MERRILL WINSTON, Laraine Winston, and Neal N. Fleisig (Professional Crisis Management, Inc.)

Utilizing Clicker Training for Specific Skill Acquisition of Correct Form Tackling in High School Football Players (Applied Behavior Analysis)

ANTONIO M. HARRISON (The Chicago School, Los Angeles)

461 Symposium

3:30 pm–4:50 pm

Korbel Ballroom 1B (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Sean Casey, Ph.D.

Increasing the Use of Behavior Analysis in School Settings: Successes in Systemic Change

Chair: Brenda J. Bassingthwaite (University of Iowa Children's Hospital)

Discussant: Craig H. Kennedy (Vanderbilt University)

Difficulties Facing Schools in Implementing IDEA: The Need for Behavioral Systems Analysis and Change

STEPHANIE M. PETERSON and Heather M. McGee (Western Michigan University), Lloyd D. Peterson (Sam Houston State University), and Shawn Patrick Quigley (Western Michigan University)

Developing Capacity for Function-Based Assessment and Behavior Intervention Plans Through a State-Wide Training Program

SEAN D. CASEY (Iowa Department of Education), David P. Wacker (University of Iowa), Brenda J. Bassingthwaite (University of Iowa Children's Hospital), and Tory J. Christensen, Kelly M. Schieltz, Todd G. Kopelman, John F. Lee, and Jennifer Kuhle (University of Iowa)

Classroom-Based and School-Wide Interventions in a Middle School

AMANDA BOSCH and Timothy R. Vollmer (University of Florida)

462 Invited Symposium

3:30 pm–4:50 pm

401/402 (Convention Center)

SCI; Experimental Analysis

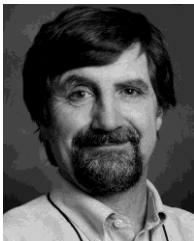
PSY/BACB CE Offered. CE Instructor: Paul Soto, Ph.D.

Can Drugs Help Us Understand Cognitive and Executive Functions?

Chair: Paul L. Soto (Johns Hopkins University)

Incrementing Non-match-to-sample: Drug Effects in an Animal Memory Span Task

MARK GALIZIO (University of North Carolina Wilmington)



Mark Galizio received his BA from Kent State University and his Ph.D. from the University of Wisconsin-Milwaukee where he worked with Dr. Alan Baron. In 1976, he joined the faculty at the University of North Carolina Wilmington where he is currently chair and professor of psychology. His research interests include behavioral pharmacology, stimulus control/concept learning, aversive control, and human operant behavior. He has published two books and more than 70 articles, and his research has been supported by NIDA, NSF and NICHD. He is a Fellow of four APA divisions and is a past-president of APA Division 25 (Behavior Analysis) and of the Southeastern Association for Behavior Analysis. He has served as

associate editor of the *Journal of Experimental Analysis of Behavior (JEAB)* and as a member of the *JEAB* editorial board for over 18 years.

Abstract: The olfactory span task is a non-match to sample procedure developed in rodents in which the number of stimuli controlling responding increases after each trial. Accuracy decreases as the number of stimuli to remember increases, which provides some validation for the task. This presentation will include data collected from a novel adaptation of this procedure and will show the effects of several drugs including some putative memory enhancers (e.g., olanzapine, xanomeline) and others which are posited to interfere with remembering (e.g., MK801/dizocilpine, chlordiazepoxide, scopolamine). In general, the procedure is quite sensitive to drugs that interfere with accuracy, but perhaps surprisingly, ceiling effects may limit the use of the procedure with enhancers. A representative figure showing the effects of dizocilpine is attached.

The Value of Work: Role of Dopamine in Effort Discounting

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 the State University of New York–Stony Brook. Her thesis examined the economics of foraging behavior of rats, examining the role of the energetic costs and benefits in feeding. Her committee was chaired by Howard Rachlin, whose influence made her sensitive to the role of temporal costs as well as energetic costs in determining the value of food rewards. During a post-doctoral fellowship at the University of Chicago, Dr. Mitchell worked with Harriet de Wit focusing on using behavioral economics as an

explanation for use of alcohol, cigarettes, and amphetamine in humans. During that time she also began collaborating with Jerry Richards on delay discounting studies with rats. Dr. Mitchell moved her lab to OHSU in 2001 from the University of New Hampshire to devote more time to research, particularly looking into why drug users tend to be more impulsive than non-drug users, using human and animal models.

Abstract: Studies manipulating the effort required to earn a reinforcer often alter the number of responses required to earn rewards, establishing a correlation between the effort required and the time taken to earn the reinforcer. This makes it difficult to disambiguate the mechanisms involved in assessing effort-associated costs from those involved in assessing temporal costs. To examine this, the subjective value of a sucrose reward that was delayed or required a single large effortful response was measured in rats. Delay discounting increased following raclopride (a D2R antagonist; Exp. 1) but not SCH-23390 (a D1R antagonist; Exp. 2). Effort discounting was unaffected. In a follow-up study, the requirements for the delay and effort groups were derived from the performance of subjects required to complete different numbers of responses to earn the reinforcer (Response Group). Early data with raclopride administration suggest that D2 receptors only have a role in effort discounting if the effort requires multiple responses over time.

Differential Effects on Learning by Four Calcium Channel Antagonists

JORDAN M. BAILEY and M. Christopher Newland (Auburn University)



Jordan Bailey earned her BA in psychology from Auburn University in 2006 and MS in experimental psychology from Auburn University in 2009. Her master's thesis assessed the effects of low-dose d-amphetamine administration on learning, and since then she has completed numerous drug challenges to behavior during acquisition-tasks. She is currently completing her doctoral work in which she is investigating the effects of neurotoxicant (MeHg) exposure on learning as well as various pharmacological agents that may attenuate the effects of neurotoxicant exposure. Chris Newland is an alumni professor at Auburn University. His research interests include the applications of behavior analysis and behavioral pharmacology to an understanding of the actions of

neurotoxic substances, especially heavy metals. This has led to an interest in how early developmental, even fetal, neural damage can result in long-term disability and early onset of aging. His research is supported by the National Institute of Environmental Health Sciences.

Abstract: Calcium regulation has long been implicated in learning processes and compounds that affect this regulation may have detrimental consequences to normal functioning. Most studies have used drugs that act on ligand-gated calcium channels to investigate this issue. Here we emphasize L-type calcium-channel blockers (CCBs), which act on voltage-gated channels and are used clinically for the treatment of cerebral ischemia and hypertension. Nifedipine, verapamil, and nimodipine were administered to mice performing an incremental repeated acquisition (IRA) procedure. This procedure requires the acquisition of a different response chain, repeatedly. A control procedure requires the performance of a particular chain. Ketamine, which antagonizes ligand-gated NMDA receptors on Ca⁺⁺ channels, was also used. For all four drugs a range of doses was injected into BALB/c mice (N=8). Responding decrements and learning/performance deficits were seen with nimodipine (3 mg/kg). Verapamil did not produce any behavioral effects. Nifedipine reduced responding (3 mg/kg), but no changes in learning or performance occurred. Ketamine selectively impaired learning (3 mg/kg and higher). The drug that acts on ligand-gated Ca⁺⁺ channels disrupted learning selectively, but none of the drugs that block voltage-gated channels did so. Although the CCBs have similar mechanisms of action, they differ from each other in their behavioral effects and differ as a group from ketamine.

The Selective $\alpha 5$ GABAA Inverse Agonist RY-23 Enhances Delayed-Match-to-Sample Performance and Antagonizes Triazolam's Effects in Rhesus Monkeys

PAUL L. SOTO, Sundari Rallapalli, James E. Cook, Nancy A. Ator, and Michael Weed (Johns Hopkins University)



Paul L. Soto, Ph.D., is an instructor in the Department of Psychiatry at Johns Hopkins University (JHU). He obtained his undergraduate degree from the University of Florida and his Ph.D. from Emory University. He completed a postdoctoral fellowship at the National Institute on Drug Abuse Intramural Research Program and then joined the faculty at JHU in 2008. His research interests include behavioral pharmacology with specific interests in the evaluation of potential pharmacotherapeutics for drug abuse and deficits associated with neurological diseases such as Alzheimer's disease.

Abstract: It has been suggested that inverse agonists at the benzodiazepine (Bz) binding site on a5GABAA receptors (a5GABAARs) might serve as potential therapeutics for Alzheimer's disease-associated memory loss. The present study evaluated the effects of RY-23, a selective a5GABAAR inverse agonist, in rhesus monkeys responding on a delayed-matching-to-sample (DMTS) or spatial working memory (SWM) procedure. DMTS trials began with presentation of a photo image (sample) on a touchscreen. Touching the image initiated a delay followed by presentation of three images, one matching the sample. Touching the matching image produced a food pellet. Touching either of the other images produced a timeout. SWM trials began with presentation of a configuration of boxes. Each non-repeat touch produced a food pellet, whereas repeat touches produced a timeout. Accuracy decreased with increased delay (DMTS) or box number (SWM). RY-23 produced a modest increase in DMTS, but not SWM accuracy. RY-23 dose-dependency antagonized the effects of triazolam in the DMTS and SWM procedures, but did so less effectively in the SWM procedure. The results suggest a greater involvement of a5GABAARs in the memory-impairing effects of triazolam on DMTS performance and further suggest the importance of a5GABAARs as a potential therapeutic target for memory loss.

463 Paper Session

4:30 pm–4:50 pm

Korbel Ballroom 1C (Convention Center)

EDC

Implications of No Child Left Behind (NCLB) on School Practice

Chair: Robin Rumph (Stephen F. Austin State University)

No Child Left Behind 10 Years After: What Do We Know? (Service Delivery)

ROBIN RUMPH, Elizabeth Kelly, James Holland, Summer Koltonski, Chris Ninness, Glen L. McCuller, Ginger L. Kelso, and Marilyn Rumph (Stephen F. Austin State University)

464 Special Event

5:00 pm–5:50 pm

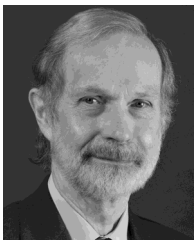
Four Seasons 1-3 (Convention Center)

OTH

ABAI Presidential Address: Dream Chasers (Theory)

Chair: Raymond G. Miltenberger (University of South Florida)

RICHARD W. MALOTT (Western Michigan University)



Richard Malott, Ph.D., BCBA-D (DickMalott@DickMalott.com) teaches behavior analysis at Western Michigan University (WMU), where he works with students interested in becoming practitioners, rather than researchers. He trains students to work with autistic children and to apply behavior systems analysis and organizational behavior management to human-services settings. He concentrates on training BA and MA students as well as Ph.D. students. Every summer, he runs the Behavioral Boot Camp, an intense 15-class-hour-per week, 7.5 week, graduate-level, behavior analysis seminar for students from WMU and around the globe. Originally, he taught an intro behavior-analysis course to 1,000 students per semester, who

produced 1,000 lever-pressing rats per year. Now, his students only condition 230 rats per year, but they also do 130 self-management projects and provide 13,500 hours of training to autistic children each year. To further those efforts, in 2008 he founded the Kalamazoo Autism Center. He also coauthored *Principles of Behavior* (the textbook previously known as *Elementary Principles of Behavior*). Since 1980, he has been working on a textbook called *I'll Stop Procrastinating When I Get*

Around to It. He has presented in 14 countries and has received two Fulbright Senior Scholar Awards. In 2002, he also received ABA's Award for Public Service in Behavior Analysis. In 2010, he was elected president of ABAI. For more information, please see <http://DickMalott.com>.

Abstract: Here's one of my favorite things about our field of behavior analysis: it's filled with dream chasers—delightfully delusional behavior analysts devoting their lives to chasing the behavior analytic dream, to saving the world with behavior analysis, or at least some small chunk of the world, to helping all kids on the spectrum learn to talk, to disseminating behavior analytic, computer-based instruction throughout public education, to ending global warming, to infusing their undergrad students with a love of behavior analysis, and also to understanding what makes us complex organisms and complex social systems tick, without forgetting our Skinner-box, our experimental roots; in other words, to finding out why the pigeon pecks the key and what that has to do with you and me. You name it, and there's a small or large group of people using behavior analysis to achieve these elusive goals, working toward the well-being of humanity. I'd like to share a few of my heroes with you.

