



**Friday, May 25 –  
Tuesday, May 29**

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.

**seattle2012**



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

# Accredited Programs

**California State University, Los Angeles**

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**

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

**Florida Institute of Technology**

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**

Master's degree in Psychology with a Specialty in Applied Behavior Analysis

**The Ohio State University**

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**

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

**Simmons College**

MA in Behavioral Education from the Department of Behavior Analysis

**Southern Illinois University**

MS in Behavior Analysis and Therapy from the Rehabilitation Institute

**St. Cloud State University**

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

**University of Cincinnati**

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

**University of Houston-Clear Lake**

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

**University of Kansas**

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

**University of Maryland, Baltimore County**

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

**University of Nevada, Reno**

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

**University of North Texas**

MS program in Behavior Analysis from the Department of Behavior Analysis

**West Virginia University**

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

**Western Michigan University**

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

**Teachers College, Columbia University**

MA program in Teaching as Applied Behavior Analysis, M.Ed. in Instructional Practice, and Ph.D. in the Education of Students with Behavioral Disorders from the Department of Health and Behavior Studies

**University of South Florida**

M.A. program in Applied Behavior Analysis from the Department of Child and Family Studies



# 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 résumé
- Place your job posting online

**Available at the Exhibitor Center**

- Reserve booth space for 2013 events
- Secure ad space in ABAI publications, including program books

# We're Expanding!

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## Acknowledgements

### **Program Board Coordinator**

Kurt Salzinger, Ph.D. (Hofstra University)

### **Program Committee Co-chairs**

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

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

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

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

### **CE Coordination for BACB**

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

### **Area Coordinators**

**Applied Animal Behavior (AAB):** Kennon A. Lattal (West Virginia University) and Megan E. Maxwell (Pet Behavior Change, LLC)

**Autism (AUT):** Dorothea C. Lerman (University of Houston-Clear Lake) and Jennifer N. Y. Fritz (University of Houston-Clear Lake)

**Behavioral Pharmacology (BPH):** Karen G. Anderson (West Virginia University) and Jonathan Pinkston (University of North Texas)

**Clinical, Family, Behavioral Medicine (CBM):** Scott T. Gaynor (Western Michigan University) and Thomas J. Waltz (University of Nevada, Reno)

**Community Interventions, Social and Ethical Issues (CSE):** Mark P. Alavosius (University of Nevada, Reno) and Patricia Bach (Illinois Institute of Technology)

**Developmental Disabilities (DDA):** Anjali Barretto (Gonzaga University) and Jennifer M. Asmus (University of Wisconsin-Madison)

**Experimental Analysis of Behavior (EAB):** Robert W. Allan (Lafayette College) and Matthew C. Bell (Santa Clara University)

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

**Human Development (DEV):** Martha Pelaez (Florida International University) and Hayne W. Reese (West Virginia University)

### **Organizational Behavior Management (OBM):**

Heather M. McGee (Western Michigan University) and Lori Diener (Performance Blueprints, Inc.)

**Practice (PRA):** Ronnie Detrich (Wing Institute) and Jennifer R. Zarcone (University of Rochester Medical Center)

**Science (SCI):** M. Christopher Newland (Auburn University)

**Teaching Behavior Analysis (TBA):** Jessica Singer-Dudek (Teachers College, Columbia University) and Grant Gautreaux (Nicholls State University)

**Theoretical, Philosophical, and Conceptual Issues (TPC):** Marleen T. Adema (Dutch Association for Behavior Analysis) and Per Holth (The Behavioral Center, Oslo)

**Verbal Behavior (VRB):** Caio Miguel (California State University, Sacramento) and Anna Ingeborg Pétursdóttir (Texas Christian University)

### **Graphic Design and Layout**

Tricia Hennessy, art direction; Paul Sizer, production manager; David Marlatt, office associate; Brea Buffone, Samantha Dooley, Jovan McGee, and Stephanie Wilkins, design (Design Center, Gwen Frostic School of Art, Western Michigan University)

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### **ABAI Convention Presenters**

This program contains the contributions of over 4,500 participants from more than 50 countries. Thanks to their work, ABAI is able to offer a program with 91 workshops, 141 papers, 260 panels and symposia, 781 posters, 141 Expo posters, 58 business meetings, 17 reunions, 25 invited addresses (including 13 B. F. Skinner Lectures), 7 tutorials, and 15 special events. We appreciate the support of ABAI's 34 special interest groups. They have made significant contributions to the quality and richness of the 2012 convention program.



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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 34 special interest groups, maintains a mutually beneficial relationship with 81 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 38-year history. The event gathers over 4,500 behavior analysts from all over the world; typically, more than 40 countries are represented. ABAI also conducts an annual autism conference, an international conference every 2 years, and other topical events, including education and behavioral research and translation.

## Membership

ABAI has more than 6,500 members from nearly 50 countries. Membership information and online applications are provided on the ABAI website at [www.abainternational.org/mem.asp](http://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

### **President (2010–2013)**

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

### **Past President (2011)**

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

### **President-Elect (2011–2014)**

Kurt Salzinger, Ph.D. (Hofstra University)

### **Experimental Representative (2011–2014)**

Raymond C. Pitts, Ph.D. (University of North Carolina Wilmington)

### **International Representative (2011–2014)**

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

### **At-Large Representative (2010–2013)**

Gregory J. Madden, Ph.D. (Utah State University)

### **At-Large Representative (2009–2012)**

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

### **Applied Representative (2009–2012)**

Timothy R. Vollmer, Ph.D. (University of Florida)

### **Past Student Representative (2009–2012)**

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

### **Student Representative (2010–2013)**

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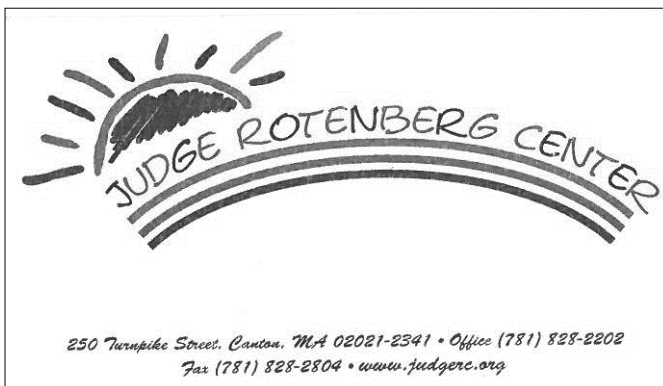
### **Student Representative-Elect (2011–2014)**

Megan D. Aclan, 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. Heward, Philip N. Heline, 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.





## 2012 Annual Convention Program Schedule

### Thursday, May 24

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

### Friday, May 25

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7:00 am–8:00 pm	Registration and Bookstore
7:00 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–10:30 pm	Welcome Reception organized by ABAI Student Committee

### Saturday, May 26

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7:00 am–9:00 pm	Registration
7:00 am–10:30 pm	Bookstore
7:15 am–12:00 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–4:50 pm	Sessions
5:00 pm–7:00 pm	Poster Sessions
7:00 pm–7:50 pm	Business Meetings
8:00 pm–10:30 pm	ABAI Expo

### Sunday, May 27

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7:00 am–9:00 pm	Registration and Bookstore
8:00 am–8:50 am	Business Meetings
9:00 am–11:50 am	Sessions
12:00 pm–2:00 pm	Poster Sessions
2:00 pm–4:50 pm	Sessions
5:00 pm–5:50 pm	Presidential Scholar's Address
6:00 pm–6:50 pm	Business Meetings
7:00 pm–9:00 pm	Poster Sessions
9:30 pm–11:00 pm	Reunions/Receptions

### Monday, May 28

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8:00 am–9:00 pm	Registration and Bookstore
8:00 am–8:50 am	ABAI Business Meeting
9:00 am–11:50 am	Sessions
12:00 pm–2:00 pm	Poster Sessions
2:00 pm–4:50 pm	Sessions
5:00 pm–5:50 pm	Presidential Address
6:00 pm–6:50 pm	Business Meetings
7:00 pm–9:00 pm	Poster Sessions
9:00 pm–1:00 am	ABAI Social

### Tuesday, May 29

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8:00 am–12:00 pm	Bookstore
8:00 am–2:00 pm	Registration
8:00 am–8:50 am	Business Meetings
9:00 am–1:50 pm	Sessions

*Note: The schedule for the 2012 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 2012 convention includes 7 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 1:00 pm for the Saturday session, 8:00 am for the Sunday and Monday noon sessions, and 3:00 pm for the Sunday and Monday 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.

## Domains of Content

Presenters were asked to categorize their session as basic research, applied research, service delivery, or theory.

*Basic Research* 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 Research* 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.

<b>AAB:</b>	Applied Animal Behavior
<b>AUT:</b>	Autism
<b>BPH:</b>	Behavioral Pharmacology
<b>CBM:</b>	Clinical, Family, Behavioral Medicine
<b>CSE:</b>	Community Interventions, Social and Ethical Issues
<b>DDA:</b>	Developmental Disabilities
<b>DEV:</b>	Human Development
<b>EAB:</b>	Experimental Analysis of Behavior
<b>EDC:</b>	Education
<b>OBM:</b>	Organizational Behavior Management

<b>PRA:</b>	Practice
<b>SCI:</b>	Science
<b>TBA:</b>	Teaching Behavior Analysis
<b>TPC:</b>	Theoretical, Philosophical, and Conceptual Issues
<b>VRB:</b>	Verbal Behavior
<b>OTH:</b>	Other

### Online Scheduling

Use ABAl's online scheduling option to make sure you don't miss an important session in Seattle! To create a personalized convention schedule, visit the ABAl website ([www.abainternational.org](http://www.abainternational.org)) and log into your ABAl 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. You will also be able to download the latest version of your personal schedule (in .pdf format) 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 327–330)
AUT; Applied Behavior Analysis	(Area; Category)
BACB CE offered. CE Instructor: Joe Smith	(CE available—see page 13 for details)



## General Information

### Registration Hours

On-site registration and preregistration are located in the South Lobby on Level 4 of the Washington State 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 24	12:00 pm–8:00 pm
Friday, May 25	7:00 am–8:00 pm
Saturday, May 26	7:00 am–9:00 pm
Sunday, May 27	7:00 am–9:00 pm
Monday, May 28	8:00 am–9:00 pm
Tuesday, May 29	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](http://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 2012 Annual Convention in Seattle, WA—minus a \$50 cancellation fee—will be met provided they are made prior to midnight (EST) April 27, 2012.

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 2012 Annual Convention in Seattle, WA, received by midnight (EST) April 27, 2012 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 27, 2012 may pick up their convention badges, any workshop tickets, and other materials at the pre-registration desk in the South Lobby on Level 4 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 2012 Annual Convention in Seattle.

### Workshop Registration Instructions

You may pay membership dues and register for workshops and the convention online at [www.abainternational.org](http://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 on "38th ABAI Annual Convention, Seattle, WA, 2012" 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 clicking the "Checkout" link at the top of each

search results page. Please note, to checkout, you will be asked to log into your ABAI portal account 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 27, 2012. A handling fee of \$25 per cancellation will be deducted from all refunds. Refunds will not be granted after April 27, 2012.

### 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](mailto: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 38th Annual Convention in Seattle. The ABAI Cooperative Bookstore will be located in Exhibit Hall 4AB on Level 4 of the Washington State 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 24	12:00 pm–8:00 pm
Friday, May 25	7:00 am–8:00 pm
Saturday, May 26	7:00 am–10:30 pm
Sunday, May 27	7:00 am–9:00 pm
Monday, May 28	8:00 am–9:00 pm
Tuesday, May 29	8:00 am–12:00 pm

### Author Signing

An author signing will take place in the bookstore on Sunday evening from 7:30 pm–8:30 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](mailto:bookstore@abainternational.org).

### ABAI Learning Center

ABAI's exciting Learning Center offers recordings of selected presentations from current and past ABAI meetings.

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

### Employment Event

Bring your résumé and network with hiring organizations during this special hour dedicated to employment opportunities. Visit the exhibit hall 8:00 am–9:00 am Saturday to learn more about openings in behavior analysis.

### 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](http://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 4AB of the convention center to assist with your online search.

Friday, May 25	10:00 am–2:00 pm 6:00 pm–7:30 pm
Saturday, May 26	8:00 am–11:30 am 5:00 pm–10:00 pm
Sunday, May 27	11:00 am–2:00 pm 6:00 pm–9:00 pm
Monday, May 28	11:00 am–2:00 pm 6:00 pm–9:00 pm



## B. F. Skinner Lecture Series

ABAI is pleased to announce the quality and diversity represented in the 2012 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 for their relevance to our field and the Program Committee has arranged for you to hear an incredible range of scholars. Attendants will not want to miss these presentations.

### **Applied Animal Behavior**

#### **Behavioral Genetics and the Evolution of the Domestic Dog: Implications for Social Behavior**

James C. Ha (University of Washington)  
Sunday, May 27, 10:00 am

#### **Measuring Canine Behavior by Proxy: Benefits and Limitations**

James Serpell (The University of Pennsylvania)  
Monday, May 28, 11:00 am

### **Behavioral Pharmacology**

#### **Neuroimaging and Drug Taking in Primates**

Leonard L. Howell (Yerkes National Primate Research Center)  
Saturday, May 26, 3:00 pm

#### **Clinical, Family, Behavioral Medicine Spousonomics: Using Economics to Master Love, Marriage, and Dirty Dishes**

Jenny Anderson (*The New York Times*)  
Saturday, May 26, 2:00 pm

### **Community Interventions, Social and Ethical Issues**

#### **Why Civil Resistance Works: The Future of Nonviolent Conflict**

Erica Chenoweth (Wesleyan University)  
Sunday, May 27, 2:00 pm

#### **Behavioral Activation for Whatever Ails You**

Christopher R. Martell (University of Washington)  
Sunday, May 27, 10:00 am

### **Human Development**

#### **From Early Detection to Early Intervention for Autism: How to Bridge the Gap**

Wendy Stone (University of Washington)  
Monday, May 28, 2:00 pm

### **Experimental Analysis of Behavior**

#### **Some Determinants of Behavioral Variability During Learning**

Aaron P. Blaisdell (University of California, Los Angeles)  
Saturday, May 26, 2:00 pm

### **Education**

#### **Building Children's Emotional, Social, and Academic Bank Accounts: Working in Schools**

Carolyn Webster-Stratton (University of Washington)  
Saturday, May 26, 1:00 pm

#### **Conjoint Behavioral Consultation: Two Decades of Research on Family-School Partnerships and Problem-Solving**

Susan Sheridan (University of Nebraska-Lincoln)  
Monday, May 28, 10:00 am

### **Science**

#### **New Opportunities: Using Sensor-Driven Technologies for Measuring and Motivating Behavior Change**

Stephen Intille (Northeastern University)  
Sunday, May 27, 11:00 am

### **Teaching Behavior Analysis**

#### **Functional Neuroimaging Studies of Reward Processing in the Human Brain**

Mauricio Delgado (Rutgers University)  
Saturday, May 26, 2:00 pm

### **Verbal Behavior**

#### **Numerical Competence in the Grey Parrot**

Irene Pepperberg (Harvard University)  
Saturday, May 26, 3:00 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.

### **#13 Applying to Graduate School**

Chair: Kirsten Aasen (Gonzaga University)

### **#47 Partnering With and Mentoring Graduate Students in Learning Single Case Research**

Chair: Erica Strickland (Texas A&M University)

### **#73 Ripples to Waves: Fighting the Tide of Mentalism as Behavior Analysis Rises Into New Fields**

Chair: Chelsea L. Skinner (The Chicago School of Professional Psychology)

### **#80 Attaining Success in Organizational Behavior Management: Expert Advice From Prominent Figures in the Field**

Chair: Amy Katherine Loukus (Southern Illinois University, Carbondale)

### **#122 Understanding the Publication Process**

Chair: Ashley Shier (University of Cincinnati)

### **#137 On the Pros and Cons of Completing a Post-Doc**

Chair: Shana R. Bailey (West Virginia University)

### **#139 The Application of Culturally and Linguistically Diverse Variables From a Practitioners Perspective**

Chair: Mandana Kajian (Northern Arizona University)

### **#168 An Instructional Application of Behavior Analysis: An Introduction to Precision Teaching**

Chair: Jennifer A. Bonow (University of Nevada, Reno)

### **#172 Aspects of Being a Board Certified Behavior Analyst**

Chair: Shawn Patrick Quigley (Western Michigan University)

### **#176 Careers in Applied Animal Behavior**

Chair: Mei Ling Joey Chen (California State University, Los Angeles)

### **#192 Advice From the Recently Hired**

Chair: Julie A. Ackerlund Brandt (University of Kansas)

### **#197 An Introduction to Behavioral Pharmacology and Toxicology**

Chair: Andrew Shen (Auburn University)

### **#221 Culturally and Linguistically Diverse Variables: Why and How Should Behavior Analysts Study Them?**

Chair: Yaniz C. Padilla Dalmau (University of Iowa)

### **#223 Presenting Like a Pro**

Chair: Michael Bordieri (University of Mississippi)

### **#233 How to Obtain Grant Funding**

Chair: Ashley Stromberg (University of Maryland, Baltimore County)

### **#292 On Being a Post-Doc**

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

### **#361 Applying to Graduate School in Behavior Analysis**

Chair: Aimee Moore (Eastern Michigan University)

### **#389 Graduate Study in Applied Animal Behavior**

Chair: Laura Coulter (University of North Texas)

### **#399 Bridging the Gap Between Basic and Applied Research**

Chair: Katie Snyder (Utah State University)

### **#450 Harmonizing School, Work, and Life: How To Be a More Effective Student, Employee, and Person**

Chair: Raul Mendoza (Walden University)

### **#458 Eventually Kids Grow Up: Supporting Adults With Developmental Disabilities in Community**

Chair: Benjamin Reiman (University of British Columbia)

### **#467 Behavior Analysis Around the World**

Chair: Layla Abby (Texas Tech University)

## Parents Table

The Parent-Professional Partnership Special Interest Group (PPP SIG) will be available at a table to welcome parents to the ABAI Annual Convention.

### Orientation for Parent Attendees: About the ABAI Annual Convention

Our annual convention is a large event and may feel overwhelming to new attendees. The PPP SIG is here to help you find your way around. Although the convention is geared toward professionals and researchers in the field of behavior analysis, parents have found many sessions to be 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 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 Saturday at 7:00 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 10:00 in the morning.
- **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 catering to parents' 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 in the online program (<http://portal.abainternational.org/Public/ProgramOnTheWeb/frmProgram.aspx?intConvID=23>) 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 4AB on Level 4 of the Washington State 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.

### Exhibit Hours:

Friday, May 25	10:00 am–2:00 pm and 6:00 pm–7:30 pm
Saturday, May 26	9:00 am–11:30 am and 5:00 pm–10:00 pm
Sunday, May 27	11:00 am–2:00 pm and 6:00 pm–9:00 pm
Monday, May 28	11:00 am–2:00 pm and 6:00 pm–9:00 pm

Following are descriptions of some of the 2012 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.



**Visit ABAI's Exhibitor Center to reserve space for your organization at upcoming ABAI events. Discover ABAI's comprehensive 2012–2013 exhibiting, advertising, and sponsorship opportunities:**

**August 3–5, 2012**  
*Behavior Change for a Sustainable World Conference*  
The Ohio Union at the Ohio State University  
Columbus, OH

**November 2–4, 2012**  
*Theory and Philosophy Conference*  
Inn and Spa at Loretto  
Santa Fe, NM

**May 24–28, 2013**  
*39th Annual Convention*  
Minneapolis Convention Center  
Minneapolis, MN

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.

Exhibitor Center

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**ABA of Illinois/Wisconsin**

8200 Woodglen Lane, #201  
Downers Grove, IL 60516  
(630) 709-5910  
karenharperbcba@aol.com  
www.abaofillinois.org  
**Booth: 210**

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.

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**ABPathfinder**

10900 S. Clay Blair Boulevard, Suite 300  
Olathe, KS 66061  
(877) 972-8434  
jblackwood@abpathfinder.com  
www.abpathfinder.com  
**Booth: 331**

ABPathfinder brings technology to autism and applied behavior analysis therapy. Our software supports therapists and BCBAs by making administrative tasks more efficient and effective. Technology tools address baselines, discrete trials, real-time data collection and graphing, customizable skill sets, etc. On average, our customers cut their administrative time by 50%, allowing them to lower costs, reduce their hours, or bring on new patients. To find out more visit [www.ABPathfinder.com](http://www.ABPathfinder.com).

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**Accelerations Educational Software**

1225 Laurel Street, Suite 131  
Columbia, SC 29201  
(803) 233-0541  
ddouglas@dttrainer.com  
www.dttrainer.com  
**Booth: 329**

The DT Trainer is a comprehensive product with 139 content programs and hundreds of reinforcers/games. This product provides highly configurable direct instruction and assessments for students. All students have their own programs specifically designed by a teacher or parent. The DT Trainer utilizes verbal feedback to students in order to teach them to be independent thinkers and learners.

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**Achieve Beyond**

60 Madison Avenue, 8th Floor  
New York, NY 10010  
(212) 684-0099  
sparker@achievebeyondusa.com  
www.achievebeyondusa.com  
**Booth: 307**

Achieve Beyond has been providing monolingual and bilingual therapeutic and educational services since 1995. We utilize the most qualified therapists and educators from disciplines such as speech language pathology, occupational therapy, physical therapy, applied behavioral analysis, and special education. The company began in the greater NYC area, and has expanded nationwide. Due to the diverse landscape of NYC, Achieve Beyond was able to grow and provide services in more than 50 different languages in order to maintain a family-oriented approach. We are currently seeking candidates for the positions of SLP, CFY, OT, PT, special educators, and BCBAs.

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**(AI)<sup>2</sup>, Inc.**

1400 Bonnie Burn Circle  
Winter Park, FL 32789  
(407) 234-0045  
rdray@rollins.edu  
www.ai2inc.com  
**Booth: 305**

(AI)<sup>2</sup>, 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 on-line 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 observational coding and behavioral intervention.

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**The Association for Behavior Analysis International (ABAI)**

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

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 the benefits of ABAI membership including access to professional liability insurance and ABAI journals.

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**ABAI Professional Liability Insurance Program**

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

Wells Fargo Insurance Services USA, Inc. has entered into a partnership with ABAI to provide all members of the organization the opportunity to purchase a complete and competitive professional liability insurance program. 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 coverage or even if you have never before purchased professional liability insurance. We even have reduced rates for part-time professionals. Please stop and visit us at the ABAI Professional Liability Insurance Program booth.

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**Association for Direct Instruction**

30 E. Broadway, Suite 150  
Eugene, OR 97401  
(541) 485-1293  
brywick@adihome.org  
www.adihome.org  
**Booth: 428**

For more than 40 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 the dissemination of information on effective, research-based educational methods and materials. This mission is achieved through publishing *The Journal of Direct Instruction* and *The Direct Instruction News*, conducting training conferences, and distributing materials.