465 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

AUT

1. Addition of a Timeout Procedure to Noncontingent Reinforcement to Treat Attention-Maintained Aggression (Applied Behavior Analysis) ERIC S. GRADY (Munroe-Meyer Institute, University of Nebraska Medical Center), Alison M. Betz (Florida Institute of Technology), and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

2. Assessment and Treatment of Escape and Attention Maintained Behavior in a Child With Autism (Applied Behavior Analysis) CHRISTINA BAROSKY and Donald M. Stenhoff (The BISTA Center), Lisa M. Stewart (Penn State University, Harrisburg), and Michelle Hogan (The BISTA Center)

3. Reducing the Need for Restraint During Medication Administration: Systematically Increasing Acceptance With a Preferred Food (Applied Behavior Analysis) Lynn G. Bowman, BRENDA J. STRUMKE, Samantha Hardesty, and Allison T. Schultz (Kennedy Krieger Institute)

4. An Interdisciplinary Approach to Treatment: The Use of a Weighted Blanket to Reduce Head Banging (Applied Behavior Analysis) SAMANTHA HARDESTY, Lynn G. Bowman, and Molly Gemp (Kennedy Krieger Institute)

5. Assessing Problem Behavior Reported to Be Evoked by Noise (Applied Behavior Analysis) ALLISON JOSEPHINE CASTILE and Jason C. Bourret (New England Center for Children)

6. Effects of Presenting Instructional Feedback on Rates of Acquisition for Future Target Stimuli (EDC; Applied Behavior Analysis) AMY PAIGE HANSFORD (Rutgers, The State University of New Jersey), Meredith Bamond and Alexandra M. Vlahogiannis (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey), Todd Frischmann (Rutgers, The State University of New Jersey), and Kate E. Fiske, Lara M. Delmolino Gatley, and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

7. Reduction of Self-Injurious Behaviour Using Noncontingent Escape and Functional Communication Training in a Young Girl With Autism (PRA; Applied Behavior Analysis) RACHEL KOFFMAN (Geneva Centre for Autism) and Karin Earle-Williams (Surrey Place Centre)

8. A Comparison of Functional Behaviour Assessment Rating Scales for Children and Youth With Autism Spectrum Disorders (PRA; Applied Behavior Analysis) LISA MAIRE and Rosemary A. Condillac (Brock University)

9. Behavioral Assessment and Treatment of Compulsive Fixing of Environmental Items in a Teenage Male With Autism (PRA; Applied Behavior Analysis) AMANDA E. GULD, Lisa Latoche, Jacqueline Turner, Kate Langston, Caryn Richardson, and Kathy Tomon (Melmark)

10. Evaluating the Effectiveness of Scheduled Tact Sessions to Address the Vocal Stereotypy of a Young Boy With Autism (VRB; Applied Behavior Analysis) WILLIAM TIMOTHY COURTNEY (Little Star Center), Misty R. Turner-Wade (none), and Mary Rosswurm (Little Star Center)

Monday, May 30

- 11. Effects of a Mand Training Program on the Reduction of Self-Injurious Behavior** (VRB; Service Delivery) RACHEL NIKKI TOBEY FREEDMAN (Simmons College) and Allison E. Disch Bjurback (Perspectives Corporation)
- 12. Use of a Computer Program to Teach Number Recognition** (EDC; Applied Behavior Analysis) MICHELLE HARRINGTON and Jill Hunt (Judge Rotenberg Educational Center)
- 13. Teaching Generative Spelling for Children with Autism Using Matrix Training** (VRB; Applied Behavior Analysis) TAKAYUKI TANJI and Fumiyuki Noro (University of Tsukuba)
- 14. Improving Social Behavior via Derived Requesting in a Child** (EAB; Applied Behavior Analysis) MICHELE DENT (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)
- 15. A Novel Procedure to Teach the Discrimination of Objects** (VRB; Applied Behavior Analysis) GLADYS WILLIAMS (Center for International Environmental Law), Stephen John Wuensch (David Gregory School), and Manuela Fernandez and Belen Verdugo (CIEL, Spain)
- 16. Teaching a Stimulus-Selection Response in a Match-to-Sample Program to Subsequently Facilitate Acquisition of Object Identification** (Applied Behavior Analysis) CAROL MCPHETERS and Len Levin (Coyne and Associates)
- 17. Acquisition of Expressive Letters Sing an Interrupted Chain Teaching Procedure** (Service Delivery) ALLISON E. DISCH BJURBACK (Perspectives Corporation)
- 18. The Effects of the Similarity of Instructional Material Between the Priming Setting and the Target Setting on the Acquisition of Information to a Child With Autism** (PRA; Applied Behavior Analysis) DONNA C. CHANEY, Joel P. Hundert, and Karen Edwards (Behaviour Institute)
- 19. Developing Textual Stimulus Control Through a Textual Immersion Procedure With a Hyperlexic Child With Autism** (VRB; Applied Behavior Analysis) PAUL R. JOHNSON and Malawaina K-Aloha (Foundations for Learning and Behavior)
- 20. Effectiveness of Improved Auditory Match-to-Sample Capabilities on Receptive Instructions With Objects With Auditory Feedback for Students With Autism** (VRB; Applied Behavior Analysis) ALBERT MALKIN and Gracie Ricciardi (ErinoakKids Central West Autism Intervention Services)
- 21. Teaching Fluent Component Skills to Increase Handwriting Performance Amongst Learners With Autism** (Applied Behavior Analysis) Emily K. Foster (Step By Step Learning Group, Inc.) and ALBERT MALKIN (ErinoakKids Central West Autism Intervention Services)
- 22. Correlates of Unintentional Injury in Children With an Autism Spectrum Disorder: A Preliminary Analysis** (DDA; Service Delivery) RACHEL N. S. CAVALARI (Binghamton University) and Raymond G. Romanczyk (State University of New York at Binghamton)
- 23. Making Progress the Old Fashioned Way! Program Supervisors Doing Direct Observation of Teaching Programs** (EDC; Applied Behavior Analysis) LISA STEWARD, Jennifer Mihm, and Mary Rosswurm (Little Star Center)
- 24. Communication and Collaboration: Across Settings** (EDC; Service Delivery) CHERYL ANN FIELDING (University of Texas-Pan American), Alonzo Alfredo Andrews (Walden University), and Leila Flores-Torres, Julie Pecina, Lisa Beccera, and John L. Lowdermilk (University of Texas-Pan American)
- 25. Longitudinal Evaluation of Children With Autism Spectrum Disorders Following Intensive Behavioral Intervention** (Applied Behavior Analysis) DUONG NGUYEN, Carly E. Thiessen, Toby L. Martin, and Dickie C. T. Yu (St. Amant Research Centre, University of Manitoba)
- 26. Increasing Staff Use of Incidental Teaching Procedures** (Applied Behavior Analysis) LACIE GREGOIRE and Christian A. Benavides (BEACON Services)
- 27. Effectiveness of Intensive Behavioral Intervention in Children With Autism Over the Age of 6 Years** (Applied Behavior Analysis) KSUSHA BLACKLOCK and Adrienne M. Perry (York University) and Jennifer Dunn Geier (Autism Intervention Program)
- 28. Training Caregivers to Implement Treatment Programs Through the Use of Live Telehealth Technology in the Home** (PRA; Service Delivery) ERICA H. NOLAN (Cnow)

29. Outcome of 35 Children With Autism 3 and 6 Years After Completing Early Intensive Behavioral Intervention (PRA; Applied Behavior Analysis) GLEN O. SALLOWS (Wisconsin Early Autism Project) and Tamlynn Dianne Graupner (Adler School of Professional Psychology)

30. The Effectiveness of Behavior Skills Training to Increase Staff Performance in Intensive Behavioral Intervention (PRA; Applied Behavior Analysis) MELISSA BALL and Rosemary A. Condillac (Brock University)

31. Perceptions of Educators Supporting Students with Autism Spectrum Disorder: Evaluation of a Behavior Analysis Approach (PRA; Service Delivery) PRISCILLA BURNHAM RIOSA (University of Guelph)

32. Evaluation of an Outpatient Parent-Lead Toilet Training Program for Children With Autism Spectrum Disorders (PRA; Applied Behavior Analysis) SARAH CROSSETT and Nathan A. Call (Marcus Autism Center)

33. Using Computer-Aided Personalized System of Instruction (CAPSI) to Teach Discrete-Trials Teaching for Educating Children With Autism (TBA; Service Delivery) ALEJANDRA ZARAGOZA SCHERMAN (University of Manitoba); Kendra Thomson (St. Amant Research Centre, University of Manitoba); and Lindsay Dodson, Ashley Boris, Joseph J. Pear, and Garry L. Martin (University of Manitoba)

34. Program for the Education and Enrichment of Relational Skills for Adolescents With Autism Spectrum Disorders (TBA; Service Delivery) NEDA SENEHI, David Bloom, Araksya Arutyunyan, and Dee L. Shepherd-Look (California State University, Northridge)

35. Response Interruption and Redirection and Differential Reinforcement of Other Behavior as a Treatment for Vocal Stereotypy (Applied Behavior Analysis) KARLA COLAGUORI and Shiri Bartman (Shining Through Centre for Children with Autism)

36. Stimulus Equivalence and Dolphin's Body Part (Applied Behavior Analysis) GIORGIA RUZZENE and Russell W. Maguire (Simmons College)

37. Successes and Failures to Reduce Stimulus Over-Selectivity in People With Autism (EAB; Experimental Analysis) CLYDE STEVENSON TERRY, JR., Nina L. Deese, Michelle N Hopkins, and Adam H. Doughty (College of Charleston)

466 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

CBM

1. Does Access Matter? Evaluating Multiple Stimuli Without Replacement With a Typical Child in Speech Therapy (DEV; Applied Behavior Analysis) JASMINE URQUHART (none) and William Timothy Courtney (Little Star Center)

2. Momentary Differential Reinforcement of Other Behavior on a Variable Momentary Schedule (Applied Behavior Analysis) MELISSA BOWEN (Munroe-Meyer Institute, University of Nebraska Medical Center), Todd M. Owen (University of Nebraska Medical Center), and Wayne W. Fisher and Kasey Stephenson (Munroe-Meyer Institute, University of Nebraska Medical Center)

3. The Extended Effects of Signaling Extinction Intervals and the Acquired Aversive Properties (Applied Behavior Analysis) KASEY STEPHENSON and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

4. Secondary Data Analysis of Chronic Runners in Foster Care: Findings and Implications for Intervention (Applied Behavior Analysis) PAULA E. CHAN, Kimberly Crosland, and Robert Lucio (University of South Florida)

5. Is the Behavioral Progress Made at Judge Rotenberg Educational Center Sustainable and Generalizable? A Follow-Up Study of Former Judge Rotenberg Educational Center Students (PRA; Service Delivery) NICK LOWTHER, Joseph Assalone, Rosemary Silva, and Matthew L. Israel (Judge Rotenberg Educational Center)

6. Applied Behavior Analysis and Psychotherapy Combined Treatment Package for Teen Girl with Schizoaffective Disorder and Pervasive Developmental Disorder—Not Otherwise Specified (AUT; Applied Behavior Analysis) MAURA STACK-ODEN, Carrie A. Scott, and Shawnie N. Girtler (Firefly Autism House)

- 7. Refinement of Direct Observation Data in Functional Assessment** (AUT; Applied Behavior Analysis) JOHN D. MOLTENI, Devin Mulcunry, and Tara Bellefleur (Saint Joseph College)
- 8. Improving Outcomes for Children With Autism Spectrum Disorders Through Data-Driven Decision-Making, One Family at a Time** (AUT; Service Delivery) KATHY L. GOULD (Illinois Autism Training and Technical Assistance Project) and Kelly L. Hyde (Accountability Solutions, LLC)
- 9. The Effects of SafeCare® on Parent Skill Acquisition for a Mother With Asperger's Disorder Involved With the Family Court System** (AUT; Service Delivery) EMILY D. SHUMATE, Olivia Hird, and Jennifer L. Crockett (Kennedy Krieger Institute)
- 10. Teaching Parents of a Child With Autism to Manage Challenging Behavior in the Course of Medication Reduction** (AUT; Service Delivery) JENNIFER LYNN BECHTOLD (Project 12-Ways) and Dana M. Harvey and Brandon F. Greene (Southern Illinois University)

467 Poster Session

05/30/2011

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

CSE

- 1. Importance of Medical Care as First Option in Patients With Depression and Suicidal Ideation** (CBM; Applied Behavior Analysis) NORMA COFFIN, Monica Alvarez Zúñiga, Constanza Miralrio Medina, Clara Bejar Nava, Francisca Bejar Nava, and Lourdes Jimenez Renteria (Universidad Nacional Autonoma de México)
- 2. A Peer-Led Self-Management Program for Decreasing Binge Drinking Among College Students** (Applied Behavior Analysis) DANA F. LINDEMANN, David J. Lane, and James A. Schmidt (Western Illinois University)
- 3. Completing a Condom Comparison Activity as a Self-Management Strategy for Decreasing Risky Sexual Behavior** (Applied Behavior Analysis) DANA F. LINDEMANN, Colin R. Harbke, Sara A. Smeltzer, Audra L. Adolph, and John H. Lurquin (Western Illinois University)
- 4. The Effects of an Extensive Treatment Package on Increasing Trips to the Gym** (Applied Behavior Analysis) MELANIE ROSE MANNERINO, Diana J. Walker, and Tracy L. Kettering (The Chicago School of Professional Psychology)
- 5. Building Capacity of Community-Based Agencies at an Organization-Wide Level** (PRA; Service Delivery) AMANDA L. LITTLE and Jennifer Shubert (University of Texas at Austin)

468 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

DDA

- 1. Effect of Art Activity Based Vocational Training for Students With Autism** (AUT; Service Delivery) Kyung Hye Lee and Shin-Hee Kim (Daegu Cyber University) and JEONGIL KIM (Lotus Flowers Children Center)
- 2. Using General-Case Programming to Teach Course Preparation Skills to a Student in a Postsecondary Setting** (AUT; Applied Behavior Analysis) LAURA C. CHEZAN and Erik Drasgow (University of South Carolina)
- 3. Encouraging Flexible Attending in Children With Autism** (AUT; Experimental Analysis) HARRY A. MACKAY, Brooks Thompson, and William J. McIlvane (University of Massachusetts Medical School E. K. Shriver Center)
- 4. Using Shaping to Increase Tolerance With Medical Procedures** (AUT; Applied Behavior Analysis) Natalie Rolider, KELLIANNE M. MONTGOMERY, Nicole Lynn Hausman, and Paul Wienecke (Kennedy Krieger Institute)
- 5. Teaching Good Manners to Adults With Severe Problem Behaviour in a Residential Setting** (Applied Behavior Analysis) VAL SAINI (none), F. J. Barrera (none), and Carobeth Zorzos (Surrey Place Centre)
- 6. Teaching Choice Making in a 5-Year-Old Girl With Severe Intellectual Disability** (Applied Behavior Analysis) DAVID E. KUHN (Westchester Institute for Human Development), Patricia A. Moss (The Graduate Center of the City University of New York), and Stephanie A. Contrucci Kuhn (Westchester Institute for Human Development)

- 7. Promoting "Thinking on My Feet" in a Therapist for Children With Autism** (Applied Behavior Analysis) FUMI TAKAGI (The Chicago School of Professional Psychology)
- 8. Social Skills Training in Adults With Developmental Disabilities: Increasing Appropriate Physical Proximity Through Tactile Prompting** (PRA; Applied Behavior Analysis) STEPHANIE A. JAGGARD and Michelle Ennis Soreth (Rowan University)
- 9. A Behavioral Program for Teaching Self-Care and Social Behaviors to Children With Disabilities** (TBA; Applied Behavior Analysis) MARCO WILFREDO SALAS-MARTINEZ, Maria Juana Hernandez Solis, Esperanza Ferrant-Jimenez, Martin Ortiz Beno, and Enrique Zepeta Garcia (Universidad Veracruzana)
- 10. Ordering Fast Food Using Computer Based Video Instruction and Alternative Assistive Communication System (iPod)** (AUT; Applied Behavior Analysis) SHANNON PARDUE, Dayna Beddick, and Leasha Barry (University of West Florida)
- 11. Using Videotape Feedback to Teach Parents to Implement a Task Analysis** (AUT; Applied Behavior Analysis) ALBA NOVOA (The Chicago School of Professional Psychology) and David A. Pyles (The Chicago School of Professional Psychology, Los Angeles)
- 12. Evaluation of Video and In Vivo Training to Teach Self-Monitoring** (Applied Behavior Analysis) ERIN S. LEIF (Western New England College), Eileen M. Roscoe (New England Center for Children), and Amanda Karsten (Western New England College)
- 13. Comparison of Video Priming and Video Reinforcement to Decrease Maladaptive Behaviors of a First Grader With Fragile X Syndrome** (PRA; Applied Behavior Analysis) E. AMANDA BOUTOT (Texas State University)
- 14. Comparison of a Video-Based Training Package to Behavior Skills Training for Teaching Staff Discrete Trial Instruction** (TBA; Applied Behavior Analysis) NATALIA GARRIDO, Melissa Nosik, and W. Larry Williams (University of Nevada, Reno)
- 15. Broadening a Gluten-Free Diet Using a Token Economy** (AUT; Applied Behavior Analysis) SARAH HEATHCOTE, Lauren F. Troy, and Frances A. Perrin (Bancroft)
- 16. Effects of Choice Making on Food Related Challenging Behaviors of an Individual With Prader-Willie Syndrome** (CBM; Applied Behavior Analysis) STEVEN WOOLF (BEACON Services)
- 17. Evaluating the Effects of Tactile Tokens for Conducting Schedule Thinning With a Blind Individual With an Intellectual Disability** (EDC; Applied Behavior Analysis) Mariana I. Castillo Irazabal, Natalie Rolider, Nicole Lynn Hausman, and KAITLIN BALK (Kennedy Krieger Institute)
- 18. Examination of Problem Behavior Associated With Location or Activity Changes** (Applied Behavior Analysis) ROBERT DROWOS, Erin Ann Schaller, and SungWoo Kahng (Kennedy Krieger Institute); Kathryn Jann (University of Florida); and Megan B. Black (Kennedy Krieger Institute)
- 19. Disruption of High-Probability Behavior via the Discriminative Property of Reinforcers** (Applied Behavior Analysis) MICHELLE A. FRANK-CRAWFORD (Kennedy Krieger Institute); John C. Borrero (University of Maryland, Baltimore County); and Linda Nguyen, Yanerys Leon, Abbey Carreau-Webster, and Iser Guillermo DeLeon (Kennedy Krieger Institute)
- 20. The Role of Age and Gender: An Extension of Penile Plethysmograph Based Arousal Assessments for Sex Offenders With Intellectual Disabilities** (Applied Behavior Analysis) STEPHEN F. WALKER, Timothy R. Vollmer, and P. Raymond Joslyn (University of Florida)

469 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

EAB

- 1. A Comparison of Contingency Space Analysis and Yule's Q Using an Animal Model** (Experimental Analysis) BLAIR LLOYD, Paul J. Yoder, Jon Tapp, and Craig H. Kennedy (Vanderbilt University)
- 2. Sphericity and Compound Symmetry** (Experimental Analysis) J. C. PEDRO ARRIAGA-RAMIREZ, Guadalupe Ortega-Saavedra, and Sara E. Cruz-Morales (Universidad Nacional Autonoma de México)

- 3. Biasing Experimental Outcomes: The Role of Early- and Late-Semester Participation** (Experimental Analysis) JILL DEFREITAS, Victoria Hoch, Ashley West, Benjamin N. Witts, and Patrick M. Ghezzi (University of Nevada, Reno)
- 4. Reinforcement Control Over Responses Not Reinforced** (TPC; Experimental Analysis) JAMES MCEWAN (University of Waikato)
- 5. Planning Time, Topic Type, Audience, and Feedback as Controlling Variables of Self-Editing Behavior During Writing** (VRB; Experimental Analysis) L. KIMBERLY EPTING, Alyson Hignight, Brittany Bowers, Sarah Borowski, Elizabeth Palmer, and Traci Weisberg (Elon University)
- 6. Tower London Task as a Tool to Study the Complex Behavior of Humans** (VRB; Experimental Analysis) DIANA MORENO, Hortensia Hickman, Maria Luisa Cepeda, Patricia Plancarte, and Rosalinda Arroyo (Universidad Nacional Autonoma de México)
- 7. Construction and Rule Following Behaviors in Children With Intellectual Disabilities** (Experimental Analysis) JONAS FERNANDES GAMBA and A. Celso Goyos (Universidade Federal de São Carlos)
- 8. The Analysis of Perseverative Mands Maintained by Access to Tangible Conditions** (Applied Behavior Analysis) MOLLY COYLE, Katherine M. Hurlock, and Frances A. Perrin (Bancroft)
- 9. The Impact of Audio, Visual, and Textual Sources in How We Attribute Behavior** (VRB; Experimental Analysis) KEVIN J. MARCHINI, Philip N. Hineline, and Ruth-Anne E. Poli (Temple University)
- 10. Testing the Reliability and Validity of Implicit Relational Assessment Procedure: Measuring the Stimulus Function of Anxiety** (Experimental Analysis) TOMU OHTSUKI (Waseda University) and Naoko Kishita (Doshisha University)
- 11. Behavioral Contrast in Humans: A Review of the Limited Literature** (TPC; Applied Behavior Analysis) DERIC E. TONEY (University of Louisville)
- 12. Rats With a Gambling Problem: Positive Contrast as an Animal Model of Problem Gambling** (Experimental Analysis) SHAWN SEYEDAIN-ARDABILI, Clara Fontenot, and Cam L. Melville (McNeese State University)
- 13. The Effects of Function-Based Reinforcers on Rate of Slot Machine Play** (Experimental Analysis) Mark R. Dixon and SETH W. WHITING (Southern Illinois University)
- 14. Degree of Lick-Food Contingency Over Acquisition and Extinction of Schedule-Induced Polydipsia in Rats** (AAB; Experimental Analysis) ANGELES PEREZ-PADILLA and Ricardo Pellon (Universidad Nacional de Educacion a Distancia)
- 15. Acquisition of Life Skills: Power-Sanction and Exchange-Sanction Contingencies** (EDC; Applied Behavior Analysis) Corina Gonzalez Garcia, ENRIQUE ZEPETA GARCIA, Agustin Daniel Gomez Fuentes, Cecilia Magdalena Molina Lopez, and Mario Serrano (Universidad Veracruzana)
- 16. Aversion to Transitions From Rich-to-Lean Schedules: A Comparison of Stimulus-Termination and Schedule-Termination Procedures** (Experimental Analysis) AUGUST F. HOLTYN and Michael Perone (West Virginia University)
- 17. Problem Solving: The Effect of Rule Instruction on Transfer** (EDC; Experimental Analysis) BABEL PALMA CARLOTA, Daniel Mello, Amal Adan, Stephanie J. Stolarz-Fantino, and Edmund J. Fantino (University of California, San Diego)
- 18. Language as Behavior: Body Expression and Representation in Preschool** (EDC; Applied Behavior Analysis) Sandra Flor Perea Lopez, Geranimo Reyes Hernandez, AGUSTIN DANIEL GOMEZ FUENTES, Enrique Zepeta Garcia, Cecilia Magdalena Molina Lopez, and Mario Serrano (Universidad Veracruzana)

470 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

EDC

- 1. Using Differential Reinforcement and Overcorrection to Increase Homework Compliance** (AUT; Applied Behavior Analysis) ANTONIO SALA (Center for Behavior Analysis and Language Development), Daniel B. Shabani (California State University, Los Angeles), and Robert-Ryan S. Pabico (Center for Behavior Analysis and Language Development)

- 2. The Impact of Homework Accuracy on Student Performance** (Theory) CHARLES GALYON, Bethany E. Forbes, Carolyn Blondin, Jared Yaw, and Robert Lee Williams (University of Tennessee)
- 3. Enhancing Stimulus Control Using a Modified, Four-Rule Set Color Wheel System** (OBM; Applied Behavior Analysis) CAROLYN BLONDIN, John Parkhurst, and Christopher Skinner (University of Tennessee)
- 4. Sentence Combining Techniques Applied to English as a Second Language Students' Writing Evaluated by the Syntactic Maturity of Students' Writing Ability** (Applied Behavior Analysis) KERRI YOUNG, John W. Eshleman, and Susan K. Malmquist (The Chicago School of Professional Psychology)
- 5. The First Draft Writing Instruction Program for Primary Grade Students** (Service Delivery) ALYSSA WARSHAY, Tameron Hough, and Michael D. Hixson (Central Michigan University)
- 6. Increasing Social Skills Performance of At-Risk Secondary Physical Education Students Through Class-Wide Peer Tutoring** (Applied Behavior Analysis) ELIAN ALJADEFF-ABERGEL, Shiri Ayvazo, and Rachel B. Field (University of Nevada, Las Vegas); Veronica Patricia Smith (Nevada Early Intervention Services); and Stephanie Tyler (University of Nevada, Las Vegas)
- 7. Peer Mediated Accountability Effects on At-Risk Students' Correct Performance of Karate Skills** (Applied Behavior Analysis) SHIRI AYVAZO and Elan Aljadeff-Abergel (University of Nevada, Las Vegas), Veronica Patricia Smith (Nevada Early Intervention Services), and Stephanie Tyler and Rachel B. Field (University of Nevada, Las Vegas)
- 8. Classwide Peer Tutoring Effects on Social Skills Learning in Third Grade Physical Education** (Applied Behavior Analysis) SHIRI AYVAZO, Elan Aljadeff-Abergel, Stephanie Tyler, and Rachel B. Field (University of Nevada, Las Vegas) and Veronica Patricia Smith (Nevada Early Intervention Services)
- 9. Generating Frames of Causation in At-Risk Preschoolers** (Theory) NICOLE PARRETT, Ginger L. Kelso, and Glen L. McCuller (Stephen F. Austin State University)
- 10. Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: A Preventative Classroom-Based Early Intervention Model** (Applied Behavior Analysis) STACI CARR, Meredith Kate Eads, and Joseph Tadlock (Virginia Commonwealth University); Maureen Conroy (University of Florida); and Kevin Sutherland and Paula Ogston (Virginia Commonwealth University)
- 11. Using Teacher-Implemented Video Prompting to Teach Cooking Skills to High School Students With Autism Spectrum Disorders** (AUT; Applied Behavior Analysis) JESSE W. JOHNSON and Erika Blood (Northern Illinois University)
- 12. The Effects of Redirection on Disruptive Behavior in the Preschool Classroom** (PRA; Applied Behavior Analysis) CARRIE HAESSLY (Southern Illinois University, Carbondale) and Nicole Heal (Southern Illinois University)
- 13. The Effects of Noncontingent Edibles on Academic Performance and Classroom Behavior** (Applied Behavior Analysis) ANGELA STEWART and Michelle Ennis Soreth (Rowan University)
- 14. Attendance Contracts to Increase School and Class Attendance, Participation, and Academic Achievement** (CSE; Applied Behavior Analysis) RICK SHAW (Behavior Issues) and Tracy Habrel and Michelle Spratley (Kent School District)
- 15. The Use of Money as a Motivator for Academic Progress** (Applied Behavior Analysis) JILL HUNT and Michelle Harrington (Judge Rotenberg Educational Center)
- 16. Effects of Three Jars on the Academic and Behavioral Performance of Three Inclusive Classrooms** (PRA; Applied Behavior Analysis) LAWRENCE J. MAHEADY and Michael Jabot (State University of New York, Fredonia)
- 17. Evaluating the Effects of Single and Group Contingencies on Rates of Problem Behavior** (DDA; Applied Behavior Analysis) Wing Yan Lam (California State University, Los Angeles); JOY NORWOOD, Jessica Palilla, and Robert-Ryan S. Pabico (Center for Behavior Analysis and Language Development); and Daniel B. Shabani (California State University, Los Angeles)
- 18. Using ClockLight to Increase Student On-Task Behavior in an After School Club Setting: Effectiveness, Sustainability, and Teacher Satisfaction** (Applied Behavior Analysis) RIKKI KAE WHEATLEY-WARDLE, Cade T. Charlton, and Richard P. West (Utah State University)

19. Exploring Ratios of Reinforcement Rates to Office Referral Rates in School-Wide Programs (PRA; Service Delivery) MICHELLE R. WOIDNECK, Donna Marie Gilbertson, and Casey R. Nelson (Utah State University)

471 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

OBM

1. An Investigation of the Utility of Common Incentive Programs (Applied Behavior Analysis) CHRISTINA SIMMS (Aubrey Daniels International) and Jeanine Stratton (Furman University)

2. Teaching Financial Management to Women Recovering From Addiction (Service Delivery) ELIZABETH GARRISON (Temple University), Mary Louise E. Kerwin (Rowan University), and Donald A. Hantula (Temple University)

472 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

TPC

1. Spreading the Science: Dissemination of Behavior Analysis (TBA; Theory) AMANDA N. KELLY (SEEM Collaborative), Melissa Nosik and Benjamin N. Witts (University of Nevada, Reno), and Joshua K. Pritchard (Florida Institute of Technology)

2. Defining Knowledge Behaviorally: Participants' Reactions to Modified Gettier Cases (VRB; Theory) FRANK HAMMONDS (Troy University)

473 Poster Session

6:00 pm–7:30 pm

Exhibit Hall F (Convention Center)

VRB

1. The Effects of Peer Tutoring Using a Peer Yoked Contingency Game on Acquiring Tacts as the Tutor and the Emission of Verbal Operants on Two Students Diagnosed With Autism (EDC; Applied Behavior Analysis) Alison M. Corwin and ISABELLE REE (Columbia University)

2. The Effects of a Peer-Yoked Contingency Game on the Acquisition of Observational Learning and Naming in Preschool Students (EDC; Applied Behavior Analysis) LAMIS BAOWAIDAN and Mara Katra Oblak (Teachers College, Columbia University)

3. The Effects of a Social Listener Reinforcement Game Using Peer-Yoked Contingencies on the Number of Verbal Operants Emitted With Two Students Diagnosed With Autism Spectrum Disorder (Applied Behavior Analysis) Jacqueline Maffei-Lewis and AMANDA C. PHILP (Teachers College, Columbia University)

4. Assessment of Preference for Treatment With and Without Instruction and Subsequent Treatment Outcomes (Applied Behavior Analysis) EMILY K. RUBIO and Carrie S. W. Borrero (Kennedy Krieger Institute) and John C. Borrero (University of Maryland, Baltimore County)

5. An Evaluation of a Behavioral Intervention to Reduce Disruptive Communication Across Different School Settings (PRA; Service Delivery) JANET A. BUTZ, Sue Currie, and Teresa Bunsen (Collaborative Autism Resources and Education) and Wendy Nebbia and Mary E. Thomas (Anchorage School District)

6. A Comparative Study on Linguistic Traits in the Korean Wechsler Intelligence Scale for Children-3, Exactive Functional Test and Sentence Complete Test Among Attention Deficit Hyperactivity Disorder, Maladjustment, and Children in South Korea (EDC; Service Delivery) YUNHEE SHIN, Jung Yeon Cho, Hyo-Shin Lee, and Keonhee Kim (Daegu University)

7. A Description of Echoic and Self-Echoic Responses in Preschool Children (DDA; Applied Behavior Analysis) AMANDA M. MAHONEY (Western Michigan University), John W. Esch and Barbara E. Esch (Esch Behavior Consultants, Inc.), and Kathryn M. Kestner and Kate La Londe (Western Michigan University)

474 Business Meeting

7:30 pm–8:20 am

303 (Convention Center)

Iowa Association for Behavior Analysis

Chair: Evelyn Jo Horton (The Homestead)

The Iowa Association for Behavior Analysis (IowaABA) was chartered in June 2008 as a state chapter of ABAI for professional, scientific, and education purposes. IowaABA's primary functions include serving as a scientific and professional reference group for all in the state of Iowa who identify themselves as scientists, practitioners, or providers in disciplines that embrace the principles and practices of behavior analysis. IowaABA supports the development of professional credentialing for the practice of behavior analysis within the state of Iowa. The chapter also supports and encourages expanding the educational and supervisory resources to aid individuals in meeting current and future credentialing requirements. IowaABA also supports the development of ethical and professional standards of practice for behavior analysts within the state of Iowa. IowaABA promotes the use of effective and humane behavioral procedures in meeting the educational and habilitative needs of both normal and intellectually disabled persons. IowaABA provides education and advises political, legislative, and policy-making bodies with respect to all matters pertaining to behavior analysis in the state of Iowa. IowaABA promotes and supports the conduct of behavior analytic research within the state of Iowa.