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**The Aurora School**  
*ABAI Organizational Member*

601 Catoctin Circle NE  
Leesburg, VA 20176  
(540) 751-1414 ext.104  
jlassiter@paxtoncampus.org  
www.aurora-school.org  
**Booth: 127**

The Aurora School uses applied behavior analysis to serve children with special needs ages 5 to 22. At Aurora we place an emphasis on identifying the verbal behavior skills required for individuals to become as independent as possible. The Aurora School is located on the Paxton Campus, which offers a variety of affordable services for low-income families with and without children with disabilities. Research and postgraduate training play a vital role on the Paxton Campus.

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**Autism Spectrum Therapies**  
*ABAI Organizational Member*

6059 Bristol Parkway, Suite 100  
Culver City, CA 90230  
(310) 641-1100  
chempstead@autismtherapies.com  
www.autismtherapies.com  
**Booth: 207**

Autism Spectrum Therapies is a national provider of services for individuals with autism and developmental needs. We serve clients from infancy to adulthood. Our applied behavior analysis (ABA) programs include early intervention, behavior supports, social skills, and preparation for adulthood. Our new ABA program offerings include "Racing Ahead" for young children at risk, "Steps to Independence" for pre-adolescents, and "Real Life" for building adult independence. Visit us at [www.autismtherapies.com](http://www.autismtherapies.com).

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**Autism Training Solutions**

2800 Woodlawn Drive, Suite 175  
Honolulu, HI 96822  
(866) 966-9452  
info@autismtrainingsolutions.com  
www.autismtrainingsolutions.com  
**Booth: 304**

Autism Training Solutions is an on-line education company dedicated to training professionals and paraprofessionals within the field of autism and related behavioral disabilities. Through unique partnerships with service providers, schools, and families, we are able to film real children, across the spectrum, receiving evidence-based interventions within their natural environments. By combining these interactive videos with on-line staff assessments and supervision, we have created a dynamic approach for staff training that has improved organizational training operations and created new success stories in the field.

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**Bancroft**  
*ABAI Organizational Member*

425 Kings Highway East  
Haddonfield, NJ 08033  
(800) 774-5516  
inquiry@bnh.org  
www.bancroft.org  
**Booth: 223**

Bancroft is a leading nonprofit organization that serves 1,300 children and adults with intellectual and developmental challenges and acquired brain injuries each year. 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.

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**BEACON ABA Services**  
*ABAI Organizational Member*

321 Fortune Boulevard  
Milford, MA 01757  
(508) 478-0207, ext. 286  
swoolf@beaconservices.org  
www.beaconservices.org  
**Booth: 217**

Beacon ABA Services provides early intensive behavioral intervention to children and families affected by autism spectrum disorders using the practices of applied behavior analysis (ABA) across Massachusetts. The practice provides ABA services to children above age three through contracts with private health providers. Beacon also provides consultation, home behavioral assessment, ABA trainings, neuro-developmental assessments, and staff development for local school districts. Beacon serves more than 600 families.

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**Behavior Analyst Certification Board**

1929 Buford Boulevard  
Tallahassee, FL 32308  
(850) 765-0905, ext. 104  
lra@bacb.com  
www.bacb.com  
**Booth: 224**

The Behavior Analyst Certification Board®, Inc. (BACB®) is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. The BACB adheres to the national standards for boards that grant professional credentials. The BACB certification procedures and content undergo regular psychometric review and validation, pursuant to a job analysis survey of the profession and standards established by content experts in the field.

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**Behavior Development Solutions**

80 Paper Mill Road  
Woodbury, CT 06798  
(203) 263-0892  
seversol@aol.com  
www.behaviordevelopmentsolutions.com  
**Booth: 205**

Behavior Development Solutions provides training products, services, and tools for behavior analysts. Our courses are web-based for both PC and Mac users. Our empirically validated CBA Learning Module Series is the premier BACB exam prep resource. During last September's administration, only 46% of BCBA candidates passed the test, but 71% of those who completed our CBA Learning Module Series passed the test! 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 our booth at ABAI!

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**Behavior Frontiers**

18226 S. Western Avenue, #408  
Garden, CA 90248  
(310) 856-0800  
cruss@behaviorfrontiers.com  
www.behaviorfrontiers.com  
**Booth: 322**

Behavior Frontiers offers solutions to help children with autism and other special needs reach their potential using our state-of-the-art applied behavior analysis (ABA) training and treatment programs. Our innovative ABA training program is designed to help professionals and parents confidently and effectively use research-based ABA methods to help children achieve their goals and to improve the quality of life for children and their families.



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**Center for Autism and Related Disorders**  
*ABAI Organizational Member*

19019 Ventura Boulevard, Suite 300  
Tarzana, CA 91356  
(818) 345-2345  
cardheadquarters@centerforautism.com  
www.centerforautism.com  
**Booth: 628**

The Center for Autism and Related Disorders (CARD) is among the world's largest organizations providing top-quality behavioral intervention for children with autism. For 22 years, CARD has maximized each child's learning potential through applied behavior analysis. CARD provides therapy, supervision, and training/consultation across the globe, as well as SKILLS, a comprehensive on-line system for staff training, assessment, curriculum, treatment design, and progress tracking. CARD is a BACB-approved continuing education provider.

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**CodeMetro**

1333 S. Mayflower Avenue, Suite 350  
Monrovia, CA 91016  
(877) 796-9883  
abustos@codemetro.com  
www.npaworks.com  
**Booth: 125**

NPAWorks 3.0 is business management software inspired by and built in collaboration with special needs clinics. Its features assist in handling the simple and complex tasks clinicians and tutors regularly face, such as scheduling; billing (school district, state, private pay, insurance); payroll; clients and contracts; business analysis; and more. NPAWorks 3.0 is the must-have operations tool to help you save money and increase revenue.

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**The Columbus Organization**  
*ABAI Organizational Member*

1012 West Ninth Avenue, Suite 80  
King of Prussia, PA 19406  
(800) 229-5116  
djuliano@columbusorg.com  
www.columbusorg.com  
**Booth: 111**

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, to ensure their success. Columbus currently provides behavior analysis services in six states. If you are interested in joining the Columbus team, e-mail your résumé to [recruit@columbusorg.com](mailto:recruit@columbusorg.com), or call (800) 229-5116. You can visit our website at [www.columbusorg.com](http://www.columbusorg.com).

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**Compass Solutions for Autism**

3919 Ashford Dunwoody Road NE  
Atlanta, GA 30319-1834  
(877) 504-7445, ext. 7002  
[cobylyund@gmail.com](mailto:cobylyund@gmail.com)  
[www.compassautism.com](http://www.compassautism.com)  
**Booth: 407**

Compass develops technology solutions for individuals with autism. One such solution, Catalyst, is a data collection/management system, integrating a versatile iPad application for data collection with a robust on-line portal with a huge variety of tools for data management, graphing, and reporting. By far the most comprehensive and flexible system available, Catalyst can completely eliminate paper and data entry from any program.

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**Criterion Child Enrichment**  
*ABA! Organizational Member*

345 Fortune Boulevard  
Milford, MA 01757  
(508) 473-3422  
awenkozma@aol.com  
www.criterionchild.com  
**Booth: 216**

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.

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**Crossroads School**

11 Huron Drive  
Natick, MA 01760  
(508) 651-7510, ext. 334  
cquartarone@crossroadsschoolma.org  
www.crossroadsschoolma.org  
**Booth: 208**

Crossroads School's goal is to provide a collaborative, balanced, and results-driven education for individuals and families that are affected by autism spectrum disorders. Crossroads is committed to developing individualized educational plans that are not only functional and unique, but will support, challenge, and assist in ensuring each student reaches his or her fullest potential and highest level of independence.

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**Endicott College Institute for Behavioral Studies**

376 Hale Street  
Beverly, MA 01915  
(978) 232-2103  
wmcsween@endicott.edu  
www.endicott.edu/gps/behavioranalyst  
**Booth: 406**

The Institute for Behavioral Studies at Endicott College provides several master's and certificate programs in the study of special education and autism, combined with applied behavior analysis (ABA). These programs meet the academic requirements to sit for the BCBA exam. The institute also offers a unique paraprofessional certificate program in ABA. Programs are available in traditional face-to-face and distance learning formats.

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**Evergreen Center**  
*ABA! Organizational Member*

345 Fortune Boulevard  
Milford, MA 01757  
(508) 478-2631  
services@evergreenctr.org  
www.evergreenctr.org  
**Booth: 218**

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

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**Florida Institute of Technology**

150 W. University Boulevard  
Melbourne, FL 32901  
(321) 674-8382  
abareg@fit.edu  
<http://aba.fit.edu>  
**Booth: 306**

Learn applied behavior analysis (ABA) any time, any day! Florida Tech Behavioral Science and Technology offers a comprehensive program in behavior analysis. All courses meet instructional requirements for certification as a Board Certified Behavior Analyst (BCBA) or a Board Certified Assistant Behavior Analyst (BCaBA) by the Behavior Analyst Certification Board, Inc. (BACB). Offered 100% online. User friendly format. No special computer skills needed. <http://aba.fit.edu>, (800) 676-9245 or (321) 674-8382.

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**Forest City Behavior LLC**

818 Illinois Avenue  
Mendota, IL 61342  
(815) 627-0641  
fcbd@forestcitybehavior.org  
[www.forestcitybehavior.org](http://www.forestcitybehavior.org)  
**Booth: 330**

Forest City Behavior provides on-line continuing education courses for BCBAs and BCaBAs. Our programs are designed to provide behavior analysts with opportunities for professional growth while learning online at their own pace. Courses are built around dynamic video presentations that can be watched from any computer or mobile device.

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**Hillcrest Educational Centers**

788 South Street  
Pittsfield, MA 01201  
(413) 499-7924  
[bware@hillcresteducationalcenters.org](mailto:bware@hillcresteducationalcenters.org)  
[www.hillcresteducationalcenters.org](http://www.hillcresteducationalcenters.org)  
**Booth: 324**

Hillcrest Educational Centers offers highly specialized residential and day treatment services for children and adolescents who are non-verbal or diagnosed with more severe forms of autism. With high staffing ratios, the program provides a safe, caring, and highly structured environment. Our staff utilizes applied behavior analysis (ABA) to positively affect the lives of our students. Using ABA, the program's highly trained staff provides individualized instruction that is integrated throughout the school and residential program. This instruction helps students learn new skills in a variety of domains including, but not limited to, education, social, self-care, communication, and life skills. All ABA programming is overseen by a Board Certified Behavior Analyst.

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**Imagine Behavior and Developmental Services**

25 West Nora Avenue  
Spokane, WA 99205  
(509) 328-2740  
[qrobins@imaginebehavior.com](mailto:qrobins@imaginebehavior.com)  
[www.imaginebehavior.com](http://www.imaginebehavior.com)  
**Booth: 311**

Imagine the possibilities... With all the possibilities for a person's life as our compass, we develop an understanding of each person's unique dreams and gifts. Using these gifts as our foundation, our teams then work with you to develop individually trained behavior services where we combine hope, heart, and science in each service we provide.

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**Institute of Professional Practice, Inc.**  
*ABAI Organizational Member*

PO Box 1249  
Montpelier, VT 05601  
(603) 249-9553  
kkelly@ippi.org  
www.ippi.org  
**Booth: 230**

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

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**Judge Rotenberg Educational Center**  
*ABAI Organizational Member*

250 Turnpike Street  
Canton, MA 02021  
(781) 828-2202  
jrc@judgerc.org  
www.judgerc.org  
**Booth: 229, 231**

The Judge Rotenberg Educational Center (JREC) is a special needs school in Canton, Massachusetts, serving both emotionally disturbed students with conduct, behavior, emotional, and/or psychiatric problems and developmentally delayed students with autistic-like behaviors. Some of our key features include consistent behavioral treatment; no or minimal psychotropic medication; near-zero rejections/near-zero expulsions; powerful, varied rewards; one computer per student; behavior charts online; digital video monitoring; and a beautiful school and residences. For a more detailed list of JREC's key features, please visit our website at [www.judgerc.org](http://www.judgerc.org).

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**Lakeview Systems**

1701 Sharp Road  
Waterford, WI 53185  
(262) 534-7297, ext. 394  
mparacremer@lakeview.ws  
www.lakeviewssystem.com  
**Booth: 313**

Lakeview Systems 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.

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**LeafWing for Professionals**

7149 Woodley Avenue  
Van Nuys, CA 91406  
(877) 739-2837  
jlubbers@leafwingforprofessionals.org  
www.leafwingcenter.org  
**Booth: 225**

LeafWing for Professionals is revolutionizing continuing education by streaming video on demand through the Internet. Log on now to participate in engaging and cutting-edge training.

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**Little Leaves Behavioral Services**

9545 Georgia Avenue  
Silver Spring, MD 20910  
(202) 420-8359  
mmajor@capitalschools.org  
www.littleleaves.org

**Booth: 316**

Little Leaves's mission is to provide individualized, results-based behavioral therapy and services by creating a collaborative partnership with children, families, and professionals. We seek highly qualified individuals who share a specific passion for our mission and who are talented at what they do.

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**Mastermind Learning**

4711 Seven Lakes Place  
Powell, OH 43056  
info@mastermindlearning.org  
www.mastermindlearning.org

**Booth: 323**

Mastermind Learning is dedicated to creating products designed to make implementation of applied-behavior-analysis-based programs easier. Created by professionals working in the field, our products are easy to use, follow evidence-based practice, and correspond with leading assessment tools and national standards to help you get the best results. The focus of your time should be the child, not preparing the materials he or she is using.

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**May Institute**

*ABAI Organizational Member*

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

**Booth: 129**

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

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**Medical Reimbursement Consultants**

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

**Booth: 211**

MRC provides insurance and private patient billing solutions for applied behavior analysis (ABA) groups/agencies. We perform services and consulting that build and protect the ABA practice in a medical environment. Billing service includes practice management software, certified professional coding/audit team, documentation templates, fee schedule reviews, credentialing/enrollment, work flow recommendations, and many other solutions to streamline operations and build a financially successful ABA practice within medical insurance guidelines/requirements.

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**Melmark**

*ABAI Organizational Member*

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

**Booth: 107**

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.

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**National Autism Center**  
*ABAI Organizational Member*

41 Pacella Park Drive  
Randolph, MA 02368  
(877) 313-3833  
info@nationalautismcenter.org  
www.nationalautismcenter.org  
**Booth: 131**

The National Autism Center is May Institute's center for the promotion of evidence-based practice. It is a nonprofit organization dedicated to serving children and adolescents with autism spectrum disorders by providing reliable information, promoting best practices, and offering comprehensive resources for families, practitioners, and communities.

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**The New England Center for Children**

33 Turnpike Road  
Southborough, MA 01772  
(508) 481-1015  
jobs@necc.org  
www.necc.org  
**Booth: 105**

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 more than 35 years. In addition to its central school in Southboro, MA, NECC provides consulting and model ABA classrooms throughout New England and recently opened a school in Abu Dhabi, United Arab Emirates.

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**Pacific Child & Family Associates**

216 N. 8th Street  
Santa Paula, CA 93060  
(818) 241-6780  
cbrown@pacificchild.com  
www.pacificchild.com  
**Booth: 310**

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

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**Professional Crisis Management Association, Inc.**

10269 NW 46th Street  
Sunrise, FL 33351  
(954) 746-0165  
pcma@pcma.com  
www.pcma.com  
**Booth: 204**

The Professional Crisis Management Association (PCMA) has been providing training, certification, consulting, and technology-based solutions for human services since 1981. Professional Crisis Management (PCM), the flagship course, is the most effective, safe, and ethical crisis management system in existence. The PCMA Board Certified Behavior Analysts are leaders in the field with the skills and experience to help you succeed!

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**QBS, Inc.**

257 Turnpike Road  
Southborough, MA 01772  
(508) 429-9211  
info@qbscompanies.com  
www.qbscompanies.com

**Booth: 317**

QBS, Inc. provides quality behavioral solutions to complex behavioral problems. Using evidence-based behavior analytic interventions, we offer training, consultation, and software to provide Quality Behavioral Solutions to complex behavioral problems. QBS behavior analysts have extensive experience with behavior challenges, from disruption to severe aggression and self-injury with all ages, setting, and diagnoses.

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**Residential Opportunities, Inc.**

1100 S. Rose St.  
Kalamazoo, MI 49001  
(269) 343-3731  
sns@resopp.org  
www.residentialopportunities.org

**Booth: 430**

Residential Opportunities, Incorporated and the Western Michigan University Department of Psychology have established the Great Lakes Center for Autism Treatment and Research (GLCATR). GLCATR serves the most challenging children and adolescents with autism spectrum disorders using principles of applied behavior analysis and evidence-based best practices. With a residential program and an outpatient clinic, GLCATR offers unique services to create coordinated support plans to assist children to return successfully to home and school environments.

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**Rethink Autism**

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

**Booth: 404**

Rethink Autism makes research-based treatment tools accessible and affordable for parents and professionals around the world. Our web-based platform includes a curriculum of more than 1,200 video-based exercises, staff/parent training modules, and behavior tracking and assessment tools—all developed by leaders in the field of autism education and research. We also offer professional support options from short-term problem behavior assessment to ongoing case consultation with our team of experts.

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**The Sage Colleges**

65 First Street  
Troy, NY 12180  
(518) 244-2227  
caba@sage.edu  
www.sage.edu

**Booth: 206**

The Sage Colleges offers completely on-line programs for the preparation of candidates to become board certified in behavior analysis. We offer a master's in applied behavior analysis and autism as well as a certificate program for those who already have a related master's degree. Additionally, we offer the newly developed Achieve Degree, an on-line bachelor's program for students with autism who are academically capable, but socially reluctant to attend college.

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**SEEK Education, Inc.**  
*ABAI Organizational Member*

9060 Huntington Drive  
San Gabriel, CA 91775  
(626) 943-7772  
sandrap@seekeducation.org  
www.seekeducation.org  
**Booth: 318**

SEEK Education, Inc. is a nonprofit organization that conducts two central activities. First, we provide evidence-based and personalized treatments guided by behavior analysis throughout southern California and Asia, and we accomplish this by designing and structuring effective learning environments. Our second goal is the dissemination of behavior analytic practice and education through our partnerships with universities and translations of literature to reach a diverse audience.

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**SensoMotoric Instruments**

236 Lewis Wharf  
Boston, MA 02110  
(619) 557-0010  
lisa.richardson@smivision.com  
www.smivision.com  
**Booth: 531**

SMI is a world leader in dedicated computer vision applications, developing and marketing eye and gaze tracking systems and OEM solutions for a wide range of applications such as psychology, neurology, and ophthalmology. SMI serves customers around the globe from offices in Teltow, Germany and Boston, USA. Visit our booth to try the solutions yourself, or find more information at [smivision.com](http://smivision.com).

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**The Shape of Behavior**

17810 Spring Creek Forest  
Spring, TX 77379  
(832) 358-2655  
events@shapeofbehavior.com  
www.shapeofbehavior.com  
**Booth: 312**

The Shape of Behavior is a center-based applied behavior analysis therapy clinic for infants, children, teens, and adults with autism spectrum disorders and other special needs. The Shape is an established ABA clinic of over a decade, founded by Dr. Randall, BCBA-D. The Shape is committed to behavior analytic evidence-based treatment, training, and research.

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**Special Learning**

500 N. Michigan Avenue, Suite 300  
Chicago, IL 60611  
(312) 933-7650  
kchung@special-learning.com  
www.special-learning.com  
**Booth: 325**

Special Learning, Inc. ([www.special-learning.com](http://www.special-learning.com)) is an Internet-based company that exists to offer all parents with a diagnosed child a genuine chance to help their son or daughter attain an abundant and fulfilling life using applied behavior analysis therapy. The site provides extensive information, resources, and tools for anyone who works with children with autism. Special Learning is dedicated to becoming the global leader for autism solutions by leveraging technology to meet the unique needs of individuals with autism, their parents and families, providers, teachers, and funding resources. Special Learning provides the global autism community with best-practice tools, education, and training designed to empower parents, teachers, and providers so they can help children with autism move up the skills spectrum intuitively, successfully, and affordably.



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**Spectrum Center**  
*ABAI Organizational Member*

16360 San Pablo Avenue  
San Pablo, CA 94806  
(510) 741-5440  
jmedina@spectrumschools.com  
www.spectrumtechnologies.org  
**Booth: 213**

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

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**St. Amant**  
*ABAI Organizational Member*

440 River Road  
Winnipeg, MB R2M 3Z9  
Canada  
(204) 256-4301, ext. 7056  
lross@stamant.mb.ca  
www.stamant.mb.ca  
**Booth: 219**

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

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**St. Joseph's University On-line Programs**

5600 City Avenue  
Philadelphia, PA 19131  
(866) 758-7670  
online@sju.edu  
www.sju-online.com  
**Booth: 405**

The on-line Master of Science in Special Education with Specialization in Autism Spectrum Disorder (ASD) from Saint Joseph's University is based on response to intervention (RTI) and features the latest research-based training in education for students with special needs. With options including special education certification, ASD, and the renowned Wilson Reading System certification, educators can enhance their teaching careers with specialized skills that are in high demand.

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**St. Louis University**

3550 Lindell Boulevard, Tegeler Hall  
St. Louis, MO 63103  
(314) 977-2722  
ksrichter@slu.edu  
www.slu.edu  
**Booth: 328**

Saint Louis University School of Social Work announces three new programs in applied behavior analysis (ABA): MS-ABA, post master's certificate in ABA, and an MSW with an ABA concentration. Courses and practica are approved by the Behavior Analyst Certification Board. Saint Louis University is proud to be the only school of social work in the country to offer BACB certified programs in ABA!

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**STAR Autism Support, Inc.**

6663 SW Beaverton-Hillsdale Highway, #119  
Portland, OR 97225  
(503) 297-2864  
information@starautismsupport.com  
www.starautismsupport.com

**Booth: 530**

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

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**Summit Educational Resources**

150 Stahl Road  
Williamsville, NY 14221  
(716) 629-3400  
info@summitted.org  
www.summitted.org

**Booth: 119**

Summit Educational Resources offers comprehensive, evidence-based services for more than 1,700 children and young adults with autism and related developmental disabilities each year. Services include evaluations, early intervention, preschool, school, consulting, and a range of in-home, family support services. Summit operates an early intensive behavioral intervention program (EIBI) for children with autism. Our services extend to all eight Western New York counties and more than 50 school districts.