475 Business Meeting

7:30 pm–8:00 pm

301 (Convention Center)

***Journal of Organizational Behavior Management* Editors' Meeting**

Chair: Timothy D. Ludwig (Appalachian State University)

This a meeting of the *Journal of Organizational Behavior Management (JOBM)* Editorial Board and an opportunity to review journal data, get information on current developments, and shape the future of the journal. All current *JOBM* Editorial Board members are encouraged to attend, as are individuals interested in serving on the Editorial Board. This meeting will occur before and in the same room as the OBM Network Business Meeting.

476 Business Meeting

7:30 pm–8:20 pm

403 (Convention Center)

Behavior Analysis for Sustainable Societies Special Interest Group

Chair: Julia H. Fiebig (San Ramon Valley Unified School District)

The Behavior Analysis For Sustainable Societies (BASS) Special Interest Group was formed to advance applications of behavior analysis to environmental issues that contribute to the development of solutions to climate change, pollution, overconsumption of resources, and imbalances in environmental sustainability. Objectives include to (a) encourage and support research that promotes the application of behavior analysis to green/environmental issues; (b) collaborate with environmental scientists, environmental groups, and other SIGs within ABAI that have an interest in addressing behavior change and sustainability/environmental issues; (c) disseminate research and practices that support solutions to environmental issues through the application of behavioral interventions; (d) develop curriculum, textbooks, and additional educational resources that address sustainability and the application of behavior analysis; (e) compile resources for individuals interested in behavior change and environmental issues; and (f) develop an information base of current effective practices/initiatives, government policies, and employment for behavior analysts interested in behavior change and environmental issues. The business meeting is open to anyone interested in sustainability and environmental issues.

477 Business Meeting

7:30 pm–8:20 pm

304 (Convention Center)

Behaviorists Interested in Gambling Special Interest Group

Chair: Jonathan C. Baker (Southern Illinois University)

The mission of the behaviorists interested in gambling special interest group (BIG-SIG) is to foster and promote research on gambling and treatments for problem gambling from a behavioral perspective. Meeting this mission is important for behavior analysis because we, as a field, have largely been silent in the literature on gambling. The goal of the meeting this year is to meet to discuss current advances in gambling and business issues for the coming year.

478 Business Meeting

7:30 pm–8:20 pm

404 (Convention Center)

Behavior Analyst Certification Board: International Certification Development

Chair: Neil T. Martin (European Association for Behaviour Analysis)

This meeting will address important components of the Behavior Analyst Certification Board (BACB) which includes board certified behavior analyst (BCBA) and board certified assistant behavior analyst (BCaBA) credentials; professional experience, coursework, and degree requirements; approved course sequences; international examination administration; eligibility standards; and application for examination. Special emphasis will be on how individual countries can work with the BACB to develop time-limited alternative pathways for residents of the country to qualify for the BACB examinations. The presentation also will provide an overview of the current status of the BACB and its certificants. The presentation will focus on development of the BACB in the future, particularly as it relates to certification outside of the United States. Time will be provided for participant questions and discussion with the presenter.

479 Business Meeting

7:30 pm–8:20 pm

407 (Convention Center)

The Experimental Analysis of Human Behavior Special Interest Group

Chair: Manish Vaidya (University of North Texas)

The goal of this meeting is to discuss the business of the Experimental Analysis of Human Behavior (EAHB) SIG, the *EAHB Bulletin*, and the general state of affairs in EAHB, the experimental analysis of behavior, behavior analysis, and the world. The meeting is also used to recognize our Student Paper Competition winners and to deliberate and decide upon the next recipient of the EAHB Distinguished Career Award.

480 Business Meeting

7:30 pm–8:20 pm

405 (Convention Center)

Developmental Behavior Analysis Special Interest Group

Chair: Gary D. Novak (California State University, Stanislaus)

The mission of the *Behavior Development Bulletin (BDB)* is to provide behavior analysts with peer reviewed scientific information of interest to the behavior community, including research in cognitive development, child emotional development, developmental theory, and socialization. Since its inception, the *BDB* has published articles of an inter- and multi-disciplinary nature, including areas of sociobiology and behavioral methodology. The *BDB* is especially relevant to behavior analysts who study the developmental processes responsible for behavior changes and their progressive organization. The *BDB* hopes to provide answers by looking at the biological and environmental factors that affect behavioral development, while maintaining primary interest in the role of environmental contingencies in behavior change.

481 Business Meeting

7:30 pm–8:20 pm

302 (Convention Center)

Ohio Association for Behavior Analysis

Chair: Morten Haugland (Haugland Learning Center)

The purpose of this meeting is to provide updates on activities of the chapter this past year. We will also share plans for future activities including ideas for increasing our membership. Elections will be held for officers. Anyone interested in joining is welcome to attend the meeting.

482 Panel Discussion

7:30 pm–8:50 pm

406 (Convention Center)

AAB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jacquelyn MacDonald, MS

Professional Development Series: Careers in Applied Animal Behavior

Chair: Jacquelyn M. MacDonald (New England Center for Children)

TERRI M. BRIGHT (Simmons College)

JENNIFER L. SOBIE (University of Illinois)

KATHRYN L. KALAFUT (Brown University)

INDYA N. WATTS (The Chicago School of Professional Psychology)

483 Business Meeting

7:30 pm–9:00 pm

401/402 (Convention Center)

Autism Special Interest Group

Chair: Lori E. Bechner (Autism Center at University of Medicine and Dentistry of New Jersey)

A business meeting will be held to address various administrative matters relevant to the Autism SIG. The Autism SIG brings together those who specialize in or have an interest in the application of behavior analysis to the education and treatment of individuals with autism throughout the lifespan. The SIG was created to promote behavior analytic research and the exchange of scientific information in the area of autism treatment, to advocate for and promote high standards in the application of behavior analytic treatment, and to support consumers of ABA services. The Autism SIG maintains a website and publishes a quarterly newsletter to provide clinicians, educators, and parents with information regarding scientifically supported interventions for individuals with autism. Other ongoing initiatives include participating in the ABAI annual convention and autism conference exhibitions, presenting an annual student research award, and maintaining consumer guidelines for identifying, selecting, and evaluating behavior analysts working with individuals with autism. All are welcome to attend.

484 Business Meeting

7:30 pm–9:30 pm

Centennial Ballroom E (Hyatt Regency)

The Ogden R. Lindsley Standard Celeration Chart Share

Chair: Malcolm D. Neely (Standard Celeration Society)

The Ogden R. Lindsley Standard Celeration Chart Share invites *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 and computer slides in spirited friendship.

485 Business Meeting

8:00 pm–8:50 pm

301 (Convention Center)

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.

486 Special Event

9:30 pm–1:00 am

Capitol Ballroom (Hyatt Regency)

ABAI Social

Chair: Richard W. Malott (Western Michigan University)

Please join us, your friends, and colleagues for music and dancing.



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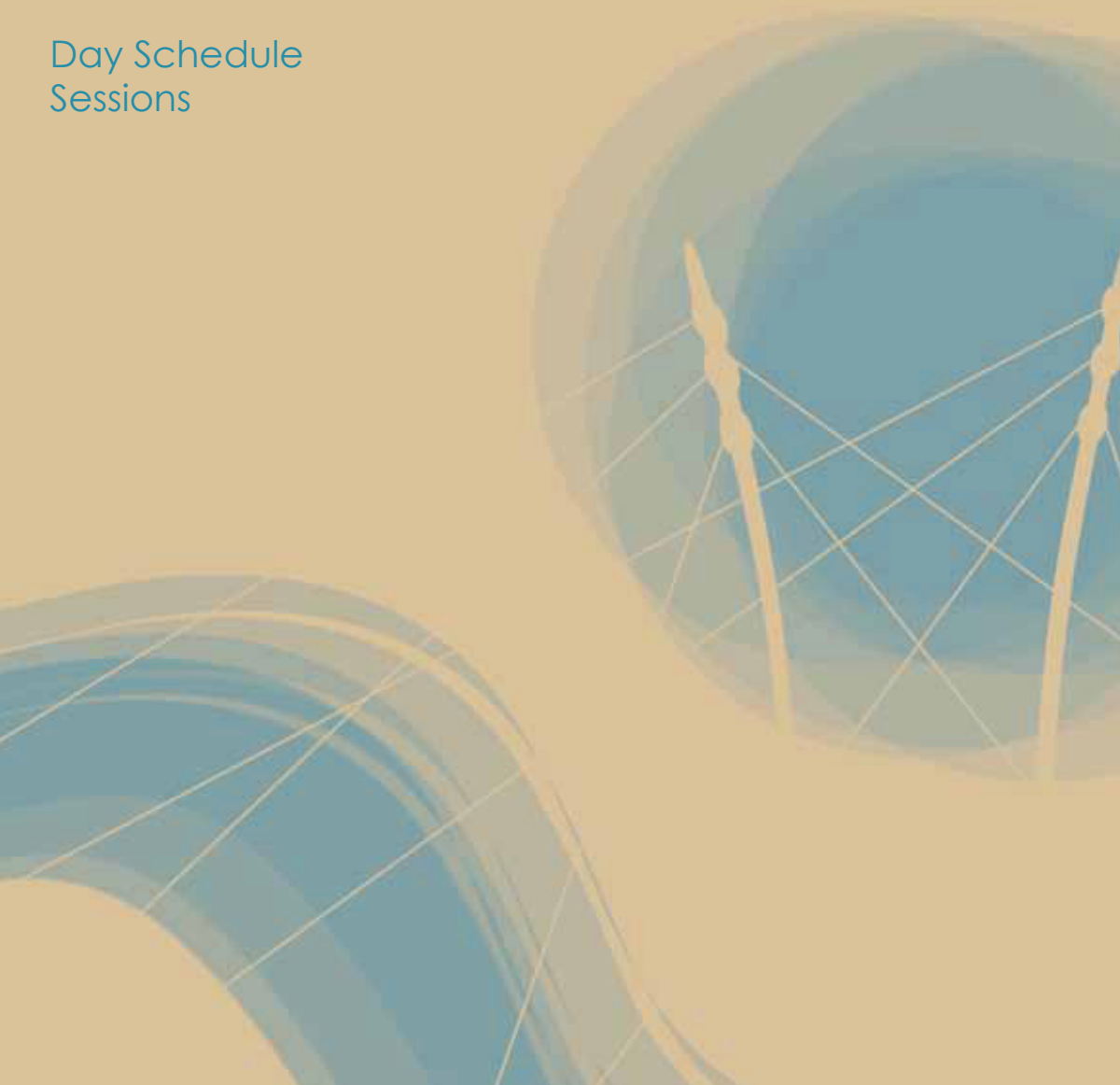
GRANADA, SPAIN

November 24–26, 2011
The Palacio de Exposiciones y
Congresos de Granada

ABAI Denver 2011

TUESDAY, May 31

Day Schedule
Sessions



Colorado Convention Center; Tuesday, May 31

	Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		3 pm		
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Meeting Room Level (Street Level)	Exhibit Hall F			Exhibitor Tear Down (8 am–2 pm), Bookstore, and Registration																
	301																			
	302																			
	303																			
	304																			
	401/402																			
	403					#497 EAB Ch: Arntzen		#518 EAB Ch: Dymond		†		#531 EAB Ch: Ruiz		†						
	404					#498 EAB Ch: Campos		#519 EAB Ch: Hill												
	405																			
	406					#496 EAB Ch: Johnson		†		#517 EAB Ch: Hughes		†								
	407																			
	601					#503 TPC Ch: Moore		†		#523 TPC Ch: Kileen										
	602	Interview Room																		
	603					#494 CBM Ch: Shaw		#515 CBM Ch: Persel		†		#530 CBM Ch: Anderson		†						
	604	Interview Room																		
	605					#495 CBM Ch: Littleton		†		#516 CBM Ch: Rudrud		#529 CBM Ch: Kopelman								
	606	Speaker Ready Room																		
	607																			
	610/612								#508 DEV Ch: Speckman											
	704/706																			
	708					#488 CSE Ch: Meshes														
	710/712																			
Ballroom Level (Sub-Level)	Korbel Ballroom 1A					#499 EDC Ch: Carpenter		†		#520 EDC Ch: Hauland		†								
	Korbel Ballroom 1B					#506 EDC Ch: Harvey				#525 EDC Ch: Hua		†		#534 EDC Ch: Blondin						
	Korbel Ballroom 1C					#500 EDC Ch: Maguire		#521 EDC Ch: Cullen		#532 EDC Ch: Tucci										
	Korbel Ballroom 1D																			
	Korbel Ballroom 1E																			
	Korbel Ballroom 1F					#505 VRB Ch: Bloh		#524 VRB Ch: Pistoljevic												
	Korbel Ballroom 2A																			
	Korbel Ballroom 2B					#504 VRB Ch: Pennypacker		†												
	Korbel Ballroom 2C					#501 PRA Ch: Mentzer		†		#509 VRB Ch: Countie		†								
	Korbel Ballroom 3A					#502 PRA Ch: Peters				#522 PRA Ch: Montgomery		#533 PRA Ch: Dunkel-Jackson		†						
	Korbel Ballroom 3B																			
	Korbel Ballroom 3C																			
	Korbel Ballroom 4A					#489 AUT Ch: Plavnick		#510 AUT Ch: Wolfe		#527 AUT Ch: Ranick										
	Korbel Ballroom 4B					#487 AUT Ch: McDonald		†		#507 AUT Ch: Mitchell		#526 AUT Ch: Maglieri								
	Korbel Ballroom 4C					#490 AUT Ch: Souza Bertone		#512 AUT Ch: Kelly		#528 AUT Ch: Braun										
	Korbel Ballroom 4D					#491 AUT Ch: McGuire		#511 AUT Ch: Mehta												
	Korbel Ballroom 4E					#492 AUT Ch: Williams		#513 AUT Ch: McCarty												
	Korbel Ballroom 4F					#493 AUT Ch: DeBar		#514 AUT Ch: Schmidt												
	Four Seasons 1-3																			
	Four Seasons 4																			

LEGEND

= ABAI Services

†

= Continuing education credit available for BACB certificants

Ch.

= Chairperson

487 Panel Discussion

9:00 am–9:50 am

Korbel Ballroom 4B (Convention Center)

AUT; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Mary McDonald, Ph.D.

Technology and Learning: Developing Innovative Teaching Methods for Individuals With Autism Spectrum Disorders

Chair: Mary Ellen McDonald (Hofstra University)

DANA BATTAGLIA (Eden II Programs)

HESTER BEKISZ (The Genesis School)

NANCY PHILLIPS (The Genesis School)

JOANNE SGAMBATI (Eden II Programs)

488 Panel Discussion

9:00 am–9:50 am

708 (Convention Center)

CSE; Applied Behavior Analysis

Saving the World: Behavior Analysis and the Environment

Chair: Elizabeth Meshes (The Chicago School, Los Angeles)

ERIC L. CARLSON (The Chicago School, Los Angeles)

JULIA H. FIEBIG (San Ramon Valley Unified School District)

ANTHONY BIGLAN (Oregon Research Institute)

489 Symposium

9:00 am–10:20 am

Korbel Ballroom 4A (Convention Center)

AUT; Applied Behavior Analysis

Autism Spectrum Disorders: Teacher Practices, Perceptions, and Training

Chair: Josh Plavnick (Michigan State University)

Discussant: Josh Plavnick (Michigan State University)

Educating Michigan's Students With Autism Spectrum Disorder: An Initial Exploration of Programming and Student Outcomes

SUMMER FERRERI, Josh Plavnick, Sara Bolt, and Sharif Shakrani (Michigan State University)

Perceptions of Agriculture Teachers Toward Including Students With Disabilities in a Secondary Setting

NATALIE ALLEN-WILLIAMS (Weber State University) and Monica Giffing (Nebo School District)

Using Online Modules to Teach Graduate Students to Critically Analyze Autism Intervention Literature

MICHELLE A. HICKMAN and Shannon Budin (Buffalo State College)

490 Paper Session

9:00 am–10:20 am

Korbel Ballroom 4C (Convention Center)

AUT

Treating Problem Behavior in the Classroom

Chair: Cristiane B. Souza Bertone (TEAM Citywide, LLC)

Reducing and Replacing Maladaptive Communicative Behaviors in a Public School Environment (Applied Behavior Analysis)

CRISTIANE B. SOUZA BERTONE (TEAM Citywide, LLC) and Lisa M. Swift (Expanding Repertoires)

Opportunities to Respond and Extinction: Decreasing Inappropriate Behavior During Transitions (Applied Behavior Analysis)

SHEILA M. JODLOWSKI and Lynda Rosner (Hudson Valley Behavioral Solutions)

Reducing Challenging Attention Seeking Behavior in an Adult With Autism Through Increased Noncontingent Attention (Applied Behavior Analysis)

CORY STREETS, Courtney Gebura, Allison Newman, Schea Fissel, and Aletta Sinoff (The Cleveland Clinic Center for Autism)

491 Paper Session

9:00 am–10:20 am

Korbel Ballroom 4D (Convention Center)

AUT

Providing Effective Services and Supports for Individuals With Autism Spectrum Disorder

Chair: Patricia S. McGuire (Macon County Mental Health Board)

Challenges to Improving Applied Behavior Analysis Services in a Community Based Autism Program (Service Delivery)

PATRICIA S. MCGUIRE, Dennis Crowley, Debra A. Floyd, and Kristen Braun (Macon County Mental Health Board)

Forensic Applied Behavior Analysis: Ensuring Proper ABA Supports for Individuals With Autism So That Prison Does Not Become a “Placement Option” (Service Delivery)

DAVID L. HOLMES (Lifespan Services, LLC)

Government Funded Early Intensive Behavior Intervention Program Without Suing: Characteristics and Outcomes (Service Delivery)

KIRSTEN M. WIRTH (St. Amant Research Centre, University of Manitoba)

International Autism Policies and Practices Conference 2011: The Formation of the Autism Society of West Africa (Service Delivery)

CASEY MCFEELY and Molly Ola Pinney (Global Autism Project)

492 Paper Session

9:00 am–10:20 am

Korbel Ballroom 4E (Convention Center)

AUT

Current Issues in Diagnosis and Intervention

Chair: Betty Fry Williams (Whitworth University)

Spectrum-Agents Validation Research (Service Delivery)

BETTY FRY WILLIAMS and Susan L. Mabry (Whitworth University)

How Are Conditioned Reinforcers Most Effectively Established? An Operant Discrimination Procedure Versus Pairing (Applied Behavior Analysis)

JANNE MARI AKSELSEN SORENSEN (Stavanger University Hospital)

"What Do You Want to Work For?" Four Reasons Not to Offer Students Work Contracts (Service Delivery)

STEVEN WARD (Whole Child Consulting, LLC)

493 Paper Session

9:00 am–10:20 am

Korbel Ballroom 4F (Convention Center)

AUT

Teaching Communication Skills to Individuals With Autism Spectrum Disorder

Chair: Ruth M. DeBar (Caldwell College)

Establishing a Generalized Mand Repertoire Using a Combined Stimulus-Stimulus Pairing and Direct Reinforcement Procedure in Children Diagnosed With Autism (Applied Behavior Analysis)

BRIGHID H. FRONAPFEL and Richard W. Malott (Western Michigan University)

The Effect of Musical Nursery Rhymes on Learning Tacts (Applied Behavior Analysis)

JUDITH A. MCCARTY (Western Connecticut State University)

Developing Complex Intraverbal Repertoire: Teaching Children With Autism to Generate Personal Experience Comments (Applied Behavior Analysis)

ANNA MATCHNEVA (1 Step Ahead Services, Inc.)

Using a Multicomponent Teaching Package to Target Phoneme Isolation of Learners With Multiple Disabilities (Applied Behavior Analysis)

RUTH M. DEBAR (Caldwell College) and Helen Irene Cannella-Malone, Sheila R. Alber-Morgan, William L. Heward, and Laurice Joseph (The Ohio State University)

494 Symposium

9:00 am–10:20 am

603 (Convention Center)

CBM; Applied Behavior Analysis

The Measurement and Treatment of Middle Childhood Disruptive Behavior: Progress and Challenges

Chair: Stacy B. Shaw (Boys Town)

Discussant: Mark W. Roberts (Idaho State University)

Parent-Collected Home Data: An Empirical Comparison of Methods

CY NADLER (Idaho State University)

Sibling Conflict Resolution Skills: Measurement and Extension

JESSICA NAKAHA (University Neuropsychiatric Institute) and Michelle Grimes (Idaho State University)

A Clinical Trial of a Standardized Treatment Protocol for Noncompliant and Aggressive Children in Middle Childhood

STACY B. SHAW (Father Flannigan's Girls and Boys Town)

495 Symposium

9:00 am–10:20 am

605 (Convention Center)

CBM; Service Delivery

BACB CE Offered. CE Instructor: Robert Ross, Ed.D.

Ethical, Regulatory and Legal Implications of BCBA Practice Rights: Contrasting Case Studies

Chair: Robert F. Littleton, Jr. (Evergreen Center)

Discussant: Ann Filer (BEACON Services)

A Case Study of Factors Leading to Withdrawal From Service for a Toddler With Autism Receiving Early Intensive Behavioral Intervention

ANN FILER (BEACON Services)

Stay or Withdraw? Factors Motivating Continued Participation With Non-behavioral Service Providers in an Early Intensive Behavioral Intervention Program

ROBERT K. ROSS (BEACON Services)

Overview of Legal Implications Associated With the Exercise of Clinical Judgment and Practice Rights by Board Certified Behavior Analysts

HENRY CLARK (Clark, Hunt, Ahern and Embry)

496 Symposium

9:00 am–10:20 am

406 (Convention Center)

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Cammarie Johnson, MA

Extensions in Stimulus Equivalence Research: Class-Specific Reinforcers, Go/No-Go Test Format, and Applications in Teaching Concepts

Chair: Cammarie Johnson (New England Center for Children)

Discussant: Carol Pilgrim (University of North Carolina Wilmington)

Merging Independently Established Equivalence Classes With Class-Specific Reinforcers

ELIZABETH MORRISON and Cammarie Johnson (New England Center for Children)

Equivalence Classes Evaluated With Go/No-Go Procedure After Simple Discrimination Reversal Training

DANIELA DE SOUZA CANOVAS and Paula Debert (Universidade de São Paulo)

Teaching Concepts With the Equivalence Paradigm: Classroom Applications for Learners With Autism Spectrum Disorders

CAMMARIE JOHNSON, Karen Costello, Jonathan Merritt, Theresa Passmor, and Jessey Pond (New England Center for Children)

497 Symposium

9:00 am–10:20 am

403 (Convention Center)

EAB; Experimental Analysis

Derived Relations in Nonhumans and Humans

Chair: Erik Arntzen (Akershus University College)

Symmetry in the Pigeon? A Systematic Replication of Urcuioli (2008)

MANISH VAIDYA and Jay Hinnekamp (University of North Texas)

A Behavioral Function of Meaningful Stimuli That Enhances the Formation of Equivalence Classes

LANNY FIELDS (Queens College, City University of New York) and Erik Arntzen, Richard Nartey, and Christoffer K. Eilifsen (Akershus University College)

Manual and Ocular Observing Responses in a Matching-to-Sample Task: Effects of One-to-Many and Many-to-One Training Structures on the Formation of Equivalence Classes

GERSON YUKIO TOMANARI (Universidade de São Paulo), Erik Arntzen (Akershus University College), and Eliana Isabel De Moraes Hamasaki, Paulo Sérgio Dillon Soares Filho, Lígia Mosolino de Carvalho, Heloisa Cursi Campos, and William Ferreira Perez (Universidade de São Paulo)

The Role of Overtraining in Formation of Equivalence Classes

ERIK ARNTZEN and Lars Rune Halvorsen (Akershus University College)

498 Paper Session

9:00 am–10:20 am

404 (Convention Center)

EAB

Equivalence in Pigeons, Forgetting, Verbal Behavior in Pigeons, and Environmental Enrichment

Chair: Heloisa Cursi Campos (Universidade de São Paulo)

Pigeons' Performances During Equivalence Tests in a Go/No-Go Procedure With Compound Stimuli (Experimental Analysis)

HELOISA CURSI CAMPOS and Paula Debert (Universidade de São Paulo)

A Procedure to Rapidly Generate Forgetting Functions in Pigeons (Experimental Analysis)

JONATHAN E. FRIEDEL, Manish Vaidya, and Caleb D. Hudgins (University of North Texas)

Verbal Behavior-Like Processes in Pigeons: Examinations of the Autoclitic in Matching-to-Sample Procedures (Experimental Analysis)

TOSHIKAZU KURODA, Andres H. Garcia-Penagos, and Kennon A. Lattal (West Virginia University)

Environmental Enrichment for Laboratory Rats: It May Not Be What You Think (Experimental Analysis)

JHORDY J. LYTLE, Ubong Udonkang, and Mark P. Reilly (Central Michigan University)

499 Symposium

9:00 am–10:20 am

Korbel Ballroom 1A (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Cathy Carpenter, MA

School Collaboration and Consultation: From Theory to Practice

Chair: Cathy Lynn Carpenter (Inclusive Education & Community Partnership)

Discussant: Cathy Lynn Carpenter (Inclusive Education & Community Partnership)

Assessment and Treatment Planning With an Emphasis on Classroom Collaboration

CARA STEARNS ENTZ (Inizio Interventions, Inc.)

Classroom-Wide Interventions

SALLY TORRENS (Inizio Interventions, Inc.)

Fidelity: Successful Implementation of Behavior Intervention in the Classroom

CATHY LYNN CARPENTER (Inclusive Education and Community Partnership)

500 Symposium

9:00 am–10:20 am

Korbel Ballroom 1C (Convention Center)

EDC; Applied Behavior Analysis

The Application of Procedures to Establish Stimulus Equivalences in Applied Settings and With Applied Academic Tasks

Chair: Russell W. Maguire (Simmons College)

Discussant: Michael J. Cameron (Simmons College)

The Use of Matching Complex Comparisons to Complex Samples to Establish Equivalence Relations Between Vocabulary Words

M. JOYCE PERSSON, Russell W. Maguire, and Michael J. Cameron (Simmons College)

The Use of a Group Instruction Format to Establish the Prerequisite Relations for the Formation of Geometric Equivalence Classes: A Systematic Replication

CLAIRE SUMNER, Russell W. Maguire, and Michael J. Cameron (Simmons College)

The Emergence of Coin Equivalences Following Name (Tact) Training

LYNDSY NUNES (Horace Mann Educational Associates) and Russell W. Maguire, Cheryl Goff, and Michael J. Cameron (Simmons College)

501 Panel Discussion

9:00 am–10:20 am

Korbel Ballroom 2C (Convention Center)

PRA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Amanda Mentzer, Ph.D.