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**Technology North Corporation**

10080 Jasper Avenue, Suite 1109  
Edmonton, AB T5J 1V9  
(877) 498-1880  
ling.huang@tnactivecare.com  
www.tnactivecare.com

**Booth: 117**

TN ActiveCare is care planning, data collection, and case management software for applied behavior analysis. Quickly build and update service plans, and forward to a therapist's smartphone for data collection. Manage clients' budgets, scheduling, and timesheets in the same system. Activities, discrete trials, and behavior data are captured, with automated outcomes reporting to support responsive care while reducing costs and improving your bottom line.

---

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

1380 Lawrence Street, Campus Box 106  
Denver, CO 80204  
(303) 315-4985  
patricia.oliver@ucdenver.edu  
www.ucdenverbcba.org

**Booth: 109**

The University of Colorado Denver is now offering two on-line course sequences in behavior analysis to prepare students to become effective Board Certified Behavior Analysts (BCBA) or Board Certified Assistant Behavior Analysts (BCaBA). These sequences are cost-effective and meet criteria established by the Behavior Analyst Certification Board (BACB) for approved coursework. Students who complete our program will not have to provide further coursework documentation when applying for the examinations. Supervised experience opportunities are available.

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**Wellspring Healthcare**

16719 Roscoe Boulevard  
North Hills, CA 91343  
(800) 418-9319  
mveloz@wellspring.com  
www.wellspring.com  
**Booth: 328**

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

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**World Evolve**

7715 NW 48th Street, #350  
Doral, FL 33166  
(305) 846-9807  
adamvent@gmail.com  
www.world-evolve.com  
**Booth: 431**

World Evolve is a premier applied behavior analysis organization that provides behavioral consulting services in our clinics, on site, and online. We provide services in the areas of therapy, training, verbal behavior, on-line client management, community resources, and CEUs. Our organization consists of several different companies working together to provide services to the community. Please visit our website at [www.world-evolve.com](http://www.world-evolve.com).

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# Employment Event

New this year! Visit the ABAI Employment Event on Saturday, May 26, from 8:00–9:00 AM in the exhibit hall. Meet face to face with employers interested in hiring, and learn about their companies.

**Bring your résumé!**

**No charge for attendees.**

#### **Career Fair**

Access Jobs in Behavior Analysis through your ABAI on-line portal. Look for the icon indicating that a hiring company will be represented at the convention, then contact the employer online and arrange to meet. Be sure to post your résumé online too so that employers can find you!

# 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: 284 events approved for BACB credit and 114 events approved for PSY credit.**

**Many of the presentations from our Invited Speakers this year are now approved for PSY credit in addition to BACB credit.**

**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 may be able to 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.*





**Friday, May 25**

Day Schedule

Workshops

Welcome Reception

**seattle2012**



## Washington State Convention Center; Friday, May 25

[illegible]



# Washington State Convention Center; Friday, May 25

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		
																		6A	Level 6
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W#41 CBM Flora					††													611	
W#31 AUT Gordon					††													612	
W#30 AUT Ellis					††													613/614	
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																		616/617	
																		618/619	
																		620	
Exhibits, Bookstore, and Posters																		4AB	
Registration																		South Lobby	
W#47 EDC Marchland-Martella					††													4C-1	
																		4C-2	
W#51 PRA Eldar					††													4C-3	
W#33 AUT Larsson					††													4C-4	
W#40 CBM Cross					††													401	Level 3
W#48 EDC Martineau					††													302	
W#53 TBA Feliciano					††													303	
W#38 AUT Henson					††													304	
W#29 AUT Partington					††													305	
W#45 DDA Mudgal					††													306	
W#34 AUT Almon					††													307	
W#42 CSE Schell					††													308	
W#37 AUT Matchneva					††													309	
W#43 CSE Bailey					††													310	
																		3A	Level 2
																		3B	
W#36 AUT Ward					††													201	
W#39 CBM Kubal					††													202	
W#35 AUT Zane					†													203	
W#54 VRB Albert					††													204	
W#32 AUT Turan					††													205	
W#49 EDC Fryling					††													206	
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W#46 DDA Hunt					††													213	
W#50 PRA Thompson					†													214	
																		2A	
																		2B	

## LEGEND



= ABAI Services



= Continuing education credit available for behavior analysts



= Continuing education credit available for psychologists

## Sheraton Seattle; Friday, May 25

[illegible]

## Sheraton Seattle; Friday, May 25

[illegible]

# Bookstore

## **Available at the ABAI Cooperative Bookstore**

- An outstanding selection of books from all areas of behavior analysis
- Books by the invited presenters—check the schedule to have them personally signed by the authors
- ABAI publications and branded items such as tote bags, t-shirts, and mugs

**Author signing will take place in the exhibit hall bookstore Sunday, May 27, from 7:30–8:30 pm.**

## **Bookstore Hours:**

Thursday, May 24	12:00 pm–8:00 pm
Friday, May 25	7:00 am–8:00 pm
Saturday, May 26	7:00 am–10:30 pm
Sunday, May 27	7:00 am–9:00 pm
Monday, May 28	8:00 am–9:00 pm
Tuesday, May 29	8:00 am–12:00 pm

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

8:00 am–11:00 am  
Diamond A (Sheraton)  
EDC  
CE Instructor: Kent Johnson, Ph.D.

**A Tour of Morningside Academy, With a Precision Teaching Focus**

KENT JOHNSON, KRISTINE F. MELROE,  
JOANNE K. ROBBINS, and JENNIFER REILLY  
(Morningside Academy)

**Audience:** Anyone interested in learning more about Morningside Academy is welcome to attend.

**Level:** Introductory

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

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

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

8:00 am–3:00 pm  
204 (Convention Center)  
AAB  
CE Instructor: Eduardo J. Fernandez, Ph.D.

**How Do They Do That? An Introduction to Operant Conditioning at the Zoo**

EDUARDO J. FERNANDEZ (University of Washington) and CHRISTY A. ALLIGOOD (Disney's Animal Kingdom)

**Audience:** Have you ever wondered how zookeepers conduct a physical examination of a crocodile, move an elephant or tiger voluntarily throughout its exhibit, or weigh a giraffe? This workshop is designed for individuals interested in the application of operant conditioning to the behavior of animals at zoos. Participants will learn how zoos develop training programs to facilitate husbandry goals in a variety of species. Following classroom activities, participants will travel off site to Woodland Park Zoo to observe applications of operant conditioning first hand. The registration fee includes workshop materials and transportation to and from the zoo. Net proceeds will benefit the Applied Animal Behavior Special Interest Group's student and membership support programs. Participants must be at least 18 years of age.

**Level:** Introductory

**Pre-registration:** \$220 (Member), \$270 (Nonmember)

**On-site:** \$245 (Member), \$295 (Nonmember)

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

8:00 am–3:00 pm  
202 (Convention Center)  
AUT  
CE Instructor: Kelly J. Ferris, M.Ed.

**Getting Learners With Autism and Their Teachers Started in Fluency Based Instruction**

KELLY J. FERRIS, REBECCA PHILLIPS, and TERESA M. MCCANN (Organization for Research & Learning)

**Audience:** This workshop is appropriate for parents and professionals interested in beginning fluency based instruction programs for students with autism and related disabilities who already know how to chart on the Standard Celeration Chart or who will also attend the Standard Celeration Society workshop.

**Level:** Intermediate

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

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

**Workshop #4** **CE: PSY/BACB**

8:00 am–3:00 pm  
612 (Convention Center)  
AUT  
CE Instructor: Justin B. Leaf, Ph.D.

**Teaching Social Skills That Change Lives: Developing Meaningful Relationships for People Diagnosed With Autism**

MITCHELL T. TAUBMAN, RONALD B. LEAF, JOHN JAMES MCEACHIN, and JUSTIN B. LEAF (Autism Partnership)

**Audience:** The targeted audience for this workshop is clinicians who implement behavioral interventions for children and adolescents with autism. Teachers, professors, school administrators, parents, and graduate students would also benefit from attending the workshop.

**Level:** Introductory

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

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

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

8:00 am–3:00 pm  
206 (Convention Center)  
AUT  
CE Instructor: Michael Miklos, MS

**Competency-Based Staff Training Within an Applied Verbal Behavior Program**

MICHAEL MIKLOS (Pennsylvania Training and Technical Assistance Network) and AMIRIS DIPUGLIA (PaTTAN/Autism Initiative)

**Audience:** This workshop is appropriate for behavior analysts providing consultation and training in school based settings, particularly autism support programs.

**Level:** Intermediate

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

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

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

8:00 am–3:00 pm  
212 (Convention Center)  
AUT

CE Instructor: Helen P. Mader, MA

**Increasing Appropriate Behaviors of Children With Autism—Part 1 in a Series**

HELEN P. MADER (Behavior Frontiers, LLC)

**Audience:** This workshop will benefit individuals such as behavior analysts, assistant behavior analysts, line therapists, teachers, paraprofessionals, speech pathologists, and psychologists working directly with children with autism or other special needs who desire comprehensive information on the ABA methods effective to teach appropriate behaviors.

**Level:** Introductory

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

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

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

8:00 am–3:00 pm  
303 (Convention Center)  
AUT

CE Instructor: Katharine M. Croce, M.Ed.

**Effective Use of Self-Monitoring as a Motivational System for Individuals With Autism and Other Related Disabilities**

KATHARINE M. CROCE (Kinney Center for Autism Education and Support) and JAMIE SIDEN SALTER (San Diego County Office of Education)

**Audience:** This workshop is designed for behavior analysts, but will also cover areas of interest for consultants, school psychologists, teachers, autism specialists, administrators, students, parents, or others who are seeking to increase their knowledge of systematic self-monitoring combined with a motivational component as a behavioral intervention.

**Level:** Intermediate

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

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

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

8:00 am–3:00 pm  
203 (Convention Center)  
AUT

CE Instructor: Mareile A. Koenig, Ph.D.

**Applied Behavior Analysis and Speech Language Pathology: An Integrated Approach to Promoting Language in Learners With Autism**

JOANNE GERENSER (Eden II Programs) and MAREILE A. KOENIG (West Chester University)

**Audience:** This workshop is appropriate for behavior analysts, speech language pathologists, teachers, and program administrators.

**Level:** Intermediate

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

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

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

8:00 am–3:00 pm  
305 (Convention Center)  
AUT

CE Instructor: Jesus Rosales-Ruiz, Ph.D.

**Beyond Successive Approximations: Useful Shaping Strategies and Tactics to Improve Your Teaching**

JESUS ROSALES-RUIZ and MARY ELIZABETH HUNTER (University of North Texas)

**Audience:** This workshop is designed for anyone interested in the processes of shaping and learning or anyone interested in improving their teaching techniques. The concepts of the workshop can be applied to any population in any learning setting.

**Level:** Intermediate

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

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

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

8:00 am–3:00 pm  
308 (Convention Center)  
AUT

CE Instructor: Rebecca Godfrey, Ph.D.

**Proloquo2Go et al.: The Ins, Outs, Ups, and Downs of Using iTechnology as a Communication System**

REBECCA GODFREY (Central East Autism Program) and MARIO NOTARIANNI and KATELYN FERGUSON (York Behaviour Management Services)

**Audience:** This workshop is intended for professionals, teachers, and parents working with children, youth, or adults who have limited or no functional speech or with individuals who require a more mainstream way of communicating.

**Level:** Introductory

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

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

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

8:00 am–3:00 pm  
205 (Convention Center)  
CBM

CE Instructor: Christopher McCurry, Ph.D.

**Acceptance and Commitment Therapy With Children and Parents: A Practical Guide**

CHRISTOPHER MCCURRY (Associates in Behavior and Child Development, Inc.)

**Audience:** This workshop is appropriate for clinicians who work with children (psychologists, clinical social workers, psychiatrists, master's-level counselors) with an interest in applying acceptance and commitment therapy in their work.

**Level:** Introductory

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

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

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

8:00 am–3:00 pm

401 (Convention Center)

CBM

CE Instructor: Mavis Tsai, Ph.D.

**Functional Analytic Psychotherapy: Theory and Practice**

MAVIS TSAI (private practice), ROBERT J. KOHLENBERG (University of Washington), MARY PLUMMER LOUDON (private practice), and GARETH I. HOLMAN (University of Washington)

**Audience:** This workshop is appropriate for clinicians doing individual psychotherapy with adults.

**Level:** Introductory

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

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

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

8:00 am–3:00 pm

211 (Convention Center)

CBM

CE Instructor: Jeannie Golden, Ph.D.

**Treating Children With Behavioral and Emotional Disorders: Integrating Emotional and Moral Behaviors to Promote Generalization**

JEANNIE GOLDEN (East Carolina University)

**Audience:** Participants will include Board Certified Behavior Analysts, psychologists, counselors, health care providers, social workers, and/or teachers who serve children who have emotional difficulties and/or have been given psychiatric diagnoses.

**Level:** Intermediate

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

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

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

8:00 am–3:00 pm

611 (Convention Center)

CBM

CE Instructor: Barbara S. Kohlenberg, Ph.D.

**Using Functional Analytic Psychotherapy and Acceptance and Commitment Therapy for Smoking Cessation**

ELIZABETH GIFFORD (Center for Health Care Evaluation) and BARBARA S. KOHLENBERG (University of Nevada School of Medicine)

**Audience:** This workshop is appropriate for anyone with an interest in clinical behavior analysis and smoking cessation.

**Level:** Intermediate

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

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

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

8:00 am–3:00 pm

4C-1 (Convention Center)

CSE

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

**The Ethics of Supervision Workshop, Part Deux**

KAREN R. WAGNER (TheBehaviorAnalyst.com)

and MARTA T. FIOL (Behavior Services of Brevard)

**Audience:** This workshop is for intermediate and advanced BCBAs who are currently providing supervision, who are considering becoming supervisors, or who are considering providing supervision to community-based clinicians.

**Level:** Intermediate

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

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

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

8:00 am–3:00 pm

4C-2 (Convention Center)

DDA

CE Instructor: Ennio C. Cipani, Ph.D.

**Addressing Problem and Replacement Behaviors in Home and School Settings**

ENNIO C. CIPANI (National University)

**Audience:** This workshop is appropriate for BCBAs, licensed professionals, other professionals in practice settings, and students at the graduate level.

**Level:** Intermediate

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

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

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

8:00 am–3:00 pm

306 (Convention Center)

EDC

CE Instructor: Kerri L. Milyko, Ph.D.

**Standard Celeration Charting**

ABIGAIL B. CALKIN (Calkin Consulting Center),

JOHN W. ESHLEMAN (The Chicago School of Professional Psychology), MICHAEL FABRIZIO (Families for Effective Autism Treatment of Washington), and KERRI L. MILYKO (Precision Teaching Learning Center)

**Audience:** This workshop is appropriate for anyone seeking an introduction (or refresher) to precision teaching and standard celeration charting.

including persons interested in using the standard celeration charting 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 #18** **CE: PSY/BACB**

8:00 am–3:00 pm

4C-4 (Convention Center)

EDC

CE Instructor: Jill E. McGrath Maher, MS

**Developing Social Skills Groups for Students With Autism and Other Development Disabilities**

BENJAMIN R. BRUNEAU, MICHELE D. BROCK, RACHEL ABRAHAM, KEVIN HARDY, IAN T. MELTON, and JILL E. MCGRATH MAHER (Crossroads School for Children)

**Audience:** This workshop is appropriate for practitioners and administrators.

**Level:** Introductory

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

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

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

8:00 am–3:00 pm

613/614 (Convention Center)

EDC

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

**Positive Behavior Support at the Tertiary Level: Red Zone Strategies**

LAURA A. RIFFEL (Behavior Doctor Seminars)

**Audience:** The target audience will be educators and service providers who work with pre-K through 12th grade students. "Educators" is defined as anyone who works within the educational setting: counselors, teachers, administrators, directors, behavior specialists, psychologists, therapists, etc.

**Level:** Intermediate

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

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

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

8:00 am–3:00 pm

302 (Convention Center)

OBM

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

**Organizational Performance Engineering to Achieve Desired Client Outcomes**

GUY S. BRUCE (Appealing Solutions, LLC)

**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. And 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:** \$205 (Member), \$255 (Nonmember)

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

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

8:00 am–3:00 pm

309 (Convention Center)

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 and JORDAN T. BONOW (University of Nevada, Reno), SABRINA DARROW (University of California, San Francisco), CLAUDIA DROSSEL (Mental Illness Research, Education & Clinical Center), 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. On the 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:** \$185 (Member), \$235 (Nonmember)

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



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

8:00 am–3:00 pm  
213 (Convention Center)  
PRA  
CE Instructor: Aaron Barnes, Ph.D.

**Conducting Functional Behavior Assessments in School/Home Settings: Balancing Rigor With Practicality**

AARON BARNES (University of Wisconsin-Stout), BILLIE JO RODRIGUEZ (University of Texas at San Antonio), JESSICA HORWITZ TURTURA (University of Oregon), and AMY CAMPBELL (Grand Valley State University)

**Audience:** The workshop requires participants to have foundational knowledge of applied behavior analysis methods and terminology. The presentation is intended for professionals who design, implement, fund, support, and evaluate functional behavior assessment and subsequent interventions in natural settings including schools, homes, day programs, and residential facilities. This target audience may include educators, therapists, social workers, clinic or school-based psychologists, graduate-level students, and behavior specialists or analysts.

**Level:** Intermediate

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

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

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

8:00 am–3:00 pm  
307 (Convention Center)  
PRA  
CE Instructor: Jose D. Rios, MS

**Critical Elements in the Development and Design of Behavior Intervention Plans: A Guide for Practitioners**

JOSE D. RIOS (private practice), HOWARD TSERNOV and NATALIE STAFFORD (Inclusive Education & Community Partnership), KRISTINE DICKSON (California State University, Los Angeles), RUTH TELLO-DI LEVA (Familias First/CBC Education Inc.), and ISAAC BERMUDEZ (Behavior Functions, Inc.)

**Audience:** This workshop is aimed at new and seasoned practitioners who are involved in writing, creating, reviewing, and supervising behavior intervention plans in various settings.

**Level:** Introductory

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

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

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

8:00 am–3:00 pm  
201 (Convention Center)  
PRA  
CE Instructor: Melissa L. Olive, Ph.D.

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

MELISSA L. OLIVE (Walden University) and REBECCA RYAN (Applied Behavioral Strategies)

**Audience:** This workshop is appropriate for practicing behavior analysts, supervisors of practicing behavior analysts, and school administrators.

**Level:** Intermediate

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

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

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

8:00 am–3:00 pm  
214 (Convention Center)  
PRA  
CE Instructor: Jessica Wenig, MS

**Running Effective Behavior Analytic Social Skills Groups**

JESSICA WENIG, ALYSSA FAMIGLIETTI, and KAITLIN MAGUIRE (Advances Learning Center)

**Audience:** This workshop is appropriate for BCBAs 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:** \$186 (Member), \$236 (Nonmember)

**On-site:** \$211 (Member), \$261 (Nonmember)

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

8:00 am–3:00 pm  
310 (Convention Center)  
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:** This workshop is appropriate for 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:** Intermediate

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

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

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

8:00 am–3:00 pm

4C-3 (Convention Center)

VRB

CE Instructor: Mary Lynch Barbera, Ph.D.

**Advanced Verbal Behavior Programming for Intermediate Learners**

MARY LYNCH BARBERA (Barbera Behavior Consulting)

**Audience:** This workshop is appropriate for BCBAs, SLPs, teachers, and psychologists with previous basic knowledge of ABA/VB terminology and VB programming.

**Level:** Intermediate

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

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

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

12:00 pm–3:00 pm

Diamond A (Sheraton)

EDC

CE Instructor: Kent Johnson, Ph.D.

**A Tour of Morningside Academy, With a Direct Instruction Focus**

KENT JOHNSON, KRISTINE F. MELROE, JOANNE K. ROBBINS, and JENNIFER REILLY (Morningside Academy)

**Audience:** Anyone interested in learning more about Morningside Academy is welcome to attend.

**Level:** Introductory

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

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

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

4:00 pm–7:00 pm

305 (Convention Center)

AUT

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

**Teaching Advanced Language and Verbal Behavior Skills to Students With Autism: Inference Training, Reading Comprehension, and Communication Skills**

NISSA INTARACHOTE and JAMES W. PARTINGTON (Behavior Analysts, Inc.)

**Audience:** This workshop is appropriate for professionals and educators working with students with autism in clinic settings, in home settings, and

in classroom settings. This workshop will target students with more advanced language skills.

**Level:** Intermediate

**Pre-registration:** \$155 (Member), \$180 (Nonmember)

**On-site:** \$180 (Member), \$205 (Nonmember)

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

4:00 pm–7:00 pm

613/614 (Convention Center)

AUT

CE Instructor: Bob Ellis, Ph.D.

**Autism, Imitation, and the Reciprocities: Emotional, Social, Communication, and Motor Exchanges**

BOB ELLIS (The Resource Center)

**Audience:** This workshop is appropriate for special education teachers, BCBAs, consultants, ABA professionals, academics, and clinical professionals.

**Level:** Intermediate

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

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

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

4:00 pm–7:00 pm

612 (Convention Center)

AUT

CE Instructor: Rita F. Gordon, M.Ed.

**POWER-Solving: A Systematic Approach to Teaching Social Skills**

STEVEN GORDON (Behavior Therapy Associates, P.A.) and RITA F. GORDON (Douglass Developmental Disabilities Center, Rutgers University, The State University of New Jersey)

**Audience:** This workshop is appropriate for teachers, paraprofessionals, parents, and mental health professionals.

**Level:** Intermediate

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

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

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

4:00 pm–7:00 pm

205 (Convention Center)

AUT

CE Instructor: Michelle Turan, MA

**Evidence-Based Practices in Error Correction**

LIANNE M. MOROZ (Surrey Place Centre), MICHELLE TURAN (University of Windsor), and NATALIE P. CROTEAU (Surrey Place Centre)

**Audience:** This workshop is appropriate for instructors, therapists, ABA supervisors, behavior analysts, and psychologists.

**Level:** Introductory

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

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

**Workshop #33** **CE: PSY/BACB**

4:00 pm–7:00 pm  
4C-4 (Convention Center)  
AUT

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

**Intensive Early Intervention: Staff Training and Management Through a Dynamic Programming System**

ERIC V. LARSSON (Lovaas Institute Midwest), ANGELA M. KEENE (University of Kansas), KARA L. RIEDESEL (Lovaas Institute Midwest), and CHARRYSE M. LUCKEY (University of Kansas)

**Audience:** This workshop is appropriate for supervisors in intensive early intervention programs, supervisor trainees, and graduate students.

**Level:** Advanced

**Pre-registration:** \$140 (Member), \$165 (Nonmember)  
**On-site:** \$165 (Member), \$190 (Nonmember)

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

4:00 pm–7:00 pm  
307 (Convention Center)  
AUT

CE Instructor: Holly Almon, MS

**Teaching Executive Functioning Skills to Adolescents With Challenging Behavior**

HOLLY ALMON and PAUL ROGERS (West Coast Behavioral Consultants, Inc.)