Strategies for Disseminating Behavior Analysis Within Non-behavioral Environments

Chair: Amanda S. Mentzer (The Graduate Center, Queens College, The City University of New York)

OLIVER WIRTH (National Institute of Occupational Safety and Health)

DONALD A. HANTULA (Temple University)

NICHOLAS L. WEATHERLY (Spalding University)

JEANINE PLOWMAN STRATTON (Furman University)

502 Paper Session

9:00 am–10:20 am

Korbel Ballroom 3A (Convention Center)

PRA

Interacting as a Behavior Analyst in Multidisciplinary Teams

Chair: Christina M. Peters (ReMed)

Where Do We Fit in? Navigating the Behavior Analyst's Role as Part of a Multidisciplinary Team of Clinicians Working With Individuals With Brain Injury (Service Delivery)

CHRISTINA M. PETERS, Chris M. Schaub, Jim Conway, and Kevin Erdner (ReMed)

Tracker, Tracker Keeping Track of the Tracker. Systems to Support Data Collection and Management When Information Must be Collected Across Setting and Providers and Used by an Interdisciplinary Team to Make Decisions (Theory)

CHRISTINA M. PETERS, Chris M. Schaub, Kevin Erdner, and Jim Conway (ReMed)

The Importance and Utility of Behavior Analytic Principles and Programming in All Phases of Post-Acute, Neurobehavioral Rehabilitation for Survivors of Traumatic Brain Injury: A Case Study (Theory)

CHRIS M. SCHAUB, Christina M. Peters, and Kevin Erdner (ReMed)

503 Panel Discussion

9:00 am–10:20 am

601 (Convention Center)

TPC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Timothy Moore, Ph.D.

Technology Transfer and Treatment Adherence: Considerations for a Successful Handoff From Expert to End Users of Behavioral Technology

Chair: Timothy R. Moore (University of Minnesota)

KEITH D. ALLEN (Munroe-Meyer Institute, University of Nebraska Medical Center)

JOHN A. NORTHUP (University of Iowa)

BOB REMINGTON (University of Southampton)

WILLIAM J. WARZAK (University of Nebraska Medical Center)

504 Panel Discussion

9:00 am–10:20 am

Korbel Ballroom 2B (Convention Center)

VRB; Theory

BACB CE Offered. CE Instructor: Abigail Calkin, Ph.D.

Theory and Research of Private Events

Chair: Henry S. Pennypacker (University of Florida)

MICHAEL KEENAN (University of Ulster)

JAY MOORE (University of Wisconsin- Milwaukee)

ABIGAIL B. CALKIN (Calkin Consulting Center)

DAVID C. PALMER (Smith College)

505 Paper Session

9:00 am–10:20 am

Korbel Ballroom 1F (Convention Center)

VRB

Applied Issues in the Analysis of Verbal Behavior

Chair: Christopher Leighton Bloh (Kutztown University)

Analyzing the Predictive Value of a Vocal Mand Assessment (Applied Behavior Analysis)

BRITTANY L. DEAN and Traci M. Cihon (University of North Texas)

Implementing Applied Behavior Analysis Procedures to Support a Language Delayed Child With Social Communication Deficits Within a Mainstream School Setting (Experimental Analysis)

BEVERLEY JONES and J. Carl Hughes (Bangor University)

Assessing Topography-Based Versus Stimulus-Selection-Based Verbal Behavior:

A Comparison From the Literature (Experimental Analysis)

CHRISTOPHER LEIGHTON BLOH (Kutztown University)

506 Symposium

9:30 am–10:50 am

Korbel Ballroom 1B (Convention Center)

EDC; Service Delivery

A Closer Look at How Practitioners Use Data for Decision-Making in Applied Settings

Chair: Mark T. Harvey (Florida Institute of Technology)

Discussant: Mark T. Harvey (Florida Institute of Technology)

Parent Training and Decision-Making: Actions Speak Louder Than Words

MARK D. SHRIVER (Munroe-Meyer Institute)

Critical Factors Influencing Curricular Selection in Missouri Public Schools

PATTY POPPE POLSTER (St. Louis University)

Encouraging School Teams to Focus on Sustainability During the Development and Initial Implementation of Interventions

TERI LEWIS (Oregon State University), Ronnie Detrich (Wing Institute), and David Standiford (Oregon State University)

507 Paper Session

10:00 am–11:20 am

Korbel Ballroom 4B (Convention Center)

AUT

Teaching Life Skills to Individuals With Autism Spectrum Disorder

Chair: Kyle Mitchell Quinn (Applied Behavior Center for Autism)

Development and Delivery of Specialized Daily Living Skills of Individuals With Autism and Other Developmental Delays (Applied Behavior Analysis)

KYLE MITCHELL QUINN (Applied Behavior Center for Autism)

The Boy Who Couldn't Cry Wolf: Teaching Injury Reporting to a Child With Autism

(Experimental Analysis)

CORRINE A. KIRSCH and Rebecca K. Arvans-Feeney (Developmental Behavioral Health, Inc.),

Valerie Ann Larson (Behavior Learning Group), and James Turner (none)

Teaching Students to Say Excuse Me: Stimulus Control and Motivating Operations

(Applied Behavior Analysis)

SUSAN MILLA (Ascent: A School for Individuals with Autism) and Jamie Calise (South Country Central School District)

508 Symposium

10:00 am–11:20 am

610/612 (Convention Center)

DEV; Applied Behavior Analysis

The Effects and Implications of Conditioned Reinforcement on the Acquisition of Verbal Developmental Capabilities and Cusps

Chair: Jeanne Marie Speckman (The Fred S. Keller School)

Discussant: Jennifer Longano (The Fred S. Keller School)

Stimulus Control of Face to Face Contact and Awareness of Adult Presence as a Function of Conditioned Reinforcement for Observing Adult Faces and Voices

JACQUELINE MAFFEI-LEWIS, Jessica Singer-Dudek, and R. Douglas Greer (Teachers College, Columbia University)

The Role of the Listener in the Reinforcement of Tacts and the Importance of Social Approvals

CARLY EBY and R. Douglas Greer (Teachers College, Columbia University)

Conditioned Reinforcement for Observing and the Effects of Multiple Exemplar Instruction With Demonstration on the Acquisition of Bidirectional Naming

R. Douglas Greer (Teachers College, Columbia University), Nirvana Pistoljevic (The Fred S. Keller School), and CLAIRE S. CAHILL (Teachers College, Columbia University)

509 Panel Discussion

10:30 am–11:20 am

Korbel Ballroom 2C (Convention Center)

VRB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Vincent Carbone, Ph.D.

Verbal Behavior: An Introduction

Chair: Christina M. Countie (Simmons College)

VINCENT JOSEPH CARBONE (Carbone Clinic)

MARY LYNCH BARBERA (Barbera Behavior Consulting)

JUDAH B. AXE (Simmons College)

510 Paper Session

10:30 am–11:50 am

Korbel Ballroom 4A (Convention Center)

AUT

Identifying Effective Interventions for Autism

Chair: Pamela Wolfe (The Pennsylvania State University)

The Proliferation and Maintenance of Fad Treatments for Autism (Experimental Analysis)

CHARLES STEVE HOLBURN and Jenny E. Tuzikow (Institute for Basic Research)

Good Treatments Get a Bad Name (Experimental Analysis)

KRISTEN ABBONDANTE and Brian Esteve (Louisiana State University)

Evaluating Practices/Treatments in Autism Spectrum Disorders: Sifting Through Evidence

(Experimental Analysis)

Pamela S. Wolfe (Penn State University) and CHERYL OSTRYN (University of Colorado, Denver)

511 Paper Session

10:30 am–11:50 am

Korbel Ballroom 4D (Convention Center)

AUT

Approaches for Training Parents and Staff

Chair: Smita Shukla Mehta (University of North Texas)

The Effects of Group Behavioral Skills Training on Implementation of the Picture Exchange Communication System: A Replication and Extension (Applied Behavior Analysis)

SUSAN L. PETERSON, Bobbi Kaeppler, Marielle Schank, Karen D'Apolito, and Karen Chellquist (Delaware Autism Program)

The Use of Written Testing Within a Behavioral Skills Training Package for Implementation of Picture Exchange Communication Systems (Applied Behavior Analysis)

BOBBI KAEPLER, Susan L. Peterson, Karen D'Apolito, Marielle Schank, and Karen Chellquist (Delaware Autism Program)

Effects of Clinical Versus Home-Based Training on Generalization of Parent Responses to Child Problem Behavior (Applied Behavior Analysis)

REGINA CRONE and Smita Shukla Mehta (University of North Texas)

Chart Parenting the Parents (Experimental Analysis)

GIORDANA HRGA (Precision Teaching Pty Ltd.)

512 Paper Session

10:30 am–11:50 am

Korbel Ballroom 4C (Convention Center)

AUT

Home Training and Parental Involvement for Individuals With Autism Spectrum Disorder

Chair: Amanda N. Kelly (SEEM Collaborative)

Assessing the Social Validity of Home-Based Interventions: A Participant's Perspective

(Service Delivery)

AMANDA N. KELLY (SEEM Collaborative)

Furthering Students Development by Way of Parental Involvement (Experimental Analysis)

HANNAH CHANI KUPERMAN (none)

Effectiveness of a Home-Based Applied Behavior Analysis Intensive Intervention Program Over a 5-Year Period (Experimental Analysis)

JAVIER VIRUES (University of Manitoba) and Victor Rodriguez Garcia (Fundacion Planeta Imaginario)

Don't Shoot Yourself in the Foot! How Modifying the Environment Can Increase Your

Effectiveness (Applied Behavior Analysis)

RAUL MENDOZA (Walden University)

513 Paper Session

10:30 am–11:50 am

Korbel Ballroom 4E (Convention Center)

AUT

Interventions to Increase Toy Play and Reduce Stereotypic Behavior

Chair: Judith A. McCarty (Western Connecticut State University)

The Sensory Function of Toy Play (Applied Behavior Analysis)

JUDITH A. MCCARTY (Western Connecticut State University)

Reducing Stereotypic Behaviors in Young Children with Autism Spectrum Disorders:

Environmental Enrichment and Play-Based Strategies (Experimental Analysis)

SENNY SCHNELL and Diane M. Sainato (The Ohio State University)

A Comparison of Prompting Hierarchies in the Acquisition of Play and Vocational Skills

(Applied Behavior Analysis)

KERRI P. SHANAHAN, Julie S. Weiss, Julie McKay, and William H. Ahearn (New England Center for Children)

514 Paper Session

10:30 am–11:50 am

Korbel Ballroom 4F (Convention Center)

AUT

Peer-Mediated Interventions for Increasing Social Skills

Chair: Carla T. Schmidt (University of Kansas)

The Impact of Trained Peers on the Generalization of Social Competence of Adolescents With Autism Spectrum Disorders (Applied Behavior Analysis)

CARLA T. SCHMIDT (University of Missouri)

Promoting Social Interactions Between Children With Autism and Typically Developing Peers in School Settings (Applied Behavior Analysis)

NEIL DUNDON and Kristen A. Maglieri (Trinity College Dublin)

Perspective Taking and Theory of Mind Development in Children With Asperger's Syndrome (Theory)

MICHELLE CHRZCZONOWSKI (Pinnacle Academy) and Kirstina Ordetx (Center for Autism Resource and Education)

515 Symposium

10:30 am–11:50 am

603 (Convention Center)

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michael Mozzoni, Ph.D.

From the Classroom to the Clinic: Behavioral Treatment Strategies for Persons With Neurological Disorders

Chair: Chris Persel (Centre for Neuro Skills)

Using Behavioral Skills Training and In-Situ Training to Improve Social Behaviors of a Young Adult With a Traumatic Brain Injury

JESSICA A. THOMPSON SCIBILIA and Chris Persel (Centre for Neuro Skills)

Treating Tic Behaviors Within a Middle School Classroom

JAMES PARA-CREMER (Lakeview Specialty Hospital and Rehabilitation Center)

Decreasing Unsolicited Physical Touching Behaviors in Persons With Acquired Brain Injury Using Reinforcement Interruption With Contingent Activity

DIXIE EASTRIDGE (Learning Services NeuroBehavioral Institute of Colorado) and Jeff A. Kupfer (Jeff Kupfer, Professional Association)

Managing Crisis Behaviors: Reducing Physical Intervention

MICHAEL P. MOZZONI (Lakeview NeuroRehabilitation Center)

516 Paper Session

10:30 am–11:50 am

605 (Convention Center)

CBM

Studies in Child Behavioral Health

Chair: Eric Rudrud (St. Cloud State University)

Increasing Healthy Food Choices in Preschoolers Using Correspondence Training and Recruiting Natural Communities of Reinforcement (Applied Behavior Analysis)
ELYSE D. WISEMAN and Debra Mowery (University of South Florida) and Trevor F. Stokes (James Madison University)

Increasing Children's Physical Activity Levels Using Interdependent Group Contingencies (Experimental Analysis)
Sarah Kuhl, ERIC RUDRUD, and Kimberly A. Schulze (St. Cloud State University)

Making a Splash: Eliminating Water Phobia and Increasing Confident Water Skills (Applied Behavior Analysis)
PAULA E. CHAN, Kimberly Crosland, and Victoria Fogel (University of South Florida)

517 Symposium

10:30 am–11:50 am
406 (Convention Center)
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Christine Hughes, Ph.D.

Translational Timeout Research: From the Lab to the School
Chair: Christine E. Hughes (University of North Carolina Wilmington)
Discussant: Dorothea C. Lerman (University of Houston-Clear Lake)

Interactions Between Timeout Duration and Reinforcement Rate: A Response Strength Analysis
AMANDA G. RICKARD and Christine E. Hughes (University of North Carolina Wilmington)

Inter-Component Timeout Decreases Pausing and Destructive Behaviors During Rich-to-Lean Transitions
DEAN C. WILLIAMS (University of Kansas)

Evaluations of Timeout Procedures and Parameters in Applied Settings
JEANNE M. DONALDSON and Timothy R. Vollmer (University of Florida)

518 Symposium

10:30 am–11:50 am
403 (Convention Center)
EAB; Experimental Analysis
BACB CE Offered. CE Instructor: Simon Dymond, Ph.D.