**Audience:** This workshop is appropriate for practitioners interested in teaching executive functioning skills to children, adolescents, or young adults with challenging behavior.

**Level:** Intermediate

**Pre-registration:** \$140 (Member), \$165 (Nonmember)  
**On-site:** \$165 (Member), \$190 (Nonmember)

**Workshop #35** **CE: BACB**

4:00 pm–7:00 pm  
203 (Convention Center)  
AUT

CE Instructor: Thomas L. Zane, Ph.D.

**Use of Web, Apple, and Android Applications to Increase Information Management and Skill Acquisition in Intensive Community-Based Instruction for Individuals With Autism and Other Disabilities**

PETER F. GERHARDT (The McCarton School), THOMAS L. ZANE (Institute for Behavioral Studies), and GLORIA M. SATRIALE and AVI GLICKMAN (Preparing Adolescents and Adults for Life)

**Audience:** This workshop is appropriate for people who are interested in the use of technology as teaching tools and to increase independence of learners. No previous knowledge is required,

although participants must bring the required software and hardware to the workshop.

**Level:** Introductory

**Pre-registration:** \$160 (Member), \$185 (Nonmember)  
**On-site:** \$185 (Member), \$210 (Nonmember)

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

4:00 pm–7:00 pm  
201 (Convention Center)  
AUT

CE Instructor: Steven J. Ward, MA

**Establishing Meaningful Social Interactions**  
STEVEN J. WARD (Whole Child Consulting)

**Audience:** This workshop is appropriate for experienced tutors and parents, and also for well-seasoned BCBAs and professors.

**Level:** Intermediate

**Pre-registration:** \$125 (Member), \$150 (Nonmember)  
**On-site:** \$150 (Member), \$175 (Nonmember)

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

4:00 pm–7:00 pm  
309 (Convention Center)  
AUT

CE Instructor: Anna Matchneva, M.Ed.

**Facilitating Inclusion of Preschool Children With Autism**

ANNA MATCHNEVA and JOLENTA P. URBANIAK-PAZURA (I Step Ahead Services, Inc.)

**Audience:** This workshop is appropriate for behavior analysts, teachers, and administrators.

**Level:** Introductory

**Pre-registration:** \$130 (Member), \$155 (Nonmember)  
**On-site:** \$155 (Member), \$180 (Nonmember)

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

4:00 pm–7:00 pm  
304 (Convention Center)  
AUT

CE Instructor: Susan E. Henson, MS

**Effective Behavior Analysis in Applied Settings**  
SUSAN E. HENSON (Wellspring)

**Audience:** This workshop's target audience includes introductory and intermediate level BCBAs, as well as additional professionals looking for more information regarding ABA and effective strategies in applied settings.

**Level:** Introductory

**Pre-registration:** \$125 (Member), \$150 (Nonmember)  
**On-site:** \$150 (Member), \$175 (Nonmember)

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

4:00 pm–7:00 pm  
202 (Convention Center)  
CBM  
CE Instructor: Victoria Stout Kubal, MS

**Behavioral Relaxation: Training and Scale**

VICTORIA STOUT KUBAL (California State University, Fresno)

**Audience:** The target audience for this workshop is comprised of BCBAs and BCaBAs who work with the following populations: clients with anxiety disorders, pain-related difficulties, or anger management problems; individuals with traumatic brain injury or developmental disabilities; persons exhibiting hyperactive or repetitive behaviors; clients exhibiting schizophrenic behaviors; and persons who experience an extreme amount of “stress.”

Professionals with a strong interest in behavioral medicine, clinical behavior analysis, family and child therapy, and/or health and fitness training will also benefit from attending this workshop.

**Level:** Introductory

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

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

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

4:00 pm–7:00 pm  
401 (Convention Center)  
CBM  
CE Instructor: Jannette Cross, Ph.D.

**Shaping Behavior and Schizophrenia**

JANNETTE CROSS (private practice)

**Audience:** This workshop is appropriate for mental health providers or administrators who provide treatment services to the seriously mentally ill, either in the community or inpatient settings, as well as researchers interested in assessment of behavioral functioning. A compiled, multivariate behavioral assessment strategy with established validity and reliability will be presented.

**Level:** Intermediate

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

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

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

4:00 pm–7:00 pm  
611 (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 BCBAs, BCaBAs, psychologists, personal trainers, and others

interested in learning to use behavior analytic procedures to promote healthy lifestyles and 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)

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

4:00 pm–7:00 pm  
308 (Convention Center)  
CSE  
CE Instructor: R. M. (Duke) Schell, Ph.D.

**Ethics Is Like Duct Tape**

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

**Audience:** This workshop is appropriate for 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)

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**Workshop #43** **CE: PSY/BACB**

4:00 pm–7:00 pm  
310 (Convention Center)  
CSE  
CE Instructor: Jon S. Bailey, Ph.D.

**Ethics Lab 2012: Navigating Complex Ethical Dilemmas**

JON S. BAILEY (Florida State University at Panama City) and MARY R. BURCH (BaileyBurch Workshops)

**Audience:** This workshop is designed for behavior analysts who have been actively engaged in developing solutions for ethics dilemmas for at least 5 years. In addition, we welcome those who teach ethics courses in ABA graduate programs. Attendees are encouraged to bring to the workshop any difficult cases that they are struggling with as well as those where they have found success. We assume attendees are well acquainted with the Guidelines for Responsible Conduct and encourage them to bring a copy of the guidelines to the workshop.

**Level:** Advanced

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

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

**Workshop #44** **CE: PSY/BACB**  
 4:00 pm–7:00 pm  
 212 (Convention Center)  
 CSE  
 CE Instructor: Cathy Lynn Carpenter, MA

**The Ethics of Supervision and Practical Applications to Supervisor/Supervisee Feedback**  
 CATHY LYNN CARPENTER (Inclusive Education) and SALLY TORRENS and CARA ENTZ (Inizio Interventions, Inc.)

**Audience:** Because this session examines the Behavior Analyst Certification Board Guidelines for Responsible Conduct as well as discusses the optimal experience BCBA's should be providing candidates through supervision, this workshop targets BCBA's who practice in the field and who supervise BCBA and BCaBA candidates.

**Level:** Intermediate

**Pre-registration:** \$125 (Member), \$150 (Nonmember)  
**On-site:** \$150 (Member), \$175 (Nonmember)

**Workshop #45** **CE: PSY/BACB**  
 4:00 pm–7:00 pm  
 306 (Convention Center)  
 DDA  
 CE Instructor: Dipti Mudgal, Ph.D.

**DIY Behavioral Tool Kit: Developing and Implementing Behavior Support Plans in a Private School Setting**  
 DIPTI MUDGAL and JENNIFER M. DERDERIAN (May Institute)

**Audience:** This workshop is appropriate for clinicians working with developmentally disabled children with behavior problems. Master's level therapists, psychologists, and family members are welcome. Participants should have a fundamental understanding of the principles of applied behavior analysis.

**Level:** Intermediate

**Pre-registration:** \$135 (Member), \$160 (Nonmember)  
**On-site:** \$160 (Member), \$185 (Nonmember)

**Workshop #46** **CE: PSY/BACB**  
 4:00 pm–7:00 pm  
 213 (Convention Center)  
 DDA  
 CE Instructor: Jill Hunt, M.Ed.

**Developing and Implementing an Activities of Daily Living Program**  
 JILL HUNT and MICHELLE HARRINGTON (Judge Rotenberg Educational Center)

**Audience:** This workshop is appropriate for teachers, residential staff, parents, and behavior analysts.

**Level:** Introductory

**Pre-registration:** \$165 (Member), \$190 (Nonmember)  
**On-site:** \$190 (Member), \$215 (Nonmember)

**Workshop #47** **CE: PSY/BACB**  
 4:00 pm–7:00 pm  
 4C-1 (Convention Center)  
 EDC  
 CE Instructor: Nancy Marchand-Martella, Ph.D.

**Effective Reading Strategies for Adolescent Learners**  
 NANCY MARCHAND-MARTELLA and RONALD C. MARTELLA (Eastern Washington University) and AMEDEE M. MARTELLA (Mead High School)

**Audience:** This workshop is appropriate for teachers, educators, and practitioners.

**Level:** Intermediate

**Pre-registration:** \$125 (Member), \$150 (Nonmember)  
**On-site:** \$150 (Member), \$175 (Nonmember)

**Workshop #48** **CE: PSY/BACB**  
 4:00 pm–7:00 pm  
 302 (Convention Center)  
 EDC  
 CE Instructor: Elizabeth Martineau, M.Ed.

**Preparing for Adulthood: Skill Assessment and Design of Vocational and Life Skills Programming for Young Adults With Autism**  
 ELIZABETH MARTINEAU, STEPHANIE DANIELS, JESSICA TILLEY, and HEATHER M. REGO (Nashoba Learning Group)

**Audience:** This workshop is designed for BCBA level teachers and clinical directors, as well as program coordinators. Presenters will assume that participants are familiar with a variety of ABA 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 the students achieving job readiness and as high a degree of independence as possible.

**Level:** Intermediate

**Pre-registration:** \$145 (Member), \$170 (Nonmember)  
**On-site:** \$170 (Member), \$195 (Nonmember)

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

4:00 pm–7:00 pm  
206 (Convention Center)  
EDC  
CE Instructor: Mitch Fryling, Ph.D.

**Academic Advising for Faculty Advisors: How to Improve the Quality of Advising Given Increased Demand and Fewer Resources**

GENEVIEVE M. DEBERNARDIS and NATASHA MONTABELLO (University of Nevada, Reno) and MITCH FRYLING (California State University, Los Angeles)

**Audience:** This workshop is appropriate for behavior analysts, faculty, instructors, educators, and administrators with interest or experience in academic advising. This workshop is also appropriate for individuals (e.g., graduate students) considering careers in academia where academic advising is often a required component.

**Level:** Introductory

**Pre-registration:** \$150 (Member), \$175 (Nonmember)  
**On-site:** \$175 (Member), \$200 (Nonmember)

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**Workshop #50** **CE: BACB**

4:00 pm–7:00 pm  
214 (Convention Center)  
PRA  
CE Instructor: Ainsley Thompson, MA

**Using iMovie to Create Video Modeling Presentations for Clients, Staff, and Caregivers**

AINSLEY THOMPSON and SAMANTHA L. HARDESTY (Kennedy Krieger Institute)

**Audience:** This workshop is appropriate for behavior consultants, certified behavior analysts, supervisors of home-based intervention programs and community agencies, special education teachers, psychologists, and researchers.

**Level:** Introductory

**Pre-registration:** \$140 (Member), \$165 (Nonmember)  
**On-site:** \$165 (Member), \$190 (Nonmember)

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

4:00 pm–7:00 pm  
4C-3 (Convention Center)  
PRA  
CE Instructor: Eitan Eldar, Ph.D.

**Using Physical Activity and Games to Enhance Learning, Social Skills, and Self-Control With Autistic and Typical Populations**

EITAN ELДАР (Kibbutzim College)

**Audience:** This workshop is appropriate for behavior analysts, teachers, consultants, lead therapists, line therapists, and students.

**Level:** Intermediate

**Pre-registration:** \$135 (Member), \$160 (Nonmember)  
**On-site:** \$160 (Member), \$185 (Nonmember)

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

4:00 pm–7:00 pm  
211 (Convention Center)  
PRA  
CE Instructor: Mark J. Palmieri, Psy.D.

**Capacity Building Consultation: Systemic Interventions That Increase Accessibility to Best Practice Interventions**

SHAUNESSY M. EGAN and MARK J. PALMIERI (The Center for Children with Special Needs)

**Audience:** Behavior analysts with an interest in working within educational settings and who would like to expand their skills regarding system wide program development will benefit from this workshop. In addition, school administrators, related service providers, and educators looking to create or expand internal capacity within their systems may find the information presented valuable.

**Level:** Intermediate

**Pre-registration:** \$135 (Member), \$160 (Nonmember)  
**On-site:** \$160 (Member), \$185 (Nonmember)

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

4:00 pm–7:00 pm  
303 (Convention Center)  
TBA  
CE Instructor: Gina Marie Feliciano, Ph.D.

**Behavior Analytic Instruction Is More Than a Discrete Trial: What Your Staff Really Need to Know to Provide Quality Services**

GINA MARIE FELICIANO, ANYA K. SILVER, and ANIKA COSTA (Bilinguals, Inc.)

**Audience:** This workshop is appropriate for those responsible for devising, implementing, and monitoring staff training in DTT, EIBI, or other behavior analytic teaching settings. Attendees will hold an advanced degree in education/special education, psychology, and/or behavior analysis with advanced skills in staff training. Attendees should have a demonstrated ability in arena style or large group trainings and presentations.

**Level:** Intermediate

**Pre-registration:** \$135 (Member), \$160 (Nonmember)  
**On-site:** \$160 (Member), \$185 (Nonmember)

**Workshop #54**

**CE: PSY/BACB**

4:00 pm–7:00 pm

204 (Convention Center)

VRB

CE Instructor: Kristin M. Albert, M.Ed.

**The Role of Motivation in Teaching Children With Autism and Other Developmental Disabilities**

KAITLIN GRACE CAUSIN, LEANNE B. REID,  
KRISTIN M. ALBERT, and VINCENT JOSEPH  
CARBONE (Carbone Clinic)

**Audience:** This workshop is designed for behavior analysts, practitioners, educational service providers, speech language pathologists, and other individuals who supervise or are directly involved in providing instruction to learners with autism and other developmental disabilities.

**Level:** Introductory

**Pre-registration:** \$137 (Member), \$162 (Nonmember)

**On-site:** \$162 (Member), \$187 (Nonmember)

Friday, May 25



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**# 1 Special Event**

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2:00 pm–5:00 pm

Aspen (Sheraton)

**Closed Meeting: Affiliated Chapters Leadership Training**

Chair: Gordon Bourland (Trinity Behavioral Associates)

At the affiliated chapters leadership training, learn strategies for building and growing vibrant chapters. Network and brainstorm with other leaders—from chapters of all sizes, types, and locations. Presenters will include James Todd, Behavior Analysis Association of Michigan, who will discuss strategies for doing more with less when planning chapter conferences and in other areas of chapter growth. Monika Suchowierska, Polish Society for Behavioral Psychology, will present a model for chapter development that emphasizes the development of alliances between groups and organizations. Although the 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**

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5:30 pm–6:30 pm

Willow A (Sheraton)

**Friends of SABA Reception**

Chair: Michael J. Dougher (University of New Mexico)

The Society for the Advancement of Behavior Analysis (SABA) benefits every year from the generosity of many ABAI members. Those who made donations in 2011 and 2012 are invited to a reception in their honor to show our gratitude for their commitment to the welfare and future of behavior analysis. Donations fund student research fellowships, the Doctoral Dissertation and Master's Thesis Research Endowment Fund, and grants for students who are presenting authors at ABAI events.

**# 3 Special Event**

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6:30 pm–8:00 pm

Grand Ballroom A (Sheraton)

**International Reception**

Chair: Martha Hubner (Universidade de São Paulo)

All convention attendees are invited to the International Reception, where we will welcome international members and review ABAI's efforts to develop and disseminate behavior analysis around the world. We will also recognize the recipients of the 2011 International Development Grants from the Society for the Advancement of Behavior Analysis (SABA): Amy Durgin (Western Michigan University), Judith Mathews (University of Nebraska Medical Center), and Tracy Pierce Bender (Brent Woodall Foundation for Exceptional Children).

**# 4 Special Event**

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6:30 pm–8:00 pm

Grand Ballroom D (Sheraton)

**Behavior Side Story**

Chair: A. Charles Catania (University of Maryland, Baltimore County)

With lyrics set to the music of Bernstein's *West Side Story*, this show is about a student on the cognitive side, Tony, who has been persuaded to move to the behavior side by a newfound colleague, Maria. Together they must now defend the behavior analytic position against cognitive opposition. The last performance of *Behavior Side Story* was at a Concord, MA, meeting of the Board of the Cambridge Center for Behavioral Studies in November 2001. This revival performance includes new numbers and a larger cast, and its sponsors include the Cambridge Center/Sloan Publishing Century Series in Behavior Analysis, the Society for the Experimental Analysis of Behavior, and Karen Pryor Clicker Training.

8:00 pm–10:30 pm

Grand Ballroom BC (Sheraton)

**Welcome Reception organized by the ABAI Student Committee**

Chair: Antonio M. Harrison and Megan Aclan (The Chicago School of Professional Psychology, Los Angeles)

ABAI welcomes all of its members to Seattle. Join us for a night of fun and entertainment organized by the ABAI Student Committee. This is an opportunity for students to meet and greet with each other as peers and get the chance to speak to some great behavior analysts. It's a great time and place for students to come together with all the members of ABAI.



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## **ABAI Online Learning Center and Premiere Packs**

- Access audio and video recordings from the convention on your own computer
- Includes selected sessions from 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



Society for the Quantitative Analyses of Behavior  
35th Annual Meeting, May 24–May 26, 2012  
Sheraton Seattle (Seattle, Washington)

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**Thursday evening, May 24, Ballroom B**  
***First Poster Session, cash bar, and registration*** (5:00pm–8:00 pm)

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**Friday, May 25, Ballroom A**  
*Registration, coffee and pastries* (7:00 am–8:00 am)

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

**Special Section on Timing**

**8:15 Matthew S. Matell (Villanova University):** Stimulus compounding reveals flexible Temporal Memory Integration at Retrieval

**8:50 K. Geoffrey White (University of Otago, New Zealand):** Timing, Remembering, and the Reinforcement Context

*Break and Refreshments* (9:25 am)

**10:00 Michael Davison (The University of Auckland, New Zealand):** Timing and Choosing

**10:35 Armando Machado (University of Minho, Portugal):** Relative Versus Absolute Control in the Temporal Bisection Task

**11:10 Jeremie Jozefowicz (Universite Lille3-Charles de Gaulle, France and Univeridade do Minho):** Formal Constraints on Decision Processes in Interval Timing

*Lunch* (12:00pm–1:45 pm)

**1:45 Ryan D. Ward (Columbia University):** Temporal Informativeness Governs CS-US Associability

**2:20 Douglas A. Williams (University of Winnipeg):** Is There an Informational Limit on Response Generation?

**2:55 Stephanie Body, Timothy H. C. Cheung, Lourdes Valencia-Torres, Cristian M. Olarte-Sánchez, Chris M. Bradshaw, and Elemer Szabadi (University of Nottingham):** Investigations of the Neural Substrate of Temporal Differentiation in the Free-Operant Psychophysical Procedure

*Break and Refreshments* (3:30 pm)

**4:00 Catalin V. Buhusi and Sorinel A. Oprisan (Medical University of South Carolina and College of Charleston):** Timing by Coincidence Detection: What's All the Noise About?

**4:35 François Rivest (Royal Military College of Canada):** Drift-Diffusion Models of Adaptive Interval Timing Behaviours

***Business meeting, Ballroom A*** (5:15 pm)

***Second Poster Session and Cash Bar, Ballroom B*** (6:30pm–9:00 pm)



Society for the Quantitative Analyses of Behavior  
35th Annual Meeting, May 24–May 26, 2012  
Sheraton Seattle (Seattle, Washington)

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**Saturday, May 23, Ballroom A**

*Registration, coffee and pastries (7:15am–8:30 am)*

- 8:30** Paul L. Soto, Steven R. Hursh, Ming Xu, David K. Grandy, and Jonathan L. Katz (Johns Hopkins University, University of Chicago, Oregon Health and Science University, and National Institute on Drug Abuse): Dopamine Receptors and the Behavioral Economics of Food Consumption
- 9:05** Todd L. McKerchar, Leonard Green, and Joel Myerson (Jacksonville State University and Washington University): Temporal and Probability Discounting by Humans: Theory and Translation

*Break and Refreshments (9:40 am)*

**10:00** William Timberlake (Indiana University, Bloomington): Superstition in Laboratories and Stereotypes in Zoos: An Evolutionary Approach to Learned Stereotyped Behavior

**10:35** Closing Remarks

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

**Saturday afternoon, May 26, Room 608, Washington State Convention Center**

<b>Time</b>	<b>Speaker</b>	<b>Affiliation</b>	<b>Title</b>	<b>Introduced by</b>
<b>1:00</b>	<b>Armando Machado</b>	University of Minho, Portugal	<i>An Invitation to Probability With Spreadsheet Simulations</i>	Alliston Reid (Wofford College)
<b>2:00</b>	<b>John A. Nevin</b>	University of New Hampshire	<i>Behavioral Models of Conditional Discrimination: Detection and Matching to Sample</i>	Timothy Shahan (Utah State University)
<b>3:00</b>	<b>Howard Rachlin</b>	State University of New York at Stony Brook	<i>A Behavioral Analysis of Altruism</i>	Leonard Green (Washington University, St. Louis)
<b>4:00</b>	<b>Michael Domjan</b>	The University of Texas at Austin	<i>Pavlovian Conditioning: It Is Not About the Conditioned Response, but About Modification of a Biobehavioral System</i>	Douglas Williams (University of Winnipeg)

For further information, visit the SQAB website at <http://sqab.psychology.org> or contact Tim Shahan, SQAB program chair, at [tim.shahan@usu.edu](mailto:tim.shahan@usu.edu)





# Saturday, May 26

Day Schedule

Workshops

Opening Event/SABA Awards

Sessions

Business Meetings

ABAI Expo







# Washington State Convention Center; Saturday, May 26

4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am		Room	
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																		6A	
																		6BC	
																		6E	
Speaker Ready Room																		601	
#77 CSE Ch: Meyer						#102 Behavior Analyst Online SIG												602	
						#98 Behavior Gerontology SIG												603	
#80 OBM Ch: Loukus						#99 EBP SIG												604	
#74 cont. Ch: Munoz						#97 EAHB SIG												605	
#67 cont. Ch: Morley		†				#94 Iowa ABA												606	
#79 EAB Domjan						#93 KY-ABA												607	
						#96 NWABA												608	
						#103 Ped. Feeding Disors. SIG												609	
#73 cont. Ch: Skinner						#95 WI ABA												610	
#69 cont. Ch: Ivler																		611	
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																		613/614	
																		615	
#70 cont. Ch: Harvey		†																616/617	
#68 cont. Ch: Schneider		†																618/619	
																		620	
Exhibits, Bookstore, and Posters		Poster Session I				Exhibits, Bookstore, and Posters		ABAI Expo										4AB	
Registration																			South Lobby
#63 cont.						#92 BACB Univ. Contact Faculty												4C-1	
																		4C-2	
#64 cont. Ch: Moyer						#101 Autism SIG												4C-3	
#65 cont. Ch: Follette						#100 Arizona ABA												4C-4	
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LEGEND

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Special and  
Invited Events

=

B. F. Skinner  
Lecture Series

=

ABAI Services

=

Student  
Committee  
Events

†

=

Continuing  
education credit  
available for  
behavior analysts

‡

=

Continuing  
education credit  
available for  
psychologists

Ch.