Neuro Special Interest Group Symposium: Advances in the Electrophysiology of Relational Responding
Chair: Simon Dymond (Swansea University)

The Behavior-Neuroscience Interface: Event Related Potential Correlates of Derived Relational Responding
SIMON DYMOND and Ting Wang (Swansea University)

Electrophysiological Correlates of Nodal Number in Equivalence Classes
TING WANG and Louise A. McHugh (Swansea University) and Robert Whelan (University College Dublin)

Time Is on Our Side: Event-Related Potential Activity and Reaction-Time Scores During a Go/No-Go Relational Responding Task
JOHN HYLAND (Dublin Business School), Denis P. O'Hara (National University of Ireland, Galway), Julian C. Leslie (University of Ulster), and Sinead Smyth (University of Ulster-Coleraine)

Brain Matter Matters: Auditory Quality Discrimination Correlates Negatively With Brainstem Auditory Evoked Potential Latency
JOHN C. NEILL (Long Island University) and S. John Gately (Northeastern University)

519 Paper Session

10:30 am–11:50 am
404 (Convention Center)
EAB

Stroop, the Commons, Attention Deficit Hyperactivity Disorder, and Prisoner's Dilemma
Chair: Jade Hill (Arizona State University)

Effects of the Choice of Other Players and Communication on Resolution of Drama of Commons
(Experimental Analysis)

ELAYNE ESMERALDO NOGUEIRA, Laercia Abreu Vasconcelos, Dyego De Carvalho Costa, Clarissa Nogueira, and Nayla Cristina da Silva (Universidade de Brasilia)

Characterizing Operant Hyperactivity in an Animal Model of Attention Deficit Hyperactivity Disorder (Experimental Analysis)

JADE HILL and Federico Sanabria (Arizona State University)

Selection of Different IBCs in the Prisoner's Dilemma Game (Experimental Analysis)

CLARISSA NOGUEIRA, Dyego De Carvalho Costa, Nayla Cristina da Silva, and Laercia Abreu Vasconcelos (Universidade de Brasilia)

Exploring Controlling Properties of Stroop-Type Stimuli in Matching-to-Sample Tasks
(Experimental Analysis)

PER HOLTH (Akershus University College)

520 Symposium

10:30 am–11:50 am

Korbel Ballroom 1A (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Morten Haugland, Ph.D.

A School Wide Implementation of the Morningside Model of Generative Instruction for Students With an Autism Spectrum Disorder

Chair: Morten Haugland (Haugland Learning Center)

Discussant: Deborah L. Brown (Sacramento County Office of Education)

Overview of Haugland Learning Center's Multilevel Assessment System and Its Role in Placing and Promoting Students

MORTEN HAUGLAND, Samantha L. Steffensmeier, and Kristine D. Haugland (Haugland Learning Center)

The Importance of Reading Comprehension as an Academic Foundation for Students With Autism

ANDREW R. KIETA, Samantha L. Steffensmeier, and Kristine D. Haugland (Haugland Learning Center)

Using Precision Teaching to Build Functional Daily Living Skills in Students With Autism

SAMANTHA L. STEFFENSMEIER and Morten Haugland (Haugland Learning Center)

521 Paper Session

10:30 am–11:50 am

Korbel Ballroom 1C (Convention Center)

EDC

Improving Academic and Life Skills Using Assistive Technology

Chair: Jennifer Marie Cullen (The Ohio State University)

The Use of iPod Touches and iPads as Assistive Technology for Academics, Communication, Organization, and Job Skills by Transition Age High School Students With Mild/Moderate Disabilities (Service Delivery)

JENNIFER MARIE CULLEN and Joe Wheaton (The Ohio State University)

The Effects of Computer Assisted Instruction in Sight-Word Acquisition for Students With Mild Disabilities (Applied Behavior Analysis)

JENNIFER MARIE CULLEN, Joe Wheaton, and Susan Keesey (The Ohio State University)

Using Portable Flexible White Boards as a Pedagogic Strategy to Promote Active Student Response and In-Class Communication in Taiwan (Applied Behavior Analysis)

HUI-TING WANG (National Taiwan Normal University)

522 Paper Session

10:30 am–11:50 am

Korbel Ballroom 3A (Convention Center)

PRA

Integrating Behavior Analysis Into Unique Settings

Chair: Janet L. Montgomery (Florida Institute of Technology)

Opportunities Knock: Increasing Integration of Behavior Analysis Services Into the Mental Health Community (Service Delivery)

JANET L. MONTGOMERY (Florida Institute of Technology)

Error Prevention and Root Cause Analysis of Behavioral Crisis Events (Experimental Analysis)

LARAINÉ WINSTON and Merrill Winston (Professional Crisis Management, Inc.)

Role of Behavior Analysis in Diverse Cultures at End-of-Life Care (Experimental Analysis)

YASH P. MANCHANDA (none)

523 Symposium

10:30 am–11:50 am

601 (Convention Center)

TPC; Theory

Paradigm Clashes Within Behavior Analysis: Some Case Studies

Chair: Peter Killeen (Arizona State University)

Discussant: Peter Killeen (Arizona State University)

The Behavior of Punishing, as Concerning That Other Meaning of "Punishment"

PHILIP N. HINELINE (Temple University)

Three Views on Attention Deficit Hyperactivity Disorder, From the Perspective of Animal-Based Research

FEDERICO SANABRIA (Arizona State University)

Dueling Baselines: Interpretations of Excitatory and Inhibitory Effects of Reinforcement and Extinction

A. CHARLES CATANIA (University of Maryland, Baltimore County)

524 Symposium

10:30 am–11:50 am

Korbel Ballroom 1F (Convention Center)

VRB; Experimental Analysis

What We Have Learned and Still Are Learning From CABAS Schools Throughout the World

Chair: Nirvana Pistoljevic (Teachers College, Columbia University)

The Jigsaw CABAS School in England; Learning and Growing for 12 Years

EMMA L. HAWKINS (Jigsaw CABAS School)

Educational and Social Impact of the Implementation of CABAS in Italy: Spreading Behavior Analysis and Promoting Effective Teaching for Regular and Special School Environments

FABIOLA CASARINI and Francesca Cavallini (University of Parma) and Roberto Cattivelli (Tice Learning Center)

From Fred S. Keller School to Mjedenica School in Sarajevo

NIRVANA PISTOLJEVIC (Teachers College, Columbia University)

The Impact of the CABAS Model in Classrooms Across Rockland's Board of Cooperative Educational Services

YASMIN J. HELOU-CARE, Jessica Singer-Dudek, Jinhyeok Choi, Lisa Gold, Matthew Howarth, Jacqueline Maffei-Lewis, Kimberly Mosca, and Sarah E. Orlans (Teachers College, Columbia University)

525 Symposium

11:00 am–12:20 pm

Korbel Ballroom 1B (Convention Center)

EDC; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Youjia Hua, Ph.D.

Matching Law and Student Choice of Academic Tasks

Chair: Youjia Hua (University of Iowa)

Discussant: David L. Lee (Penn State University)

Effects of Task Conditions on Student Choice of Task Materials

YOUJIA HUA, Cindra Visser, and Yung Keun Park (University of Iowa)

The Effects of Task Fluency and Concurrent Reinforcement Schedules on Choice Allocation Between Math Tasks

MALIHA ZAMAN, David P. Wacker, and Youjia Hua (University of Iowa), and Courtney Micheel (Iowa City School District)

The Effects of Student Teacher Rapport on Student Choice of Academic Behaviors

DOREEN J. FERKO (California Baptist University)

526 Paper Session

11:30 am–11:50 am

Korbel Ballroom 4B (Convention Center)

AUT

Approaches to the Treatment of Food Selectivity

Chair: Kristen A. Maglieri (Trinity College Dublin)

Perceptions of Preference: An Exercise in the Validity of Preference Assessment

(Experimental Analysis)

JENNIFER E. DAWSON (Scholarly Publishing and Academic Resources Coalition) and Corinne M. Murphy (West Chester University)

527 Paper Session

12:00 pm–1:20 pm

Korbel Ballroom 4A (Convention Center)

AUT

Issues in Assessment and Treatments of Behavior Disorders

Chair: Jennifer Ranick (Center for Autism and Related Disorders, Inc.)

An Evaluation of Antecedent Experimental Functional Analyses of Challenging Behavior in Children With Autism (Applied Behavior Analysis)

JENNIFER RANICK, Jonathan J. Tarbox, and Arthur E. Wilke (Center for Autism and Related Disorders, Inc.); Laura Pasquale (National University); and Sarah M. Niehoff (Center for Autism and Related Disorders, Inc.)

A Systematic Analysis of the Influence of Motivating Operations on Attention-Maintained Challenging Behaviors (Applied Behavior Analysis)

TONYA NICHOLE DAVIS (Baylor University), Shannon Durand (University of North Texas), Sharon Dacus and Kara Blenden (Baylor University), and Lisa Yrette Fuentes (University of North Texas)

Successful Living in Community: Decreasing Aggression Through the Use of Applied Behavior Analysis Strategies (Applied Behavior Analysis)

CORRINE R. DONLEY (University of Wisconsin, Oshkosh)

A Pilot Cognitive Behavioral Therapy Group Treatment for Adolescents With High Functioning Autism Spectrum Disorders (Applied Behavior Analysis)

AUDREY BLAKELEY-SMITH, Judy Reaven, Eileen Leuthe, Kathy Culhane-Shelburne, and Susan Hepburn (University of Colorado)

528 Paper Session

12:00 pm–1:20 pm

Korbel Ballroom 4C (Convention Center)

AUT

Considerations in Selecting, Training, and Supervising Staff

Chair: Kristen Braun (Macon County Mental Health Board)

Effective Matching of Paraprofessionals and Families: Preliminary Examination of Possible Indicators (Service Delivery)

KRISTEN BRAUN, Debra A. Floyd, Patricia S. McGuire, and Dennis Crowley (Macon County Mental Health Board)

Staff Supervision in a Decentralized Service Agency (Service Delivery)

ANN FILER, Christian A. Benavides, and Robert K. Ross (BEACON Services)

Dealing With Subjectivity in Staff Supervision (Service Delivery)
CHRISTIAN A. BENAVIDES (BEACON Services)

529 Symposium

12:00 pm–1:20 pm

605 (Convention Center)

CBM; Applied Behavior Analysis

Advances in the Delivery of Behavioral Coaching to Parents

Chair: Todd G. Kopelman (University of Iowa)

Discussant: Stephanie M. Peterson (Western Michigan University)

Adherence to Treatment in a Behavioral Intervention Curriculum for Parents of Children With Autism Spectrum Disorder: Parent Perception Effects

TIMOTHY R. MOORE (University of Minnesota)

Treatment of Challenging Behavior by Parents of Children With Developmental Disabilities via Video-Conferencing

WENDY A. MACHALICEK (University of Wisconsin-Madison)

Treatment of Challenging Behavior by Parents of Children With Developmental Disabilities via Video-Conferencing

JOHN F. LEE, David P. Wacker, Todd G. Kopelman, Yaniz C. Padilla Dalmau, and Jennifer Kuhle (University of Iowa)

530 Symposium

12:00 pm–1:20 pm

603 (Convention Center)

CBM; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Frank Bird, M.Ed.

Generating Long-Term Outcome for Individuals With Challenging Behaviors

Chair: Stephen R. Anderson (Summit Educational Resources)

Discussant: Ethan S. Long (Virginia Institute of Autism)

From Crisis to Community Internship: Evaluating the Effects of Long-Term Implementation of Behavioral Intervention

VICKI MADAUS KNAPP, Catherine Phillips-Russ, Johanna F. Shaflyucas, Lori Lynn Simmons, and Melody Smith (Summit Educational Resources)

Intensive Positive Behavior Supports for a Young Man With Chronic Self-Injurious Behaviors

FRANK L. BIRD, Silva Orchanian, and Rita M. Gardner (Melmark New England)

Intensive Positive Supports for a Young Man With Autism

SILVA ORCHANIAN and Frank L. Bird (Melmark New England)

531 Symposium

12:00 pm–1:20 pm

403 (Convention Center)

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Maria Ruiz, Ph.D.

Implicit Relations Testing: Unpacking Basic Processes and Reconfiguring Testing Conditions

Chair: Maria R. Ruiz (Rollins College)

Corrective Feedback in the Implicit Association Test: Enhancing or Interfering Effects on Learning?

MARIA R. RUIZ (Rollins College), Bryan T. Roche (National University of Ireland, Maynooth), Micah Purdy (Rollins College), and Amanda Gavin (University of Tescide)

Relational Responding in the Laboratory: Acquisition Criteria and Subsequent Responding on an Implicit Association Test-Type Test

Maria R. Ruiz (Rollins College), MICAH PURDY (Rollins College), Bryan T. Roche (National University of Ireland, Maynooth), Emily Munoz (Rollins College)

Dismantling the Implicit Relational Assessment Procedure: A Research Strategy

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A Function Acquisition Speed Test for Assessing Stimulus-Stimulus Relations ANTHONY O'REILLY and Bryan T. Roche (National University of Ireland, Maynooth), Maria R. Ruiz (Rollins College), and Ian Tyndall (University of Chichester)

532 Paper Session

12:00 pm–1:20 pm

Korbel Ballroom 1C (Convention Center)

EDC

Innovative Models for Designing Effective Learning Environments

Chair: Vicci Tucci (Tucci Learning Solutions, Inc.)