=

Chairperson





Level 6

Level 4

Level 3

Level 2

## LEGEND

-  = Special and Invited Events
-  = B. F. Skinner Lecture Series
-  = ABAI Services
-  = Student Committee Events
- † = Continuing education credit available for behavior analysts
- ‡ = Continuing education credit available for psychologists
- Ch. = Chairperson



## Sheraton Seattle; Saturday, May 26

[illegible]

# The Conference Center; Saturday, May 26

	Room	8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		3 pm		4 pm	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Level 3	301											#21 AUT Ch: Hall				#66 AUT Ch: Gerenser			
	302											#18 AUT Ch: Haymes		#51 AUT Ch: Lyons		#76 AUT Ch: Wright			
	303/304											#15 PRA Gambrell		#36 DDA Williams		#62 VRB Pepperberg			
	305											#19 AUT Ch: Bancroft		#49 AUT Ch: Petursdottir					
Level 2	202											#11 PRA Ch: Mader		#44 PRA Ch: Hagopian		#71 PRA Ch: Field			
	204											#30 PRA Ch: Kubina Jr.		#48 PRA Ch: Hoch		#72 PRA Ch: Dorsey			
Level 1	101											#33 VRB Ch: Polick				#81 VRB Ch: Smith			
Lower Level	LL02											#20 AUT Ch: Jackson		#50 AUT Ch: Matchneva					
	LL03																		
	LL04											#24 DDA Ch: Rooker		#54 DDA Ch: Cannella-Malone		#75 DDA Ch: Butler			
	LL05											#25 DDA Ch: Reeve		#53 DDA Ch: Mason		#78 DDA Ch: Zangrillo			

## LEGEND

-  = Special and Invited Events
-  = B. F. Skinner Lecture Series
- † = Continuing education credit available for behavior analysts
- Ch. = Chairperson



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<b>Workshop #55</b> 8:00 am–11:00 am 4C-1 (Convention Center) AUT CE Instructor: Chata A. Dickson, Ph.D. <b>Identifying Priorities for Teaching Children With Autism: Where Do We Begin?</b> CHATA A. DICKSON and RENEE C. MANSFIELD (New England Center for Children) <b>Audience:</b> The target workshop audience is professionals who develop educational treatment plans for children with autism. <b>Level:</b> Introductory <b>Pre-registration:</b> \$134 (Member), \$159 (Nonmember) <b>On-site:</b> \$159 (Member), \$184 (Nonmember)	<b>CE: PSY/BACB</b>	<b>Workshop #58</b> 8:00 am–11:00 am 612 (Convention Center) AUT CE Instructor: Mary Ellen McDonald, Ph.D. <b>Technology and Learning: Developing Innovative Teaching Methods for Individuals With Autism Spectrum Disorders</b> MARY ELLEN MCDONALD (Hofstra University), NANCY PHILLIPS (The Genesis School), MARIA GARRETT (Nassau Suffolk Services for Autism), and MELISA KEANE (Connecticut Center for Child Development) <b>Audience:</b> This workshop is appropriate for psychologists, special educators, social workers, speech pathologists, and parents. <b>Level:</b> Intermediate <b>Pre-registration:</b> \$145 (Member), \$170 (Nonmember) <b>On-site:</b> \$170 (Member), \$195 (Nonmember)	<b>CE: PSY/BACB</b>
<b>Workshop #56</b> 8:00 am–11:00 am 4C-2 (Convention Center) AUT CE Instructor: Mareile A. Koenig, Ph.D. <b>Creating Sustainable Services for Children With Autism in Developing Countries</b> TRACY VAIL (Let's Talk Speech and Language Services, Inc.) and MAREILE A. KOENIG (West Chester University) <b>Audience:</b> This workshop is appropriate for speech pathologists, behavior analysts, parents, students, and anyone with a passion for increasing the availability of behavioral programs for children with autism in developing countries. <b>Level:</b> Intermediate <b>Pre-registration:</b> \$130 (Member), \$155 (Nonmember) <b>On-site:</b> \$155 (Member), \$180 (Nonmember)	<b>CE: PSY/BACB</b>	<b>Workshop #59</b> 8:00 am–11:00 am 201 (Convention Center) AUT CE Instructor: Linda S. Meyer, Ed.D. <b>Fitness and Autism: Evidence-Based Practices to Promote Healthy Lifestyles and Inclusion Opportunities for Individuals With Autism Spectrum Disorders</b> LINDA S. MEYER (Autism New Jersey), RANDY I. HOROWITZ (Eden II Programs), and BARBARA WELLS (Autism New Jersey) <b>Audience:</b> The workshop is appropriate for behavior analysts and family members 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. <b>Level:</b> Intermediate <b>Pre-registration:</b> \$145 (Member), \$170 (Nonmember) <b>On-site:</b> \$170 (Member), \$195 (Nonmember)	<b>CE: PSY/BACB</b>
<b>Workshop #57</b> 8:00 am–11:00 am 2B (Convention Center) AUT CE Instructor: Michael M. Mueller, Ph.D. <b>Assessing and Teaching Functional Skills to Children With Autism in Home, School, and Community Settings</b> JAMES W. PARTINGTON (Behavior Analysts, Inc.) and MICHAEL M. MUELLER (Stimulus Publications) <b>Audience:</b> This workshop is appropriate for behavior analysts who work with children with autism. <b>Level:</b> Introductory <b>Pre-registration:</b> \$140 (Member), \$165 (Nonmember) <b>On-site:</b> \$165 (Member), \$190 (Nonmember)	<b>CE: PSY/BACB</b>	<b>Workshop #60</b> 8:00 am–11:00 am 213 (Convention Center) AUT CE Instructor: Elizabeth Fong Hughes, MA <b>Bridging Sociocultural Differences and Distance in the Treatment and Support of Children With Autism and Related Developmental Disorders</b> ROBYN M. CATAGNUS and LIN CHONG (Rethink Autism), ELIZABETH FONG HUGHES (Multicultural Alliance of Behavior Analysts), FRANCINE BAFFA (IBEST, LLC), and SAKURAKO SHERRY TANAKA (Multicultural Alliance of Behavior Analysts)	<b>CE: PSY/BACB</b>

**Audience:** The target audience consists of clinical practitioners, behavior consultants, teachers, therapists, and parents with experience or interest in treating children with diagnoses of ASD from diverse sociocultural backgrounds; autism service providers extending or with plans to extend their ABA-based services to overseas communities, or overseas clinical experts, service providers, and schools adapting ABA-based interventions for autism and related developmental disorders within their cultural communities; and clinicians, behavior consultants, and teachers who are working within a bilingual context and community, socioeconomically challenged groups/families, and immigrant families.

**Level:** Introductory

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

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

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

8:00 am–11:00 am

205 (Convention Center)

AUT

CE Instructor: Helen P. Mader, MA

#### **Decreasing Problem Behaviors of Children With Autism—Part 2 in a Series**

HELEN P. MADER (Behavior Frontiers, LLC)

**Audience:** This workshop will benefit individuals such as behavior analysts, assistant behavior analysts, line therapists, teachers, paraprofessionals, speech pathologists, and psychologists working directly with children with autism or other special needs who desire comprehensive information on the ABA methods effective to decrease problem behaviors.

**Level:** Introductory

**Pre-registration:** \$155 (Member), \$180 (Nonmember)

**On-site:** \$180 (Member), \$205 (Nonmember)

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

8:00 am–11:00 am

4C-3 (Convention Center)

AUT

CE Instructor: Justin B. Leaf, Ph.D.

#### **Teaching “Learning to Learn” Skills to Children Diagnosed With an Autism Spectrum Disorder**

RONALD B. LEAF, MITCHELL T. TAUBMAN, JOHN JAMES MCEACHIN, and JUSTIN B. LEAF (Autism Partnership)

**Audience:** The targeted audience for this workshop is clinicians who implement behavioral intervention with children and adolescents with autism. Teachers, professors, school administrators, parents, and graduate students would also benefit from attending the workshop.

**Level:** Introductory

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

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

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

8:00 am–11:00 am

618/619 (Convention Center)

AUT

CE Instructor: Hanna Rue, Ph.D.

#### **Evidenced-Based Practice and Building Capacity**

HANNA RUE, MARISA PETRUCELLI, and MARIA KNOX (May Institute)

**Audience:** The target audience for this workshop is behavior analysts, psychologists, educators, administrators, and managers in human service agencies and educational settings.

**Level:** Intermediate

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

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

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

8:00 am–11:00 am

602 (Convention Center)

AUT

CE Instructor: Monika M. Suchowierska, Ph.D.

#### **First 3 Months of Behavioral Intervention for Children With Autism: A Developmental Perspective**

MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology) and LINDA S. HEITZMAN-POWELL (University of Kansas Medical Center)

**Audience:** This workshop is designed for behavior analysts who work with families of young children with autism and are responsible for programming therapeutic goals for their pupils.

**Level:** Intermediate

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

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

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

8:00 am–11:00 am

616/617 (Convention Center)

AUT

CE Instructor: Laura Kenneally, Ed.D.

#### **Using the iPad to Aid Students With Autism to Communicate and Be Included in General Education Settings and the Community**

LAURA KENNEALLY and KATHLEEN MCCABE-ODRI (Advance, Inc.) and JENNIFER CORNELLY and NICOLE PEASE (Partners in Learning, Inc.)

**Audience:** This workshop is appropriate for BCBAs, teachers, CST members, and psychologists.

**Level:** Intermediate

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

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

<b>Workshop #66</b>	<b>CE: PSY/BACB</b>	<b>Workshop #69</b>	<b>CE: PSY/BACB</b>
8:00 am–11:00 am 3A (Convention Center) CBM CE Instructor: Abigail B. Calkin, Ph.D.		8:00 am–11:00 am 211 (Convention Center) CSE CE Instructor: Weihe Huang, Ph.D.	
<b>Changing Thoughts, Feelings, and Urges</b> ABIGAIL B. CALKIN (Calkin Consulting Center)		<b>Solving Ethical Dilemmas in the Practice of Applied Behavior Analysis</b> WEIHE HUANG (Regional Center of the East Bay)	
<b>Audience:</b> This workshop is appropriate for psychologists, clinical behavior analysts, social workers, teachers of regular or special education children, and other professionals interested in behavior change of thoughts, feelings, and urges.		<b>Audience:</b> This workshop is appropriate for behavior analysts working in various clinical settings, including natural homes, residential facilities, day programs, and educational programs, as well as psychologists working in these settings.	
<b>Level:</b> Introductory		<b>Level:</b> Intermediate	
<b>Pre-registration:</b> \$140 (Member), \$165 (Nonmember)		<b>Pre-registration:</b> \$125 (Member), \$150 (Nonmember)	
<b>On-site:</b> \$165 (Member), \$190 (Nonmember)		<b>On-site:</b> \$150 (Member), \$175 (Nonmember)	
<b>Workshop #67</b>	<b>CE: PSY/BACB</b>	<b>Workshop #70</b>	<b>CE: PSY/BACB</b>
8:00 am–11:00 am 606 (Convention Center) CBM CE Instructor: James Para-Cremer, MA		8:00 am–11:00 am 604 (Convention Center) CSE CE Instructor: Nanette L. Perrin, MA	
<b>Behavioral Methods and Strategies for Children and Adults With Brain Injury in School, Home, and Community-Based Settings</b> Michael P. Mozzoni (Lakeview NeuroRehabilitation Center) and MAHIN L. PARA-CREMER and JAMES PARA-CREMER (Lakeview Specialty Hospital & Rehabilitation Center)		<b>Navigating the Ethics of Service Delivery for Children With Autism and Their Families</b> NANETTE L. PERRIN (University of Kansas) and AMANDA L. LITTLE (University of Texas at Austin)	
<b>Audience:</b> This workshop is appropriate for behavior analysts working in school and community settings with a minimum of BCaBA competence.		<b>Audience:</b> This workshop is appropriate for Board Certified Behavior Analysts and Board Certified Assistant Behavior Analysts seeking additional practice identifying and appropriately responding to ethical dilemmas they may face in their professional interactions with children and families.	
<b>Pre-registration:</b> \$144 (Member), \$170 (Nonmember)		<b>Pre-registration:</b> \$125 (Member), \$150 (Nonmember)	
<b>On-site:</b> \$169 (Member), \$195 (Nonmember)		<b>On-site:</b> \$150 (Member), \$175 (Nonmember)	
<b>Workshop #68</b>	<b>CE: PSY/BACB</b>	<b>Workshop #71</b>	<b>CE: PSY/BACB</b>
8:00 am–11:00 am 304 (Convention Center) CBM CE Instructor: Susan E. Henson, MS		8:00 am–11:00 am 305 (Convention Center) DDA CE Instructor: Jennifer M. Derderian, MS	
<b>Parent Training and Consultation: Effective Strategies to Increase Buy-In and Compliance of Parents and Other Caregivers</b> SUSAN E. HENSON (Wellspring)		<b>DIY Behavioral Tool Kit: Developing and Implementing Visual Materials That Support the Success of Behavior Plans</b> JENNIFER M. DERDERIAN and DIPTI MUDGAL (May Institute)	
<b>Audience:</b> This workshop's target audience includes introductory and intermediate BCBAs, other behaviorists, and other professionals who want to increase their skill set as related to effective parent training in applied settings.		<b>Audience:</b> This workshop is appropriate for clinicians or parents of developmentally disabled children with behavior problems. Master's level therapists, psychologists, and family members are welcome. Participants should have a fundamental understanding of the principles of applied behavior analysis.	
<b>Level:</b> Introductory		<b>Level:</b> Intermediate	
<b>Pre-registration:</b> \$125 (Member), \$150 (Nonmember)		<b>Pre-registration:</b> \$140 (Member), \$165 (Nonmember)	
<b>On-site:</b> \$150 (Member), \$175 (Nonmember)		<b>On-site:</b> \$165 (Member), \$190 (Nonmember)	

<b>Workshop #72</b> <b>CE: BACB</b> 8:00 am–11:00 am 615 (Convention Center) EAB CE Instructor: Heidi L. Hillman, Ph.D.  <b>Designing Single Subject Graphs Using Excel</b> HEIDI L. HILLMAN (Heritage University)  <b>Audience:</b> The target audience is graduate students who are having difficulty designing single subject experimental designs using Excel.  <b>Level:</b> Intermediate  <b>Pre-registration:</b> \$125 (Member), \$150 (Nonmember) <b>On-site:</b> \$150 (Member), \$175 (Nonmember)	<b>Workshop #75</b> <b>CE: PSY/BACB</b> 8:00 am–11:00 am 310 (Convention Center) EDC CE Instructor: Robert F. Putnam, Ph.D.  <b>Improving Classroom Behavior Support Practices Through Applied Behavior Analysis Interventions</b> ROBERT F. PUTNAM and ADAM FEINBERG (May Institute)  <b>Audience:</b> This workshop is appropriate for behavior analysts who provide training and consultation to school teachers or paraprofessionals.  <b>Level:</b> Intermediate  <b>Pre-registration:</b> \$125 (Member), \$150 (Nonmember) <b>On-site:</b> \$150 (Member), \$175 (Nonmember)
<b>Workshop #73</b> <b>CE: PSY/BACB</b> 8:00 am–11:00 am 605 (Convention Center) EDC CE Instructor: Kaycee Bennett, MA  <b>Data Collection in the Schools—Implementation, Integration, and Integrity in the Age of Accountability</b> BENJAMIN N. WITTS and KAYCEE BENNETT (University of Nevada, Reno) and ELIZABETH SEXTON (Washoe County School District)  <b>Audience:</b> This workshop has been designed primarily for educators, school administrators, school psychologists and counselors, and behavior analysts working in school districts.  <b>Level:</b> Intermediate  <b>Pre-registration:</b> \$140 (Member), \$165 (Nonmember) <b>On-site:</b> \$165 (Member), \$190 (Nonmember)	<b>Workshop #76</b> <b>CE: PSY/BACB</b> 8:00 am–11:00 am 306 (Convention Center) EDC CE Instructor: Maureen O'Connor, MA  <b>Validating Treatments Through School-Based Consultation</b> MAUREEN O'CONNOR and POLLY DARO (University of Nebraska-Lincoln)  <b>Audience:</b> This presentation is geared toward practitioners, researchers, and/or students seeking to learn how to do school-based consultation for typical academic and behavioral problems.  <b>Level:</b> Intermediate  <b>Pre-registration:</b> \$125 (Member), \$150 (Nonmember) <b>On-site:</b> \$150 (Member), \$175 (Nonmember)
<b>Workshop #74</b> <b>CE: PSY/BACB</b> 8:00 am–11:00 am 203 (Convention Center) EDC CE Instructor: Guy S. Bruce, Ed.D.  <b>Applications of Learning Efficiency Research</b> GUY S. BRUCE (Appealing Solutions, LLC)  <b>Audience:</b> This workshop will be useful to anyone interested in tools for evaluating and improving the efficiency with which learners acquire knowledge and skills.  <b>Level:</b> Introductory  <b>Pre-registration:</b> \$150 (Member), \$175 (Nonmember) <b>On-site:</b> \$175 (Member), \$200 (Nonmember)	<b>Workshop #77</b> <b>CE: PSY/BACB</b> 8:00 am–11:00 am 613/614 (Convention Center) EDC CE Instructor: Kerri L. Milyko, Ph.D.  <b>Precision Teaching and Standard Celeration Charting Part Deux: Application of the Science</b> JEFFREY GESICK and KERRI L. MILYKO (Precision Teaching Learning Center) and JENNIFER TESTA (Morningside Academy)  <b>Audience:</b> The target audience will include practitioners looking to incorporate Precision Teaching, fluency-based instruction, and direct instruction into their practice. Audience members should be practitioners at or beyond the graduate level, and they should be at the programming and decision-making level of their practice. Participants



should be familiar with Precision Teaching and the Standard Celeration Chart. Participants should have attended the beginner Precision Teaching workshop prior to attending this workshop.

**Level:** Intermediate

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

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

**Workshop #78** **CE: PSY/BACB**

8:00 am–11:00 am

3B (Convention Center)

EDC

CE Instructor: Jill E. McGrath Maher, MS

**Decreasing Staff to Student Ratios: Assessment Protocol and Instructional Strategies to Systematically Fade Staff Support and Promote Independent Futures for Students With Developmental Disabilities**

MICHELE D. BROCK, BRITANY WOJTYSIK, BENJAMIN R. BRUNEAU, KEVIN HARDY, RACHEL ABRAHAM, MATTHEW SANKO, and JILL E. MCGRATH MAHER (Crossroads School for Children)

**Audience:** This workshop is appropriate for practitioners and administrators.

**Level:** Intermediate

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

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

**Workshop #79** **CE: PSY/BACB**

8:00 am–11:00 am

308 (Convention Center)

OBM

CE Instructor: Kathleen S. Marshall, MS

**Managing a Human Service Agency Using Human Performance Technology**

DONNIE M. STAFF, SHANE D. ISLEY, and KATHLEEN S. MARSHALL (West Coast Behavioral Consultants, Inc.)

**Audience:** This workshop is appropriate for executive directors, program directors, and staff supervisors.

**Level:** Intermediate

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

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

**Workshop #80** **CE: PSY/BACB**

8:00 am–11:00 am

212 (Convention Center)

PRA

CE Instructor: W. Joseph Wyatt, Ph.D.

**Forensic Behavior Analysis and Expert Testimony: Applications to the Legal Arena**

W. JOSEPH WYATT (Marshall University)

**Audience:** Participants should be doctoral and master's level practitioners who are involved in the

court/legal arenas, or who anticipate being so involved. It also will be useful to faculty members who anticipate that their students may someday be involved in forensic activities such as forensic assessment, expert testimony, and the like.

**Level:** Introductory

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

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

**Workshop #81** **CE: PSY/BACB**

8:00 am–11:00 am

620 (Convention Center)

PRA

CE Instructor: Michael Weinberg, Ph.D.

**Clinical Behavior Analysis: Mode Deactivation Therapy and Behavioral Coaching**

JACK A. APSCHÉ (The Apsché Center at North Spring Behavioral Healthcare) and MICHAEL WEINBERG (Achieve Beyond Pediatric Therapy and Autism Services, Bilinguals, Inc.)

**Audience:** This workshop is appropriate for practitioners interested in the use of clinical behavior analysis approaches with clinical populations of adolescents and adults. This is an introductory level workshop for those just entering the field or interested in providing behavior analytic methods for traditional clinical populations (i.e., non-DD/non-ASD groups).

**Level:** Introductory

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

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

**Workshop #82** **CE: PSY/BACB**

8:00 am–11:00 am

303 (Convention Center)

PRA

CE Instructor: Martin Thomas Ivancic, Ph.D.

**Disability to Management: From Function to Treatment**

MARTIN THOMAS IVANCIC (J. Iverson Riddle Developmental Center)

**Audience:** This workshop is appropriate for practitioners who are concerned that their clients receive effective treatments that are derived from relevant functions, and that the behavior of the individuals who conduct these treatments maintain the integrity of those programs.