Engineering Learning Environments to Develop Competent Learners That Are Based on Skinner's Analysis and Concepts (Applied Behavior Analysis)

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The Effects of Implementing CABAS/AIL Components in a First Grade Public School Classroom on Student Outcomes (Applied Behavior Analysis)

MARA KATRA OBLAK (CABAS-AIL) and Dolleen-Day Keohane and Grant Gautreaux (Nicholls State University)

An Unlikely Partnership: Montessori and Applied Behavior Analysis in Inclusive Early Learning Environments (Service Delivery)

KRISTA SMABY KEINTZ (BIEHUS Parent + Child-Chicago)

Behavior Analysis in the General Education Setting (Applied Behavior Analysis)

ANUSHA SUBRAMANYAM (Teachers College, Columbia University)

533 Panel Discussion

12:00 pm–1:20 pm

Korbel Ballroom 3A (Convention Center)

PRA; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Sarah Dunkel-Jackson, MS

Professional Development Series: International Applied Behavior Analysis

Chair: Sarah M. Dunkel-Jackson (Southern Illinois University)

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MARTHA HUBNER (Universidade de São Paulo)

MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology)

534 Paper Session

12:30 pm–1:50 pm

Korbel Ballroom 1B (Convention Center)

EDC

Issues in University Instruction

Chair: Carolyn Blondin (University of Tennessee)

Investigation of Factors Predicting Student Exam Performance (Theory)

CAROLYN BLONDIN, Charles Galyon, Bethany E. Forbes, and Robert Lee Williams (University of Tennessee)

The Effects of Nonverbal Mirroring on Teacher-Student Rapport (Experimental Analysis)

JIANGYUAN ZHOU (Binghamton University) and Wei Guo (Beijing University of Technology)

Writing by Ear (Applied Behavior Analysis)

MARILYN B. GILBERT (Performance Engineering Group)

Do You Remember Your American Sign Language Signs as Well as You Remember Your Name? Developing Maintenance in Recognition of Signs (Applied Behavior Analysis)

ALEXANDRINA M. MACPHERSON, Leanne E. Hladik, Megan A. Rehm, Rachel E. Epstein, and Paul D. Luyben (State University of New York College at Cortland)

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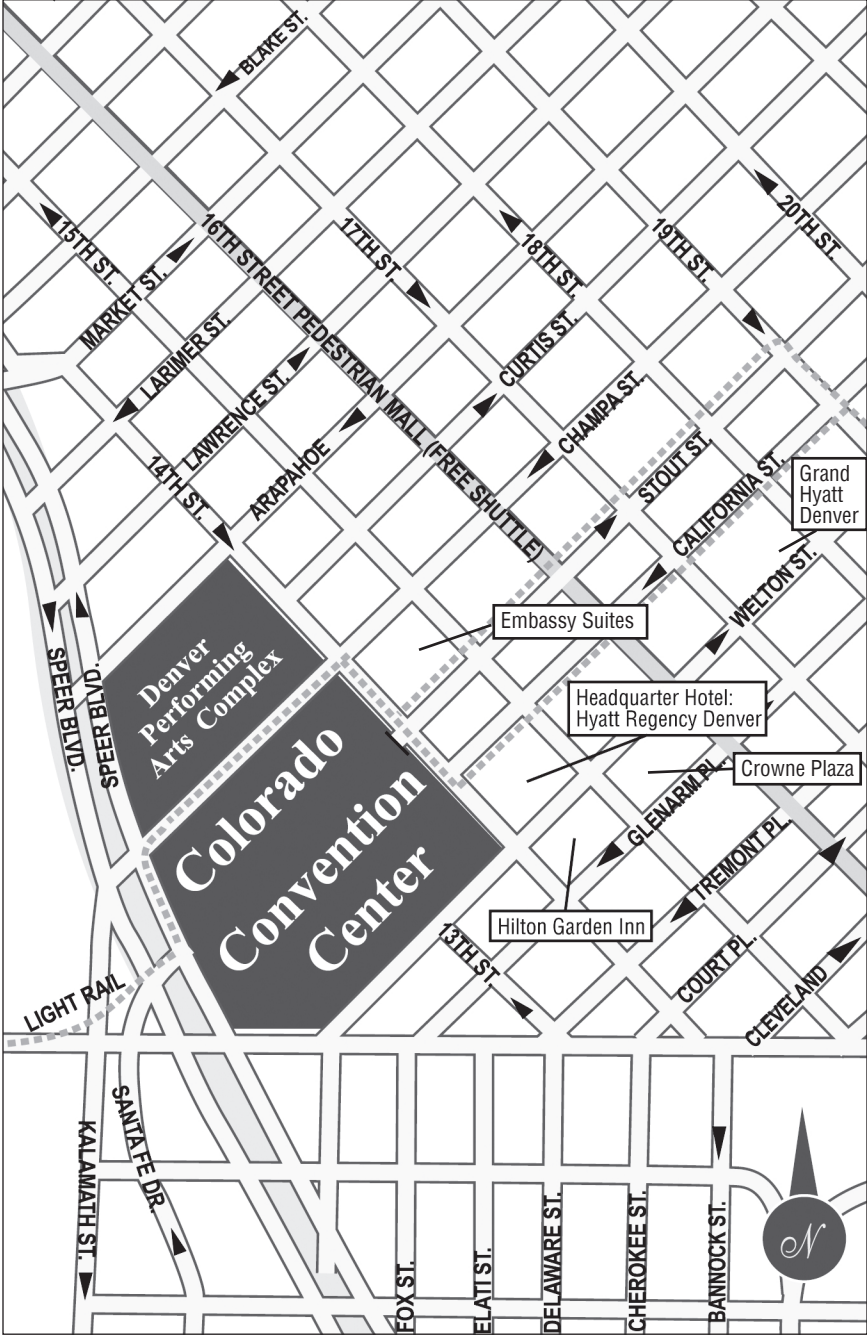
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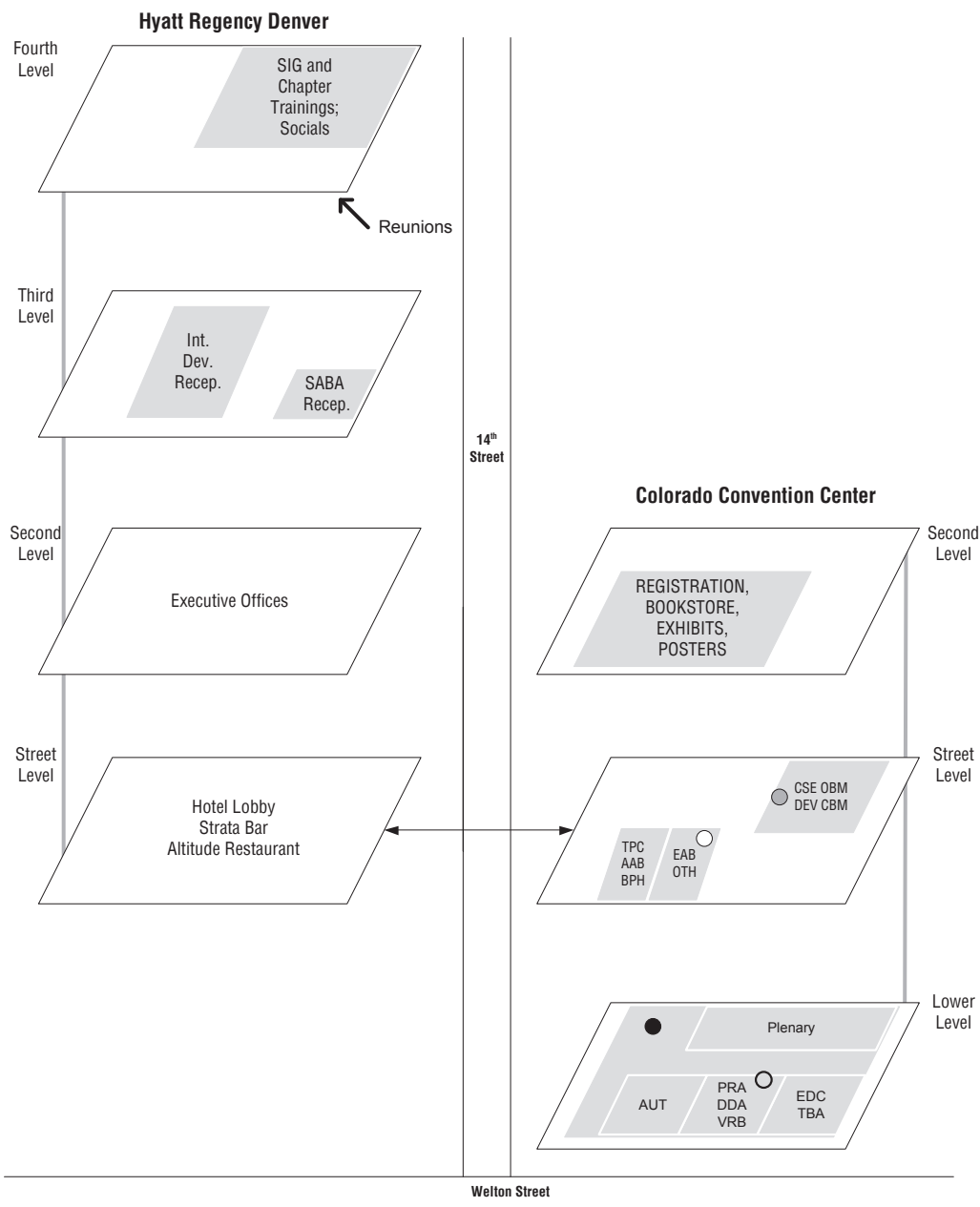
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Downtown Denver



ABAI Meeting Space Schematic



*PLENARY SESSIONS: SABA Awards Ceremony, Presidential Scholar Address, & Presidential Address

● Invited: AUT, DDA, PRA, VRB

○ Invited: EDC, TBA

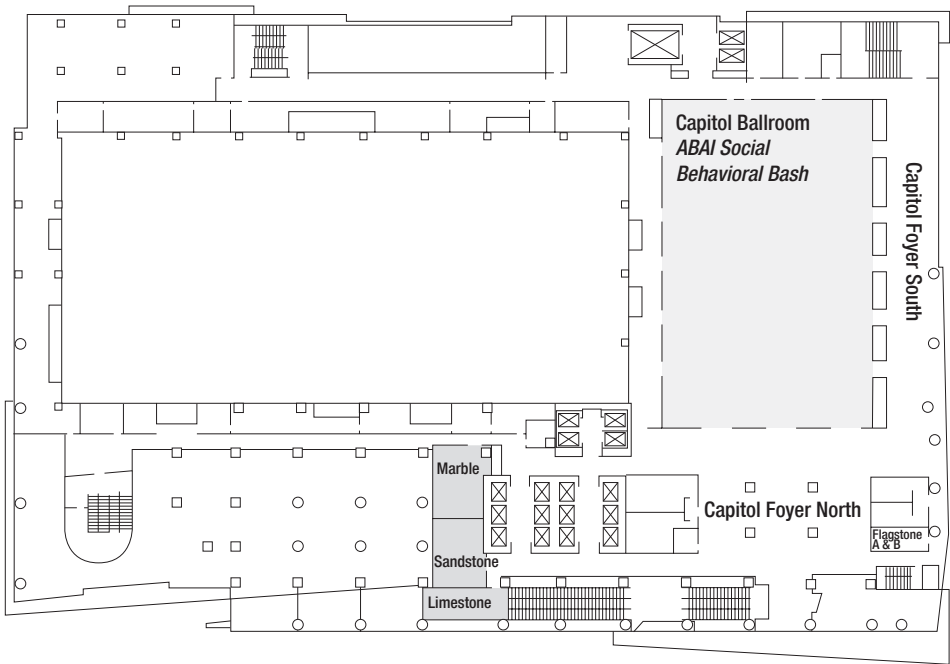
● Invited: CBM, CSE, DEV, OBM

○ Invited: AAB, BPH, EAB, SCI, TPC

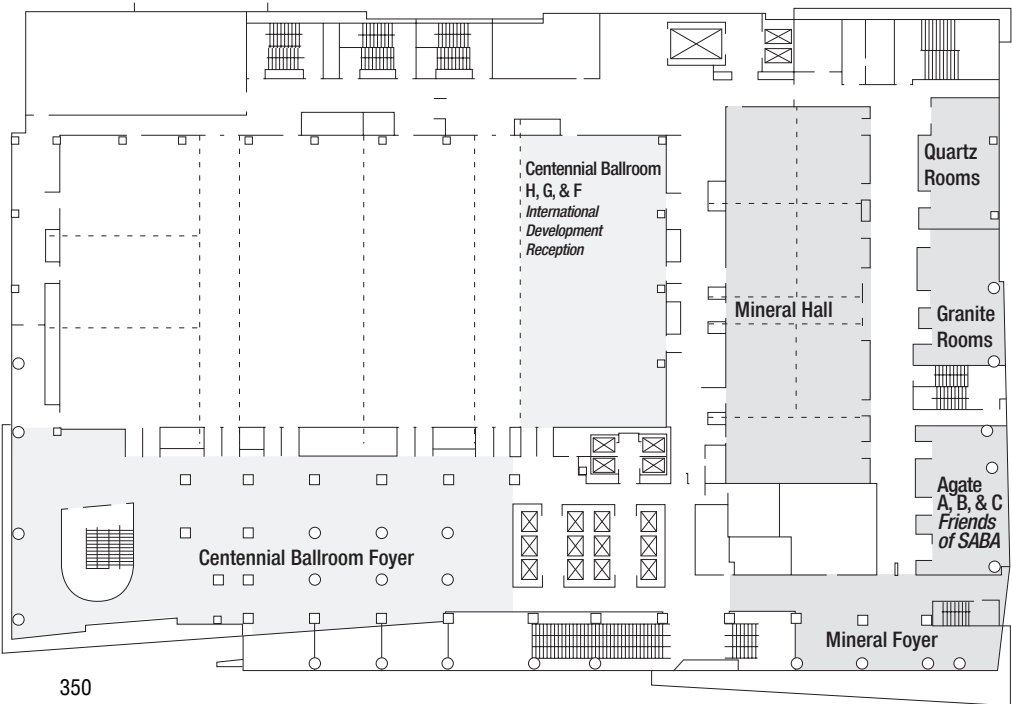
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Floor Plan

Fourth Level



Third Level



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Graphic Design and Layout

Tricia Hennessy, Art Direction; Paul Sizer, Production Manager; David Marlatt, Office Associate; and Tyson Ekeledo, Gina Dubay, Taylor Clark, and Matt Christ, Design (Design Center, Western Michigan University)

Convention Planning and Assistance

Aaron Barsy, Elisabeth Berthiaume, Michael Cooper, Suzanne Eggers, Brandon Forth, Jean Herbrandson, Nikole Kennedy, Jack Lingbeek, Hadley Moore, Tina Newman, Joseph Romeo, Majda Seuss, Ian Smith, Lori Smoker Young, Eddie Soh, Betty Soltesz, and Ashley Walsh (Association for Behavior Analysis International)

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This program contains the contributions of over 3,000 participants from more than 50 countries. Thanks to their work, ABAI is able to offer a program with 78 workshops, 255 papers, 271 panels and symposia, 681 posters, 114 Expo posters, 52 business meetings, 17 reunions, 41 invited addresses, 10 tutorials, and 15 special events. We appreciate the support of ABAI's 32 special interest groups. They have made significant contributions to the quality and richness of the 2011 convention program.

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Personal Planner

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