**Level:** Introductory

**Pre-registration:** \$128 (Member), \$153 (Nonmember)

**On-site:** \$153 (Member), \$178 (Nonmember)

<b>Workshop #83</b> <b>CE: PSY/BACB</b> <hr/> 8:00 am–11:00 am 2A (Convention Center) PRA CE Instructor: Merrill Winston, Ph.D. <b>Applying the Concepts of Error Prevention and Root Cause Analysis to Events Related to Crisis Behaviors</b> LARAINE WINSTON and MERRILL WINSTON (Professional Crisis Management, Inc.) <b>Audience:</b> The target audience of this workshop is behavior analysts and other behavioral professionals who work hands on with consumers who exhibit aggressive behavior and who are subject to physical crisis management strategies (physical restraint). <b>Level:</b> Introductory <b>Pre-registration:</b> \$133 (Member), \$158 (Nonmember) <b>On-site:</b> \$158 (Member), \$183 (Nonmember)	<b>Workshop #86</b> <b>CE: BACB</b> <hr/> 8:00 am–11:00 am 307 (Convention Center) PRA CE Instructor: Christina Barosky, MA <b>Using Excel for Analyzing Treatment Outcomes in Applied Settings</b> CHRISTINA BAROSKY (The BISTA Center), REBECCA RENEE WISKIRCHEN (ACCEL), and LISA M. STEWART and LYDIA MACKAY (The BISTA Center) <b>Audience:</b> This workshop is appropriate for behavior analysts, practitioners, students, researchers, educational service providers, and others interested in visual displays of data in single-subject research and program progress. <b>Level:</b> Introductory <b>Pre-registration:</b> \$125 (Member), \$150 (Nonmember) <b>On-site:</b> \$150 (Member), \$175 (Nonmember)
<b>Workshop #84</b> <b>CE: PSY/BACB</b> <hr/> 8:00 am–11:00 am 309 (Convention Center) PRA CE Instructor: Megan M. Coatley, MA <b>Bridging the Gap Between Applied Behavior Analysis and a Health and Fitness Practice</b> MEGAN M. COATLEY (SPARK Behavior Solutions, LLC) and RAUL MENDOZA (Walden University) <b>Audience:</b> The target audience is BCBAs, BCaBAs, psychologists, personal trainers, and other professionals in the field of behavioral medicine who are looking to broaden their practice or learn more about behavior analytic principles as they relate to health and wellness. <b>Level:</b> Intermediate <b>Pre-registration:</b> \$135 (Member), \$160 (Nonmember) <b>On-site:</b> \$160 (Member), \$185 (Nonmember)	<b>Workshop #87</b> <b>CE: BACB</b> <hr/> 8:00 am–11:00 am 204 (Convention Center) PRA CE Instructor: Paul Chrustowski, Ph.D. <b>iPad/iPhone/iPod Touch Applications for Behavioral Assessment and Intervention</b> PAUL CHRUSTOWSKI, CHRISTIAN MARCILLO, and GLEN KONOPASKIE (Future Help Designs) <b>Audience:</b> The target audience is behavioral practitioners with an interest in the use of technology to enhance their practice. <b>Level:</b> Intermediate <b>Pre-registration:</b> \$140 (Member), \$160 (Nonmember) <b>On-site:</b> \$165 (Member), \$185 (Nonmember)
<b>Workshop #85</b> <b>CE: PSY/BACB</b> <hr/> 8:00 am–11:00 am 603 (Convention Center) PRA CE Instructor: Tyra P. Sellers, Ph.D. <b>Ethical Considerations for Applied Behavior Analysts</b> TYRA P. SELLERS (STE Consultants) and MATTHEW T. BRODHEAD, KRISTEN KELLEY, JOY S. POLLARD, and THOMAS S. HIGBEE (Utah State University) <b>Audience:</b> The target audience includes MA or Ph.D. behavior analysts who work in clinical settings. Behavior analysts who run applied research settings may also be interested in this workshop. <b>Level:</b> Intermediate <b>Pre-registration:</b> \$130 (Member), \$155 (Nonmember) <b>On-site:</b> \$155 (Member), \$180 (Nonmember)	<b>Workshop #88 CE: PSY/BACB</b> <hr/> 8:00 am–11:00 am 214 (Convention Center) PRA CE Instructor: Chris M. Schaub, M.Ed. <b>From Stabilization to Generalization: The Role and Importance of Behavior Analysis in All Levels of Post Acute Interdisciplinary Treatment Planning With Survivors of Traumatic Brain Injury</b> CHRIS M. SCHAUB and CHRISTINA M. PETERS (ReMed) <b>Audience:</b> This workshop is intended for behavior analysts and/or interdisciplinary treatment team members currently working or interested in working with survivors of traumatic brain injury with complex neurobehavioral sequelae. <b>Level:</b> Intermediate <b>Pre-registration:</b> \$140 (Member), \$160 (Nonmember) <b>On-site:</b> \$165 (Member), \$185 (Nonmember)

**Workshop #89****CE: PSY/BACB**

8:00 am–11:00 am

611 (Convention Center)

PRA

CE Instructor: Mary Roberta Hoadley, M.Ed.

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

MARY ROBERTA HOADLEY (Parley Services Limited)

**Audience:** This workshop is appropriate for ABA practitioners working with adults or working in community and facility settings.**Level:** Advanced**Pre-registration:** \$137 (Member), \$162 (Nonmember)**On-site:** \$162 (Member), \$187 (Nonmember)**Workshop #90****CE: PSY/BACB**

8:00 am–11:00 am

206 (Convention Center)

TBA

CE Instructor: Michelle Turan, MA

**Interteaching: A Practical Pedagogy for Promoting Performance in Higher Education**

CHRYSTAL E. R. JANSZ (Texas Tech University),

BRYAN K. SAVILLE (James Madison University),

and MICHELLE TURAN (University of Windsor)

**Audience:** This workshop is appropriate for those engaged in classroom instruction (e.g., professors, instructors) as well as program and department chairs in higher education. It will also be beneficial to graduate students pursuing faculty positions.**Level:** Introductory**Pre-registration:** \$127 (Member), \$152 (Nonmember)**On-site:** \$152 (Member), \$177 (Nonmember)**Workshop #91****CE: PSY/BACB**

8:00 am–11:00 am

4C-4 (Convention Center)

TPC

CE Instructor: Kristjan Gudmundsson, Ph.D.

**The Historical Origins of B. F. Skinner's Theory of Operant Behavior**

KRISTJAN GUDMUNDSSON (Reykjavik College of Women)

**Audience:** This workshop is appropriate for researchers in both basic animal research and also verbal behavior, as well as applied research, as Skinner very early on showed excellent ability to develop his own unique research interests. By way of example, the audience can benefit from Skinner's approach, whether it be basic, verbal, or applied.**Pre-registration:** \$145 (Member), \$170 (Nonmember)**On-site:** \$170 (Member), \$195 (Nonmember)**Saturday, May 26***Florida Institute of Technology***On Demand CEUs**

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## # 6 Special Event

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7:00 am–7:50 am

Willow A (Sheraton)

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

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

Participants are welcome to come enjoy a yoga and Pilates workout lead by certified instructors. There is no experience necessary to participate in this moderate exercise session. Wear comfortable clothes and bring a towel or mat. You will strengthen and stretch tired conference muscles. This event is held in partnership with the Health, Sports and Fitness SIG.

## # 7 Special Event

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9:00 am–11:00 am

Aspen (Sheraton)

### **Closed Meeting: Special Interest Group Leadership Training**

Chair: Richard W. Malott (Western Michigan University)

At the special interest group (SIG) leadership training, learn strategies for building and growing vibrant SIGs. Network and brainstorm with other leaders—from SIGs of all sizes, types, and locations. Christy Alligood, of the Applied Animal Behavior SIG, will make a presentation on “Legal and Financial Aspects of SIG Management,” describing the benefits of formally incorporating your SIG as a nonprofit organization, and will detail the steps and tools needed to establish your SIG legally and financially. Joshua K. Pritchard, of the Dissemination of Behavior Analysis SIG will present “Policies and Procedures for Ensuring Organized Succession Planning: Learning From Our Mistakes.” This presentation will provide some important techniques to ensure institutional memory, codify important aspects of your SIG, and create the foundation for a successful organization gleaned from missteps, hiccoughs, and a few successes over the course of a SIG’s development. Training will conclude with presenter/audience breakout sessions. Join Drs. Alligood and Pritchard in moderated discussions on the development strategies outlined in their presentations.

Although the training is free for up to three officers per SIG, advance registration is required. This event is closed; attendance is by invitation only.

## # 8 Special Event

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10:00 am–10:50 am

401 (Convention Center)

### **Parents, Professionals, and Students: Welcome to the ABAI Annual Convention**

Chair: Jennifer Hieminga (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. Furthermore, an event as large as ABAI may seem overwhelming to newcomers. Parents, professionals, and students who may be attending ABAI for the first time are encouraged to participate in this convention orientation and visit our webpage at [www.AutismPPPSIG.org](http://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–12:50 pm  
6BC (Convention Center)  
OTH

### Opening Event and Society for the Advancement of Behavior Analysis Awards

Chair: Michael J. Dougher (University of New Mexico)

#### Award for Distinguished Service to Behavior Analysis: Maria E. Malott, Ph.D. (Association for Behavior Analysis International)



Dr. Maria E. Malott is CEO of the Association for Behavior Analysis International (ABAI), which she has administered since 1993. During this time and within a few short years, ABAI has risen from near-bankruptcy to become a financially stable, growing scientific and professional organization. Her past experience includes serving as vice president of manufacturing at a midwestern injection molding company and president and founder of Malott and Associates, through which for 14 years she consulted for advertising agencies, restaurants, retail and manufacturing companies, hotels, banks, governmental organizations, and nonprofit institutions. Her clients have included Meijer, Inc.; Kellogg's; Pharmacia & Upjohn; General Motors

Corporation; and others. Throughout her career, Dr. Malott has combined the analysis of metacontingencies and behavioral contingencies in managing complex systems and, in the process, has taught dozens of corporate executives to appreciate the power of organizational behavior management technology. Dr. Malott has presented nearly 200 papers, taught 34 workshops, and lectured in 37 universities in 18 countries, and is an affiliated faculty in three universities. She has served on four editorial boards and is the author of the book *Paradox of Organizational Change*, published in Spanish and English and co-author of *Elementary Principles of Behavior*. She is a fellow of ABAI and was the recipient of the 2003 Award for International Dissemination of Behavior Analysis from the Society for the Advancement of Behavior Analysis, the 2004 Award for Outstanding Contributions to Organizational Behavior Management, from the Organizational Behavior Management Network, and the 2002 Outstanding Alumni Award from the Department of Psychology at Western Michigan University.

**Abstract:** The Association for Behavior Analysis International (ABAI) has been in existence for 39 years. In the last 20 years, the field has diversified its scientific undertakings and has experienced accelerated demand for behavior-analysis services across various domains, most notably autism treatment. ABAI has adjusted to these demands, while growing at a rapid rate: In the last 20 years, membership has grown from 2,412 to 6,411 (266%); registration at the annual convention, from 2,894 to 4,543 (157%); chapters, from 31 to 75 (245%); and special interest groups, from 20 to 34 (170%). While adjusting to external demands, ABAI has offered a variety of specialized events, increased the number of its publications, and offered diverse new services—all highly rated by our members. During this period, ABAI has also developed a solid infrastructure that grew from 2 to more than 20 regular employees and nearly 40 seasonal staff, developed an elaborate and effective technical and process infrastructure, and acquired its own headquarters. I will share an inside perspective on the major challenges we have faced and accomplishments we have achieved in ABAI's recent evolution and also the opportunities that lie ahead for the association and the discipline.

#### Award for International Dissemination of Behavior Analysis: Andy Bondy, Ph.D. (Pyramid Educational Consultants, Inc.)



Andy Bondy, Ph.D., has over 40 years experience working with children and adults with autism and related developmental disabilities. For more than a dozen years, he served as the director of a statewide public school program for students with autism. He and his wife, Lori Frost, pioneered the development of the Picture Exchange Communication System (PECS). He designed the Pyramid Approach to Education as a comprehensive combination of broad-spectrum behavior analysis and functional communication strategies. He is a co-founder of Pyramid Educational

Consultants, Inc., an internationally based team of specialists from many fields working together to promote integration of the principles of applied behavior analysis within functional activities and an emphasis on developing functional communication skills. He currently serves as vice-chair of the Board of Directors for the Cambridge Center for Behavioral Studies.

**Abstract** The first conference presentations about the PECS were presented in the late 1980s. The first publication about PECS described its initial use in a behaviorally oriented program in Peru. Since that time, hundreds of thousands of people have attended workshops on PECS and the Pyramid Approach to Education around the world. The effective implementation of PECS requires the application of many strategies developed within the area of broad-spectrum behavior analysis. The popularity of PECS has helped attract large numbers of professionals (and family members) outside of the field of behavior analysis and has offered them a functional perspective on language development and a host of teaching issues. Citations of key research and review articles support its appeal. The *PECS Manual* has a circulation of over 300,000 copies in ten languages supported by Pyramid consultant teams in a dozen countries. Workshops, consultation and products developed by Pyramid Educational Consultants, Inc. have introduced the relevance not only of focusing on observable behavior but also on the issue of “behavior under what conditions.” In this way, the strategies required to teach functional communication have been promoted as not only relevant to picture-based systems but to all communication modalities, and indeed, to all types of lessons.

**Award for Scientific Translation: Charles Fergus Lowe, Ph.D. and Pauline Horne, Ph.D. (Bangor University)**



A graduate of Trinity College, Dublin, Charles Fergus Lowe is professor of psychology at Bangor University, Wales. His early research was concerned with temporal control of responding on schedules of reinforcement, and later focussed on interspecies 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 nonclinical 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.



Pauline Horne’s research in the areas of children’s learning and the psychology of food choice is published in leading international journals and books. With her colleague, Professor Fergus Lowe, she has developed an intervention—known as *The Food Dudes*—that brings about large scale and long lasting increases in children’s consumption of fruit and vegetables. Its success in combating obesity has been recognised by awards from the World Health Organisation and the Caroline Walker Trust. The Programme is currently being introduced into all primary schools in Ireland and selected regions of England. It is also being piloted in a number of other countries.

**Abstract:** Behavior analysis could be much more successful than it has been in dealing with many of the most pressing issues that beset contemporary society. Governments across the globe are now seeking behavior change solutions to prevent costly health, social, financial, and environmental problems. This presents great opportunities for behavior analysts to demonstrate that they have the knowledge and skills to change society for the better. Our research can be seen as an attempt to do just that. We chose the biggest public health problem of our time—obesity—and set about devising an intervention that incorporated a range of behavioral principles. The resultant program is known as the *Food Dudes*, and it has been uniquely successful in bringing about large and long-lasting changes in the eating habits of 2–11-year-olds and their parents. It has been adopted by the Irish government for

all primary schools, and more than 300,000 children and their families have participated so far. It is now being rolled out to regions in England, initially to 50,000 children. Successful pilots have also been conducted in the USA and Italy. Recognition has come from various quarters, including the World Health Organization, which gave us an award for combating obesity; we also recently won the Chief Medical Officer's Gold Medal Award in the UK.

**Award for Enduring Programmatic Contributions to Behavior Analysis: University of North Texas  
Department of Behavior Analysis**

Richard G. Smith and Sigrid S. Glenn will accept the award on behalf of the program's faculty, students, and graduates. Their presentation will consist of a brief overview of the program's evolution, milestone events, accomplishments, and present day activities.

**Abstract:** The Department of Behavior Analysis at the University of North Texas has established a long tradition of leadership in teaching, service, and scholarship of behavior analysis. Its forerunner, the Center for Behavioral Studies, began in 1971 offering practicum training for UNT students through its Autism Treatment Center, its Behavior Contracting Service and its Behavior Exchange Clinic. It morphed into the Center for Behavior Analysis in 1983 when courses in behavior analysis were first introduced on the UNT campus. In 1993, it became the nation's first stand-alone *Department of Behavior Analysis*, thereby initiating a long line of firsts: the first graduate program accredited by the Association for Behavior Analysis, the first undergraduate degree in Applied Behavior Analysis, and the first online program to provide coursework required for professionals seeking certification by the Behavior Analysis Certification Board. Along with these "firsts," the department has enjoyed a longstanding reputation for excellence for its work in autism and related disabilities, basic human operant research, behavior and cultural analysis, applied behavior analysis with animals, and more. The department's stellar Master of Science program has attracted students from all across the United States as well as the U.K., Iceland, Norway, Japan, Colombia, and Brazil, to name a few. Accreditation reviews of the program have deemed it to be "rigorous and broad, focusing equally on basic and applied aspects of behavior analysis", and have concluded that "students who complete this program have experienced a course of study more like one might expect in a doctoral program than in a master's level program." The faculty has been described as "world class" and its research and service efforts as "cutting edge." Above all, the department values community, with professors who genuinely care about their students and the people (and nonhuman animals!) they serve, as well as doing all we can to promote the viability of our discipline and sustainability of our culture. We work hard, have fun, and try to do good, and we hope to continue to build on our history of enduring contributions to behavior analysis—as well as the larger culture—for a long, long time.

**# 10 Paper Session**

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1:00 pm–1:20 pm

4C-3 (Convention Center)

CBM

**From Small-N Research to National Institute of Health Funding of a Randomized Control Trial**

Chair: Scott T. Gaynor (Western Michigan University)

**A Programmatic Approach to Doing Applied Behavior Analysis in the Dental Clinic: From Small-N Research to National Institute of Health Funding of a Randomized Control Trial (Applied Research)**  
KEITH D. ALLEN (Munroe-Meyer Institute)



## # 11 Paper Session

1:00 pm–1:20 pm

202 (TCC)

PRA

### Pricing 101: What Rates Should Behavior Analysts Charge?

Chair: Helen P. Mader (Behavior Frontiers, LLC)

#### Pricing 101: What Rates Should Behavior Analysts Charge? The Importance of Not Under-Valuing Our Service (Service Delivery)

HELEN P. MADER (Behavior Frontiers, LLC)

## # 12 SQAB Tutorial

1:00 pm–1:50 pm

608 (Convention Center)

EAB; Basic Research

### An Invitation to Probability With Spreadsheet Simulations

Chair: Alliston K. Reid (Wofford College)

ARMANDO MACHADO (Universidade do Minho)



Armando Machado was an undergraduate student in Portugal, studied for 2 years in Belgium, and then in 1993 obtained his Ph.D. with John Staddon at Duke University. His doctoral research on the conditions in which pigeons generate highly variable behavior received the Annual Dissertation Award from Division 25 of APA. From 1994 until 2000 Armando was a professor at Indiana University (first assistant and then associate with tenure). In 2001, he moved to the University of Minho in the North of Portugal where he continues to study a variety of issues pertaining to behavior and learning (e.g., time and number discrimination, choice). In most of his studies, Armando contrasts data with the predictions of simple mathematical models

of behavior. His work has been published in various journals (e.g., *Journal for the Experimental Analysis of Behavior*, *Psychological Review*, *Psychological Science*, *Behavior and Philosophy*, etc.) and funded by the National Institute of Health and the Portuguese Science Foundation. He served as associate editor of *Psychonomic Bulletin & Review* and is currently a member of the editorial board of several journals. In collaboration with Francisco Silva from the University of Redlands, Armando has published a graphics-based workbook to be used in the teaching of learning. He is past program chair and past president of the Society for the Quantitative Analyses of Behavior.

**Abstract:** In this tutorial, I will review some fundamental ideas concerning the theory of probability. I will concentrate on the Poisson, Exponential, and Gamma random variables, review their properties, show how they are interrelated, illustrate their uses in modelling behaviour and learning, and simulate them in a spreadsheet. I will conclude with some notes concerning the Poisson Process and apply it to timing and concurrent choice.

## # 13 Panel Discussion

## Student Committee Event

1:00 pm–1:50 pm

611 (Convention Center)

EDC; Theory

### Professional Development Series: Applying to Graduate School

Chair: Kirsten Aasen (Gonzaga University)

RICHARD G. SMITH (University of North Texas)

RUSSELL W. MAGUIRE (Simmons College)

KIMBERLY P. WEBER (Gonzaga University)

## # 14 B. F. Skinner Lecture Series

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1:00 pm–1:50 pm

6E (Convention Center)

EDC; Applied Research

PSY CE Offered. CE Instructor: Carolyn Webster-Stratton, Ph.D.

### **Building Children's Emotional, Social, and Academic Bank Accounts: Working in Schools**

Chair: Jennifer L. Austin (University of Glamorgan)

CAROLYN WEBSTER-STRATTON (University of Washington)



Dr. Carolyn Webster-Stratton is professor emerita at the University of Washington. She is a licensed clinical psychologist and nurse practitioner and over the past 30 years has conducted numerous randomized control group studies to evaluate the effectiveness of intervention programs for promoting social and emotional competence, school readiness skills, and preventing conduct problems in high-risk populations. She has also evaluated teacher, parent, and child treatment programs for children diagnosed with oppositional defiant, conduct, or attention deficit hyperactivity disorder. She has developed the Incredible Years series, which include separate training programs, intervention manuals, and DVDs for use by trained therapists, teachers, and

group leaders to promote children's social competence, emotional regulation, problem solving skills, and reduce their behavior problems. The objectives of these interventions are to help parents and teachers provide young children (0–12 years) with a strong emotional, social, and academic foundation to achieve the long-term goal of reducing the development of depression, school dropout, violence, drug abuse, and delinquency in later years. She has published numerous scientific articles and chapters as well as a book for parents entitled, *Incredible Babies, Incredible Toddlers and The Incredible Years: A Trouble Shooting Guide for Parents of Children Aged 2–8 years*; a book for teachers entitled, *How to Promote Children's Social and Emotional Competence*; a book for therapists entitled, *Troubled Families—Problem Children*; and four books for children concerning problem-solving, anger management, and learning problems. These interventions have been translated in many languages and are being used in more than 15 countries. Additionally, they have received many awards, including the 1997 National Mental Health Lela Rowland Prevention Award for best mental health prevention program; the Office of Juvenile Justice Delinquency Prevention "Blueprint" Award; and the Department of Health and Social Services, Center for Substance Abuse Prevention Award for "exemplary" interventions. Dr. Webster-Stratton herself has been the recipient of the prestigious National Mental Health Research Scientist Award. Please see [www.incredibleyears.com](http://www.incredibleyears.com) for articles and more information.

**Abstract:** As much as 8% of young children are highly aggressive, oppositional, impulsive, inattentive, and difficult to parent or teach. Long-term studies show that such children are at high risk for developing conduct disorders that lead to school dropout, delinquency, violence, and substance abuse. Because conduct disorders are the most expensive mental health disorders in this country, this is a problem of public health importance. Identifying these high-risk children as early as possible in schools and helping teachers and parents work together to promote their social competence and self-regulation skills and reduce their aggression is critical to preventing the development of conduct disorders. Dr. Carolyn Webster-Stratton will present an overview of her evidence-based prevention and treatment programs for teachers, parents, and children, including a review of research outcomes and video examples of the different programs.

*Note: Dr. Webster-Stratton provides training and supplemental instructional materials for these programs, and therefore stands to gain financially from a positive report. This financial interest has previously been disclosed to the University of Washington and research is being managed consistent with federal and university policy.*

## # 15 Invited Presenter

1:00 pm–1:50 pm

303/304 (TCC)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Eileen Gambrill, Ph.D.

### **Birds of a Feather: Applied Behavior Analysis and Quality of Life**

Chair: Ronnie Detrich (Wing Institute)

EILEEN GAMBRILL (University of California, Berkeley)



Eileen Gambrill is the Hutto Patterson professor of Child and Family Studies at the School of Social Welfare, University of California at Berkeley, where she teaches both research and practice. Her research interests include professional decision-making, evidence-informed practice and the role of critical thinking within this, propaganda in the helping professions and its effects, and the ethics of helping. Recent publications include *Propaganda in the Helping Professions* (2012), Oxford; *Critical Thinking in Clinical Practice: Improving the Quality of Judgements and Decisions* (3rd Ed., 2012; John Wiley & Sons); and *Critical Thinking for Helping Professionals: A Skills-Based Workbook* (with Len Gibbs; 3rd Ed., 2009; Oxford).

**Abstract:** Applied behavior analysts have been helping people to enhance the quality of their lives for decades. Its very characteristics as described by Baer, Wolf, and Risley in 1968 continue to guide efforts to help clients and their significant others. Yet this knowledge often languishes unused and unappreciated. Distortions and misrepresentations of applied behavior analysis and radical behaviorism abound. Applied behavior analysis (ABA) is deeply contextual and deeply concerned with social validity—with the views of clients and significant others in terms of what matters. These very characteristics make it radical in terms of shedding light on dysfunctional contingencies that some may wish to remain hidden. However, given that ABA and quality of life are birds of a feather, we must become more adept at highlighting this close relationship. An agenda for accomplishing this will be suggested. This agenda includes drawing on technologies such as the Internet, including interactive opportunities to highlight avoidable ignorance and related harms and missed opportunities to help clients to enhance the quality of their lives. Related research in the areas of critical thinking, evidence-informed practice, and social persuasion is drawn on in designing this agenda.

## # 16 Invited Presenter

1:00 pm–1:50 pm

6BC (Convention Center)

TPC; Theory

PSY/BACB CE Offered. CE Instructor: Julie S. Vargas, Ph.D.

### **Why Skinner Considered *Verbal Behavior* His Most Important Work**

Chair: Per Holth (Oslo and Akershus University College of Applied Sciences)

JULIE S. VARGAS (B. F. Skinner Foundation)



Dr. Julie S. Vargas is president of the B. F. Skinner Foundation and a former president of the ABAL. Along with Dr. Scott Wood, she was a founder and senior editor of *The Behavior Analyst*. Dr. Vargas is on the editorial boards of several journals, including *The Analysis of Verbal Behavior*. She is author of four books, including *Behavior Analysis for Effective Teaching*, published in 2009. Her publications include two encyclopedia entries on B. F. Skinner as well as articles on instructional design, on Skinner's life and work, and on verbal behavior. Dr. Vargas is currently involved in archival work in conjunction with the B. F. Skinner Foundation and the Harvard University Archives.

**Abstract:** B. F. Skinner called *Verbal Behavior* his most important work. It is the only book entirely devoted to human behavior, a topic he had avoided in his 1938 book *Behavior of Organisms*. However, by 1938 Skinner had already begun work on the book that was to become *Verbal Behavior*. This paper traces Skinner's comments in personal notes, correspondence, talks, and publications about verbal behavior and its importance for a science of behavior.

## # 17 Paper Session

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1:00 pm–1:50 pm

605 (Convention Center)

TPC

### **Selected Topics in Theoretical, Philosophical and Conceptual Issues**

Chair: Denis P. O'Hora (National University of Ireland, Galway)

#### **Continuous Response Dynamics in the Experimental Analysis of Behavior** (Basic Research)

DENIS P. O'HORA (National University of Ireland, Galway) and Rick Dale (University of Memphis)

#### **A Neural Network Analysis of Diversified Physiological and Behavioral Outcomes** (Applied Research)

CHRIS NINNESS, Robin Rumph, Logan Clary, Judy Lauter, and Michael Coffee (Stephen F. Austin State University); Sharon Ninness (Angelina College); and Elizabeth Kelly and Marilyn Rumph (Stephen F. Austin State University)

## # 18 Panel Discussion

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1:00 pm–2:20 pm

302 (TCC)

AUT; Service Delivery

### **Understanding the Stalking Behaviors by Individuals With Autism Spectrum Disorder**

Chair: Linda K. Haymes (Touro University)

KEITH STOREY (Touro University)

MICHAL POST (Touro University)

TAMARA LOUGHREY (Loughrey & Associates)

V. MARK DURAND (University of South Florida, St. Petersburg)

## # 19 Symposium

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1:00 pm–2:20 pm

305 (TCC)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Stacie Bancroft, Ph.D.

### **Assessment and Treatment of Restricted and Repetitive Behavior**

Chair: Stacie Bancroft (New England Center for Children)

Discussant: Timothy R. Vollmer (University of Florida)

#### **Increasing Variability During Play for Children With Autism**

STACIE BANCROFT (New England Center for Children), Rachel H. Thompson (Western New England University), and Nate Rodriguez (New England Center for Children)

#### **Functional Analysis and Treatment of Perseverative Behavior**

DAVID E. KUHN, Stephanie A. Contrucci Kuhn, Patricia A. Moss-Lourenco, and Nicole Pearson (Westchester Institute for Human Development)

#### **Evaluating the Use of a Multiple Schedule for Identifying Treatment Effects and Motivational Effects**

DELNA H. BHARUCHA, Julie Elizabeth McKendry, and William H. Ahearn (New England Center for Children)

## # 20 Symposium

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1:00 pm–2:20 pm

LL02 (TCC)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Marianne L. Jackson, Ph.D.

### **Contemporary Research in the Acquisition of Complex Social Skills**

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

#### **An Examination of the Relation Between Basic Deictic Frames and Performance of Traditional Theory of Mind Tasks**

DENA MENDOZA and Marianne L. Jackson (California State University, Fresno)

**Programming for Generalization of Perspective-Taking Abilities Using Deictic Relational Responding in Children With Autism**

AMBER MARIE CANDIDO (University of Nevada, Reno) and Marianne L. Jackson (California State University, Fresno)

**Establishing Metaphorical Reasoning in Children With Autism**

Angela M. Persicke, Jonathan J. Tarbox, and JENNIFER RANICK (Center for Autism and Related Disorders, Inc.)

**Issues in the Development and Evaluation of a Data-Driven Social Skills Program for Individuals With Asperger's Syndrome**

LAURA BARCELOS, Marianne L. Jackson, Allie Baldwin, and Jovonnice E-Leal (California State University, Fresno)

**# 21 Symposium**

1:00 pm–2:20 pm

301 (TCC)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Hillary Whiteside, MS

**Video Modeling: Evidence-Based Practice for Teaching Students and Educators a Variety of Skills**

Chair: Laura J. Hall (San Diego State University)

**Video Modeling and Video Feedback in Training Paraprofessionals to Teach Daily Living Skills to Children With Autism**

SHERRY LACSON (The Institute for Effective Education) and Yasemin Turan (San Diego State University)

**The Use of Video Modeling to Teach Children With Autism to Offer Assistance to Others**

ALICIA RITTER and Hillary Whiteside (The Institute for Effective Education)

**Teaching Social Reciprocity Between Peers With Autism Using Video Modeling**

HILLARY WHITESIDE and Laura Hoge (The Institute for Effective Education)

**Video Modeling to Teach Manding for Assistance**

MATTHEW WILBAT and Hillary Whiteside (The Institute for Effective Education) and Laura J. Hall (San Diego State University)

**# 22 Symposium**

1:00 pm–2:20 pm

615 (Convention Center)

BPH/EAB; Basic Research

**Behavioral Pharmacology of Complex Behavior**

Chair: Vanessa Minervini (University of Florida)

**Environmental Variables Influencing the Response-Maintaining Effects of Dopamine Agonists in Rhesus Monkeys**

CARLA H. LAGORIO, Gail Winger, and James H. Woods (University of Michigan)

**Evaluation of Potential Cognitive-Enhancing Effects of  $\alpha 5$ GABAA Inverse Agonists in Rhesus Monkeys**

PAUL L. SOTO and Sundari Rallapalli (Johns Hopkins University), James M. Cook (University of Wisconsin, Milwaukee), and Nancy A. Ator and Michael R. Weed (Johns Hopkins University)

**Drug Effects on Complex Olfactory Stimulus Control in Rats**

MARK GALIZIO (University of North Carolina Wilmington)

**Empirical Validation of a Novel Touch-Sensitive Apparatus to Test Drug Effects in Squirrel Monkeys**

BRIAN D. KANGAS and Jack Bergman (Harvard Medical School)

## # 23 Symposium

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1:00 pm–2:20 pm

602 (Convention Center)

CSE/AUT; Applied Research

BACB CE Offered. CE Instructor: Lisa A. Studer, MS

### **Establishing Clinical Integrity Within Residential Services for Individuals With Challenging Behaviors**

Chair: John C. Randall (Amego, Inc.)

Discussant: Paul A. Dores (private practice)

#### **Clinical Systems and Support Within Residential Services**

LISA A. STUDER and Frank L. Bird (Melmark New England)

#### **Transitioning to a Residential Program With Comprehensive Clinical Supports**

JULIE HAYES and Annie K. Barlow (Amego, Inc.)

#### **Evaluating the Effects of Long-Term Implementation of Behavioral Strategies Within a Residential Setting**

KIMBERLY L. MAYER, Frank L. Bird, and Kathy Crane (Melmark New England)

## # 24 Symposium

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1:00 pm–2:20 pm

LL04 (TCC)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Griffin Rooker, Ph.D.

### **Identifying Empirically Supported Treatments for Individuals Diagnosed With Intellectual and Developmental Disabilities**

Chair: Griffin Rooker (Kennedy Krieger Institute)

Discussant: Timothy A. Slocum (Utah State University)

#### **A Meta-analysis of Single-Case Design Research in the Area of Acquired Brain Injury**

MEGAN RAE HEINICKE (Auburn University) and James E. Carr (Behavior Analyst Certification Board)

#### **Behavior Analysis as an Empirically Supported Treatment for Problem Behavior Associated With Autism**

JOSHUA JESSEL (University of Maryland, Baltimore County) and Griffin Rooker and Louis P. Hagopian (Kennedy Krieger Institute)

#### **Identifying Empirically Supported Treatments for Pica in Individuals With Intellectual Disabilities**

NATALIE ROLIDER, Louis P. Hagopian, and Griffin Rooker (Kennedy Krieger Institute)

## # 25 Symposium

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1:00 pm–2:20 pm

LL05 (TCC)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Sharon A. Reeve, Ph.D.

### **Using Technology to Increase Academic and Leisure Skills for Students With Learning Difficulties**

Chair: Sharon A. Reeve (Caldwell College)

Discussant: Paul Argott (Educational Partnership for Instructing Children)

#### **The Effects of Computer Based Practice on Basic Skills for Children With Moderate to Intensive Disabilities**

ELIZABETH SPOTTS (The Ohio State University), Julie Everhart (Westerville City Schools), and Sheila R. Alber-Morgan (The Ohio State University)

#### **The Effects of Headsprout Comprehension on the Reading Skills of Urban Elementary Students With Disabilities**

JENNIFER MARIE CULLEN, Joe Wheaton, and Sheila R. Alber-Morgan (The Ohio State University)

#### **Teaching Leisure Skills With an iPod Touch Activity Schedule**

KELLY CARLILE, Sharon A. Reeve, Ruth M. DeBar, and Kenneth F. Reeve (Caldwell College)

# 26 Symposium

1:00 pm–2:20 pm

4C-1 (Convention Center)

DEV/EAB; Basic Research

BACB CE Offered. CE Instructor: Michael Lamport Commons, Ph.D.

**Measuring Behavior Using Scaling: A Behavioral Developmental Approach**

Chair: Patrice Marie Miller (Harvard Medical School)

**Measuring the *A Priori* Difficulty of a Task Contingency Using Order of Hierarchical Complexity**

ANDREW M. RICHARDSON (Dare Association, Inc.)

**Systematic Dimensional Behavioral Approach to Diagnoses**

EVA YUJIA LI (Mount Holyoke College)

**An Integrative Account of Stage and Value as Determinants of Action**

MICHAEL LAMPORT COMMONS (Harvard Medical School)

**Herrnstein's Behavioral Scaling Notions of Trait and Attitudes**

NICHOLAS HEWLETT KEEN COMMONS-MILLER (Tufts University)

# 27 Paper Session

1:00 pm–2:20 pm

609 (Convention Center)

EAB

**Schedule Effects I**

Chair: Ian Tyndall (University of Chichester)

**Common Elements Enhance Negative Patterning Discrimination Learning in Humans**

(Basic Research)

EDWARD REDHEAD (University of Southampton)

**Fluency: Effects of Fast Practice on Learning Outcomes** (Basic Research)

JOSHUA A. LEVINE, Toby Gwynne Campbell, James McEwan, and Therese Mary Foster (University of Waikato)

**Using Action Dynamics to Assess Competing Stimulus Control During Stimulus Equivalence Testing** (Basic Research)

Denis P. O'Hora and Mairead McMorrow (National University of Ireland, Galway), IAN TYNDALL (University of Chichester), and Rick Dale (University of Memphis)

**Resurgence Under Contexts of Behavioral Variation** (Basic Research)

THAISSA PONTES (Mauricio Rezende de Almeida Pontes) and Josele Abreu-Rodrigues (Universidade de Brasília)

# 28 Paper Session

1:00 pm–2:20 pm

607 (Convention Center)

EAB

**Human Choice**

Chair: Laurilyn Dianne Jones (The Mechner Foundation)

**The Changeover Delay Decreases Behavioral Variability in Humans and in the Virtual Organism Animated by the Evolutionary Theory of Behavior Dynamics** (Basic Research)

ANDREI POPA and Jack J. McDowell (Emory University)

**Systematic Operant Bias Observed in Human Participants During Research on Choice**

(Basic Research)

LAURILYN DIANNE JONES and Francis Mechner (The Mechner Foundation)

**A Concurrent Choice Analysis of Amount-Dependent Temporal Discounting** (Basic Research)

JENNIFER M. KINLOCH and Geoff White (University of Otago)

## # 29 Symposium

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1:00 pm–2:20 pm

604 (Convention Center)

OBM; Service Delivery

### **Advanced Topics in the Application of Behavior Analysis to Organizational Behavior**

Chair: Bart M. Sevin (Aubrey Daniels International)

#### **Relationship Development as a Motivating Operation in Safety**

JUDY L. AGNEW (Aubrey Daniels International)

#### **Is There a Role for Punishment in Safety Management?**

CLOYD HYTEN (Aubrey Daniels International)

#### **Coaching for Measurable and Sustainable Improvements**

DON NIELSEN (Aubrey Daniels International)

#### **Why Would Anyone Do That? Understanding Organizational Behavior From a Scientific Standpoint**

BART M. SEVIN (Aubrey Daniels International)

## # 30 Symposium

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1:00 pm–2:20 pm

204 (TCC)

PRA; Theory

BACB CE Offered. CE Instructor: Richard M. Kubina Jr., Ph.D.

### **A Critical Examination of Graphical Presentation Practices in Behavior Analysis**

Chair: Kerri L. Milyko (Precision Teaching Learning Center)

Discussant: Douglas E. Kostewicz (University of Pittsburgh)

#### **An Initial Survey of Fractional Graph and Table Area in Behavioral Journals**

DOUGLAS E. KOSTEWICZ (University of Pittsburgh) and Richard M. Kubina Jr.  
(The Pennsylvania State University)

#### **A Critical Review of Time-Series Graphics in Behavior Analytic Journals**

DOUGLAS E. KOSTEWICZ (University of Pittsburgh) and Richard M. Kubina Jr.  
(The Pennsylvania State University)

#### **Arithmetic and Semilogarithmic or Ratio Line Charts: A Comparison of Visual Displays**

RICHARD M. KUBINA JR. (The Pennsylvania State University)

## # 31 Panel Discussion

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1:00 pm–2:20 pm

613/614 (Convention Center)

TBA; Service Delivery

### **Developing Behavior Analytic Curricula for Undergraduates**

Chair: Jessica E. Frieder (Western Michigan University)

TOM BYRNE (Massachusetts College of Liberal Arts)

JAMES W. DILLER (Eastern Connecticut State University)

JESSICA B. EVERLY (University of Pittsburgh at Greensburg)

CHRISTINE L. RATCLIFF (Behavior Analyst Certification Board)

## # 32 Symposium

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1:00 pm–2:20 pm

612 (Convention Center)

TBA/DDA; Applied Research

BACB CE Offered. CE Instructor: Michael E. Kelley, Ph.D.

### **Improving the Efficiency and Efficacy of Staff and Parent Training of Assessment and Treatment Procedures With Children Diagnosed With Autism and Other Developmental Disabilities**

Chair: Michael E. Kelley (Munroe-Meyer Institute, University of Nebraska Medical Center)



**Evaluating the Efficacy, Efficiency, and Social Validity of Web-Based Technologies to Teach Staff to Implement a Multiple-Stimulus-Without-Replacement Preference Assessment**

WILLIAM J. HIGGINS, Wayne W. Fisher, and Kevin C. Luczynski (Munroe-Meyer Institute, University of Nebraska Medical Center)

**Training Educators to Conduct Trial-Based Functional Analyses**

SORAYA SHANUN KUNNAVATANA, Sarah E. Bloom, Andrew Samaha, and Elizabeth Dayton (Utah State University)

**A Component Analysis of a Staff Training Package**

KEEGAN C. KOWCHECK, Aimee Giles, and Claire C. St. Peter (West Virginia University)

**The Effects of Video Modeling on Accurate Implementation of Discrete Trial Instruction**

JASON C. VLADESCU (Caldwell College), Regina A. Carroll and Amber R. Paden (Munroe-Meyer Institute, University of Nebraska Medical Center), and Tiffany Kodak (University of Oregon)

**# 33 Symposium**

1:00 pm–2:20 pm

101 (TCC)

VRB; Applied Research

BACB CE Offered. CE Instructor: Amy S. Polick, Ph.D.

**Recent Advancements in Evaluating Teaching Procedures for Increasing Verbal Behavior**

Chair: Amy S. Polick (Florida State University at Panama City)

**An Investigation of the Presentation of the Discriminative Stimulus When Using Least-to-Most Prompting to Teach Intraverbal Behavior**

TIFFANY HUMPHREYS, Amy S. Polick, Laura Reisdorf, Alison Parker Ivancic, and Jackie Thaxton (Florida State University at Panama City)

**The Effects of Successive and Simultaneous Tact Training on Listener Behavior**

Daniela M. Ribeiro (Universidade Federal de São Carlos), KATHRYN LEE and Caio F. Miguel (California State University, Sacramento), and Danielle LaFrance (BEST Consulting, Inc.)

**A Comparison of Structured Versus Play-Based Interventions to Teach Receptive Discriminations to Children With Autism**

KANEEN B. GEIGER (Auburn University), James E. Carr (Behavior Analyst Certification Board), Linda A. LeBlanc and Nicole M. Hanney (Auburn University), Amy S. Polick (Florida State University at Panama City), and Megan Rae Heinicke (Auburn University)

**An Evaluation of Programmed Treatment Integrity Errors During Discrete Trial Instruction**

REGINA A. CARROLL (University of Nebraska Medical Center), Tiffany Kodak (University of Oregon), and Wayne W. Fisher (University of Nebraska Medical Center)

**# 34 Symposium**

1:30 pm–2:50 pm

620 (Convention Center)

AAB; Applied Research

**Reinforcer Preference Assessment and Manipulation With Pet Dogs**

Chair: Carmen Buitrago (Cascade Pet Camp)

Discussant: Terri M. Bright (Simmons College)

**Suckers for Beef Sticks: Use of a Paired Stimulus Preference Assessment With Dogs**

LINDSAY PARENTI and Megan E. Maxwell (Pet Behavior Change, LLC)

**Testing the Paired Stimulus Preference Assessment as a Predictor of Reinforcer Efficacy in Dogs**

SARA M. VICARS and Caio F. Miguel (California State University, Sacramento)

**Reinforcement Variety in Shaping and Maintaining Behavior in Pet Dogs**

Jennifer L. Sobie (University of Illinois) and CARMEN BUITRAGO (Cascade Pet Camp)

## # 35 B. F. Skinner Lecture Series

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2:00 pm–2:50 pm

4C-2 (Convention Center)

CBM; Theory

PSY/BACB CE Offered. CE Instructor: Thomas J. Waltz, Ph.D.

### **Spousonomics: Using Economics to Master Love, Marriage, and Dirty Dishes**

Chair: Thomas J. Waltz (Center for Mental Healthcare and Outcomes Research)

JENNY ANDERSON (*The New York Times*) and Paula Szuchman (*The Wall Street Journal*)



Jenny Anderson is a *New York Times* reporter who spent years covering Wall Street and won a Gerald Loeb Award for her coverage of Merrill Lynch. She currently writes about education and lives with her husband and two daughters in Manhattan.

**Abstract:** Every marriage is its own little economy, a business of two with a finite number of resources that need to be allocated efficiently. In their book, *Spousonomics*, authors Paula Szuchman and Jenny Anderson apply bedrock economic principles to some of the most common conflicts in domestic life. Some examples are included in the chapters:

- “Division of Labor (Or, Why You Should Do the Dishes)” exposes the fallacy of the 50/50 marriage split. Some people are better at, say, making school lunches, while others panic at the sight of a vacuum cleaner. Here’s a tip: Do what you’re “relatively” good at and “trade” the rest.
- “Incentives (Or, Getting Your Spouse to Do What You Want)” explains that getting your spouse to pay the bills on time is simply a matter of finding the right incentive.
- “Trade-Offs (or, the Art of Getting Over It)” describes the simple beauty of the cost-benefit analysis. Let’s break down that four-day trip to Cabo with your friends: costs include a grumpy wife, \$700 airfare, and kids that miss you while benefits are a savage tan, enough Don Julio to inflict permanent damage, and uninterrupted sleep. Verdict?
- “Supply and Demand (Or, How to Have More Sex)” focuses on the bad habits that raise the costs of sex and lower demand—talking your sex life to death, waiting until the kids are asleep and you’re both catatonic, not admitting that lingerie turns you on, and so on. The key to keeping your sex life hot is keeping it affordable.

## # 36 Invited Presenter

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2:00 pm–2:50 pm

303/304 (TCC)

DDA; Applied Research

BACB CE Offered. CE Instructor: Keith E. Williams, Ph.D.

### **“Please Take a Bite!” What Behavior Analysis Has to Offer the Field of Childhood Feeding Problems**

Chair: Jennifer M. Asmus (University of Wisconsin-Madison)

KEITH E. WILLIAMS (Penn State Hershey Medical Center)



Keith Williams received his Ph.D. in applied developmental psychology from the University of Maryland, Baltimore County. He has been the director of the Feeding Program at the Penn State Hershey Medical Center since 1997, where he supervises multidisciplinary clinics and a day treatment program. Prior to this, he worked with the Kennedy Krieger Institute’s Feeding Program. He has over 40 publications in the area of childhood feeding problems including the book, *Treating Eating Problems In Children With Autism Spectrum Disorders and Developmental Disabilities* with Richard Foxx. An associate professor of pediatrics at the Penn State College of Medicine, he also teaches in Penn State Harrisburg’s graduate program in applied behavior analysis. Dr. Williams

provides training in the area of feeding throughout Pennsylvania, nationally, and abroad.

**Abstract:** Up to 25% of the pediatric population experiences a feeding problem at some point across the span of childhood and this percentage has been found to be even higher among children with special needs and/or chronic health problems. While behavior analysts have been working with children with

feeding problems for decades, the number of behavior analysts who work in this area of practice is still limited. There are two main goals of this talk: The first is to review the role behavior analysts have played in the treatment of childhood feeding problems and discuss need for behavior analysts to expand their presence in this area of clinical need. The second is to advocate for the spread of our methodology and interventions to the other disciplines to serve children with feeding problems. While there may now be over 5,000 certified behavior analysts, there over 100,000 occupational therapists and 120,000 speech pathologists in the United States. Providing behavior analytic tools to our colleagues in other allied health disciplines will allow for a larger number of children with feeding problems to receive effective treatment.

### # 37 SQAB Tutorial

2:00 pm–2:50 pm

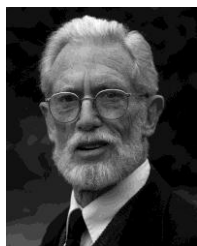
608 (Convention Center)

EAB; Basic Research

#### **Behavioral Models of Conditional Discrimination: Detection and Matching to Sample**

Chair: Timothy A. Shahan (Utah State University)

JOHN A. NEVIN (University of New Hampshire)



After completing undergraduate studies in mechanical engineering at Yale University in 1954 and serving in the Coast Guard for 5 years, John A. “Tony” Nevin went to Columbia University for graduate work in experimental psychology. He studied color vision with C. H. Graham and signal detection with W. J. McGill, and participated in research with W. W. Cumming and R. Berryman on matching to sample in pigeons. His doctoral dissertation, directed by W. N. Schoenfeld, was concerned with schedules of conditioned reinforcement. After receiving his Ph.D. in 1963, he taught at Swarthmore College until 1968. He returned to Columbia from 1968 until 1972, where he served 2 years as department chair. He then moved to the University of New

Hampshire, where he taught until retiring in 1995. The models discussed in this tutorial reflect the convergence of his interests in psychophysical and behavioral approaches to the effects of reinforcement on discrimination and resistance to change.

**Abstract:** Quantitative models of conditional discrimination performance, based on well-established behavioral processes such as matching to relative reinforcement, effects of reinforcement on resistance to change, and stimulus generalization, can account for many findings of studies with nonhuman animals in signal-detection and matching-to-sample paradigms. This tutorial will provide a guided tour of these models as they have developed since 1978, explain their quantitative structures, and discuss their strengths and limitations in their confrontation with systematic data sets. The models to be discussed will be available as spreadsheets so that students and researchers can explore their properties and apply them to their own data.

### # 38 B. F. Skinner Lecture Series

2:00 pm–2:50 pm

6BC (Convention Center)

EAB; Basic Research

PSY/BACB CE Offered. CE Instructor: Aaron P. Blaisdell, Ph.D.

#### **Some Determinants of Behavioral Variability During Learning**

Chair: Matthew C. Bell (Santa Clara University)

AARON P. BLAISDELL (University of California, Los Angeles)



After receiving his BA and MA in Biological Anthropology (at SUNY Stony Brook and Kent State University, respectively), Dr. Blaisdell realized that animal cognition was even more interesting than studying dead humans. So he trekked on over to SUNY Binghamton for his Ph.D. in Experimental Psychology with Dr. Ralph Miller, where he studied learning, memory, and temporal cognition in the rat. This was followed by a brief stint as a National Research Service Award postdoctoral fellow with Dr. Robert Cook, an expert on Avian Visual Cognition at Tufts University, where he learned how pigeons perceive and think about the

world. Since 2001, Dr. Blaisdell has emigrated to the climatological and cultural paradise of sunny LA as associate professor in learning and behavior and behavioral neuroscience in the UCLA Psychology Department. He presides over a comparative cognition lab, studying cognitive processes in rats, pigeons, hermit crabs, and humans. Aaron is currently president of the International Society for Comparative Psychology and the Ancestral Health Society. His interest in ancestral health reunites his fascination with anthropology with his interest in comparative approaches to evolution and health. His lab website is <http://pigeonrat.psych.ucla.edu>.

**Abstract:** Behavior typically becomes more variable in the face of a drop in the value of a motivating outcome, such as food. Dr. Blaisdell will review converging lines of evidence for this relationship from studies in his lab. He will describe the negative relationship between found between the signaled probability of food and variability in behavior. This relationship is quite general: observed in both temporal and spatial behavioral dimensions, in both rats and pigeons, and in both the operant chamber and in open-field settings. Behavioral variability is also greater under conditions involving smaller or delayed food rewards compared to larger or immediate rewards. Dr. Blaisdell will describe some manipulations of the response-outcome contingency that reveal interesting relationships between Pavlovian and instrumental processes. These data support a general conclusion that signaled outcome value is an important determinant of behavioral variability in a wide variety of conditioned behaviors.

### # 39 B. F. Skinner Lecture Series

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2:00 pm–2:50 pm

6E (Convention Center)

TBA; Basic Research

PSY/BACB CE Offered. CE Instructor: Jessica Singer-Dudek, Ph.D.

#### **Functional Neuroimaging Studies of Reward Processing in the Human Brain**

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

MAURICIO DELGADO (Rutgers University)



Mauricio Delgado is an assistant professor of psychology and neuroscience at Rutgers, The State University of New Jersey. He is the director of the Social and Affective Neuroscience Lab and the associate director of the Rutgers University Brain Imaging Center. Dr. Delgado completed his graduate studies at the University of Pittsburgh under the direction of Dr. Julie Fiez in 2002. His research included one of the first studies to use functional magnetic resonance imaging (fMRI) to investigate the neural correlates of reward processing in humans. Dr. Delgado then moved to New York University for a postdoctoral fellowship with Dr. Elizabeth Phelps, where he continued studying human reward processing, but also extended his research to understand aversive

influences on brain and behavior. His research program at Rutgers University currently investigates how the human brain learns from rewards and punishments, how it uses this information to guide behavior during both simple decisions (e.g., learning actions which lead to desired outcomes) and complex social interactions (e.g., learning to trust another person), and how it controls or regulates our emotions to avoid maladaptive decision-making. Dr. Delgado was the recipient of the 2009 Presidential Early Career Award for Scientists and Engineers and his research is funded by grants from the National Institute on Drug Abuse, the National Institute of Mental Health, and the National Science Foundation.

**Abstract:** Our understanding of the neural structures involved in processing reward-related information has its foundations on a rich animal literature and classical theories of learning. More recently, advances in methodological approaches, particularly neuroimaging techniques such as functional magnetic resonance imaging (fMRI), have allowed for the extension of these investigations to the human brain and helped delineate a basic reward circuit in humans. Central to this circuit is the role of cortico-striatum loops connecting regions involved in cognitive control (prefrontal cortex) and motivational processes (striatum). In this talk, we will discuss how the human brain learns about rewards and creates reward representations, via conditioned reinforcers, that can influence behavior. Additionally, we will highlight how cognitive strategies can effectively control neural responses to reward elicited by conditioned reinforcers (e.g., cue paired with a drug reinforcer), and its potential application of helping attenuate maladaptive decision-making (e.g., drug seeking behaviors).

## # 40 Symposium

2:00 pm–3:20 pm

4C-3 (Convention Center)

CBM/PRA; Applied Research

BACB CE Offered. CE Instructor: Anthony DeFulio, Ph.D.

### **The Road Less Traveled: Case Histories in the Extension of Behavioral Interventions to New Domains**

Chair: Anthony DeFulio (Johns Hopkins University)

Discussant: Ron Van Houten (Western Michigan University)

#### **Building and Disseminating a Long-Term Intervention for Drug Addiction and Poverty**

ANTHONY DEFULIO (Johns Hopkins University)

#### **Using Behavior Analysis to Improve the Lives of Older Adults**

LINDA A. LEBLANC (Auburn University)

#### **A Behavior Analytic Approach to the Assessment and Treatment of Sexual Offending**

JORGE RAFAEL REYES (Westfield State University), Timothy R. Vollmer (University of Florida)

## # 41 Panel Discussion

2:00 pm–3:20 pm

618/619 (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Janet S. Twyman, Ph.D.

### **Exploring the Frontiers of Behavior Analysis and Technology**

Chair: April Heimlich Stretz (DYMO Mimio Interactive Teaching Technologies)

T. V. JOE LAYNG (DYMO Mimio Interactive Teaching Technologies)

JANET S. TWYMAN (University of Massachusetts E. K. Shriver Center)

KAREN L. MAHON (DYMO Mimio Interactive Teaching Technologies)

ZACHARY LAYNG (DYMO Mimio Interactive Teaching Technologies)

## # 42 Symposium

2:00 pm–3:20 pm

611 (Convention Center)

EDC/CSE; Service Delivery

### **The Business, Science, and Practice of Effective Program Implementation: Behavior Analysis in Education**

Chair: David Reitman (Nova Southeastern University)

Discussant: Pamela G. Osnes (Headsprout, Inc.)

#### **Can We (BCBA's) Have Your (Public School Leaders') Attention Please!**

JOEL VIDOVIC (San Ramon Valley Unified School District), Eric Oden Burkholder (Dublin Unified School District), Julia H. Fiebig (San Ramon Valley Unified School District), Rebecca A. Watson (San Ramon Valley Unified School District), and Heather E. Finn (Cabrillo Unified School District)

#### **Implementation Fidelity and the Impact of the Headsprout Early Reading Curriculum on Oral Reading Fluency Outcomes in an After School Setting**

DAVID REITMAN and Samira Kaskel (Nova Southeastern University)

#### **A Self-Sustaining Implementation Engine: What ISO Industrial Standards Can Teach Education**

JENNIFER D. CLAYTON (DYMO Mimio Headsprout)

## # 43 Symposium

2:00 pm–3:20 pm

616/617 (Convention Center)

EDC/TBA; Applied Research

### **Efficacy and Fidelity of Functional Based-Assessments Within Public School Settings**

Chair: Alyssa Byers (Missouri State University)

Discussant: Howard P. Wills (Juniper Gardens Children's Project)

#### **The Efficacy of Functional Behavior Assessment With Escape and Attention Maintained Behavior**

TERRI BAUER (Republic School District) and Linda Garrison-Kane (Missouri State University)

**Teaching On-Task Behaviors via Functional Behavioral Assessment in an Elementary Resource Room**  
MICHAEL GOERINGER (Republic School District) and Linda Garrison-Kane (Missouri State University)

**The Effectiveness of Functional Behavior Assessment for Identifying the Function of Off-Task Behavior of Students Diagnosed With Autism and Intellectual Disabilities in a High School**  
AMY BULLARD (Springfield Public Schools) and Linda Garrison-Kane (Missouri State University)

#### # 44 Symposium

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2:00 pm–3:20 pm

202 (TCC)

PRA/TPC; Service Delivery

BACB CE Offered. CE Instructor: Louis P. Hagopian, Ph.D.

##### **Conceptual and Clinical Issues Related to the Study and Treatment of Anxiety**

Chair: Louis P. Hagopian (Kennedy Krieger Institute)

Discussant: Patrick C. Friman (Father Flanagan's Girls and Boys Town)

**Anxiety: A Functional Response Class Occasioned by Stimuli that Signal Intense Punishment**  
LOUIS P. HAGOPIAN and Heather K. Jennett (Kennedy Krieger Institute)

**The Contribution of Physiological Measurement to the Assessment of Anxiety in Individuals With Intellectual Disabilities**

HEATHER K. JENNETT and Louis P. Hagopian (Kennedy Krieger Institute)

**Anxiety, Fear, and Phobias in Young Children With Autism: Prevalence, Assessment, and Intervention**

RAYMOND G. ROMANCZYK (State University of New York at Binghamton) and Laura B. Turner (Binghamton University)

#### # 45 Symposium

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2:00 pm–3:20 pm

605 (Convention Center)

TPC; Theory

BACB CE Offered. CE Instructor: Thomas G. Szabo, MA

##### **Re-conceptualizing Our Philosophical Core: One Behavior Science or Many?**

Chair: Shea Fisher (University of Louisiana at Lafayette)

Discussant: Sam Leigland (Gonzaga University)

##### **Contextualism and Mechanism: A Philosophical Review**

SHEA FISHER, Emily Kennison Sandoz, and Matthieu Villatte (University of Louisiana at Lafayette)

##### **Revisiting the Distinction Between Functional and Descriptive Contextualism**

JONATHAN J. TARBOX (Center for Autism and Related Disorders, Inc.) and Joshua K. Pritchard (Florida Institute of Technology)

##### **Philosophy Across the Battle Lines: Contextualism and Fieldism**

THOMAS G. SZABO and Linda J. Parrott Hayes (University of Nevada, Reno)

#### # 46 Symposium

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2:00 pm–3:20 pm

610 (Convention Center)

TPC/TBA; Theory

##### **A Smörgåsbord of Behavioral Delights!**

Chair: Patrick E. McGreevy (Patrick McGreevy, Ph.D., P.A.)

Discussant: Patrick E. McGreevy (Patrick McGreevy, Ph.D., P.A.)

##### **On Terms: Feedback and Reinforcement**

DANIEL B. SUNDBERG, Scott A. Miller, and Joshua K. Pritchard (Florida Institute of Technology)

##### **Book Review Bonanza: From a Functional Analytic Approach, Performance Management to Standard Celeration Charting!**

RYAN LEE O'DONNELL, Mark Malady, and Joshua K. Pritchard (Florida Institute of Technology)

##### **What Every Student Should Know About Behavior Analysis**

MARK MALADY, Scott A. Miller, and Joshua K. Pritchard (Florida Institute of Technology)

## # 47 Panel Discussion

Student Committee Event

2:30 pm–3:20 pm  
606 (Convention Center)  
EAB; Applied Research

### Professional Development Series: Partnering With and Mentoring Graduate Students in Learning Single Case Research

Chair: Erica Strickland (Texas A&M University)  
TONYA NICHOLE DAVIS (Baylor University)  
JENNIFER GANZ (Texas A&M University)  
RUSSELL LANG (Texas State University, San Marcos)

## # 48 Panel Discussion

2:30 pm–3:20 pm  
204 (TCC)  
PRA; Service Delivery  
BACB CE Offered. CE Instructor: Theodore A. Hoch, Ed.D.

### Thanatology and Applied Behavior Analysis: Ethical and Clinical Preparation for the Inevitable

Chair: Theodore A. Hoch (George Mason University)  
REBECCA MORSE (George Mason University)  
STEPHEN LEDOUX (State University of New York at Canton)  
JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology)

## # 49 Symposium

2:30 pm–3:50 pm  
305 (TCC)  
AUT/VRB; Applied Research  
BACB CE Offered. CE Instructor: Anna I. Pétursdóttir, Ph.D.

### Increasing Early Vocalizations of Nonverbal Children Diagnosed With Autism

Chair: Anna I. Pétursdóttir (Texas Christian University)  
Discussant: Tracie L. Lindblad (Four Points Intervention Strategies, Inc.)

#### A Comparison of Discrimination Training and Stimulus-Stimulus Pairing for Increasing Vocalizations of Children With Autism

TRACY L. LEPPER and Anna I. Pétursdóttir (Texas Christian University)

#### Effects of Variability Contingencies on the Phonemic Repertoire of Young Children With Autism

ALLISON SERRA TETREAUULT (Kennedy Krieger Institute) and Steven Thompson (West Virginia University)

#### Inducing Echoic Responses in Nonverbal Children: Echoic Extension, Another Strategy That May Work

GLADYS WILLIAMS (CIEL, Spain), Manuela Fernandez Vuelta (CIEL, Argentina), Belen Gomez Verdugo (CIEL, Mexico), and Jose Julio Carnerero (Centro Al-Mudaris)

## # 50 Symposium

2:30 pm–3:50 pm  
LL02 (TCC)  
AUT/EDC; Applied Research  
BACB CE Offered. CE Instructor: Anna Matchneva, M.Ed.

### The Science of Making and Maintaining Friendships: Teaching Children With Autism Needed Component Skills

Chair: Anna Matchneva (I Step Ahead Services, Inc.)  
Discussant: Grace Iarocci (Simon Fraser University)

#### Tell Me About Your Friend: Teaching Peer's Interests and Social Initiations in an Inclusive Preschool Setting

ANNA MATCHNEVA and Jolenta P. Urbaniak-Pazura (I Step Ahead Services, Inc.)

**Programming for Pragmatics: Teaching a Boy With Autism to Understand Emotions, Make Inferences, and Problem Solve in Social Situations**

ALEXIA STACK and Magdalena A. Markiewicz (Alexia Stack Behavioural Consulting)

**Teamwork: Teaching Children With Autism Spectrum Disorders to Complete Team Projects in Social Group Setting**

MARECEL CLETO and Anna Matchneva (I Step Ahead Services, Inc.)

**# 51 Symposium**

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2:30 pm–3:50 pm

302 (TCC)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Gregory Lyons, M.A.

**Applied Behavior Analytic Interventions in School Settings for Children With Autism Spectrum Disorders**

Chair: Gregory Lyons (University of Wisconsin-Madison)

Discussant: Mandy J. Rispoli (Texas A&M University)

**A Meta-analysis of Classroom-Based Interventions to Address Challenging Behaviors in Students With Autism Spectrum Disorders**

GREGORY LYONS (University of Wisconsin-Madison), Wendy A. Machalicek (University of Oregon), Jenna LeQuia and Sunyoung Kim (University of Wisconsin-Madison)

**Effects of Activity Schedules on Challenging Behavior Exhibited in Children With Autism Spectrum Disorders: A Systematic Review**

JENNA LEQUIA and Wendy A. Machalicek (University of Wisconsin-Madison) and Mandy J. Rispoli (Texas A&M University)

**Use of School Recess Time in the Education and Treatment of Children With Autism Spectrum Disorders: A Systematic Review**

SARAH KURIAKOSE (University of California, Santa Barbara), Russell Lang (Texas State University, San Marcos), Gregory Lyons (University of Wisconsin-Madison), and E. Amanda Boutot (Texas State University)

**# 52 Panel Discussion**

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2:30 pm–3:50 pm

602 (Convention Center)

CSE; Service Delivery

**Tobacco Use Prevention, Treatment, and Other Addictions, Past, Present, and Future**

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

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

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

HENRY BOUDIN (Addiction Consultant)

RICHARD M. FOXX (Penn State University)

**# 53 Symposium**

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2:30 pm–3:50 pm

LL05 (TCC)

DDA/AUT; Applied Research

**Video-Based Modeling: An Examination of the Evidence Based on Quality, Implementation, and Participant Outcomes**

Chair: Rose A. Mason (Texas A&M University)

Discussant: Richard L. Simpson (University of Kansas)

**Video-Based Modeling: A Quality of Research Evaluation**

HEATHER S. DAVIS and Siglia P. H. Camargo (Texas A&M University)



### **Video-Based Modeling: The Model Does Matter**

ROSE A. MASON, Jennifer Ganz, Margot Boles, Leslie Neely, and Heather S. Davis  
(Texas A&M University)

### **The Efficacy of Video-based Interventions for Secondary and Postsecondary Individuals With Disabilities: A Meta-analysis**

MARGOT BOLES and Rose A. Mason (Texas A&M University)

## **# 54 Symposium**

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2:30 pm–3:50 pm

LL04 (TCC)

DDA/PRA; Applied Research

BACB CE Offered. CE Instructor: Helen I. Cannella-Malone, Ph.D.

### **Teaching Adolescents and Adults Multicomponent Skills Using Video Modeling and Video Prompting**

Chair: Helen I. Cannella-Malone (The Ohio State University)

#### **Video Self-Prompting and Mobile Technology to Increase Daily Living and Vocational Independence for Students With Autism Spectrum Disorders**

Sally Bereznak and KEVIN AYRES (University of Georgia), Linda Mechling (University of North Carolina Wilmington), and Jennifer Alexander (The University of Georgia)

#### **The Effects of Video Self-Prompting on the Acquisition of Vocational Skills for Deaf Students With Moderate Intellectual Disabilities**

HELEN IRENE MALONE, Joe Wheaton, and Pei-Fang Wu (The Ohio State University)

#### **The Effects of Video Prompting and Activity Schedules on the Acquisition of Independent Living Skills of Students Who Are Deaf and Have Developmental Disabilities**

PEI-FANG WU, Helen I. Cannella-Malone, and Joe Wheaton (The Ohio State University)

#### **Continuous Video Modeling to Prompt Completion of Multicomponent Tasks by Adults With Moderate Intellectual Disabilities**

LINDA MECHLING (University of North Carolina Wilmington), Kevin Ayres (University of Georgia), and Kimberly Purrazzella and Kaitlin Purrazzella (University of North Carolina Wilmington)

## **# 55 Paper Session**

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2:30 pm–3:50 pm

609 (Convention Center)

EAB

### **Schedule Effects II**

Chair: Robert W. Allan (Lafayette College)

#### **Parameter Variations in a Concomitant CFT VI Schedule** (Basic Research)

RUSTY NALL, SuPhronia Guinn, and William L. Palya (Jacksonville State University)

#### **Post- or Pre-reinforcement Pausing? The PRP in Variable Ratio Schedules** (Basic Research)

ROBERT W. ALLAN, Joshua L. Lipschultz, and Erin L. McIntyre (Lafayette College)

#### **Causal Attribution to Temporally Distant Events in Pigeons: Effects of Signal and Its Associated Variables** (Basic Research)

TOSHIKAZU KURODA and Kennon A. Lattal (West Virginia University)

#### **Error Reduction During Acquisition of Matching-to-Sample** (Basic Research)

JAMES S. MACDONALL and Jaime Tanner (Fordham University)

## **# 56 Paper Session**

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2:30 pm–3:50 pm

607 (Convention Center)

EAB

### **Concurrent Schedules**

Chair: Paula Magalhaes (University of Otago)

#### **The Effect of Prior Investment on Choice in a Concurrent-Chains Procedure** (Basic Research)

PAULA MAGALHAES and Geoff White (University of Otago)

**Choice Between Varying and Repeating Behavior: Is Response Cost a Critical Variable?**  
(Basic Research)

JOSELE ABREU-RODRIGUES and Déborah Lôbo (Universidade de Brasília)

**Concurrent RR-RR Schedules: Within Session Changes in Relative Probability of Food Delivery** (Basic Research)

Carlos F. Aparicio (Savannah State University), William M. Baum (University of California, Davis), and ANGEL JIMENEZ (Universidad de Guadalajara)

**The Effect of Sounds on Domestic Hens' Behaviour Under Concurrent and Concurrent-Chain Schedules** (Basic Research)

AMY JONES, Lewis A. Bizo, and Therese Mary Foster (University of Waikato)

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**# 57 Symposium**

2:30 pm–3:50 pm

604 (Convention Center)

OBM; Service Delivery

**Positioning Organizational Behavior Management for the Future**

Chair: Thomas Wade Brown (University of Nevada, Reno)

Discussant: W. Larry Williams (University of Nevada, Reno)

**Addressing Trends Toward Ownership and Innovation**

GERALD HANDFORD (none) and Judith A. Johnson and Laura L. Methot (CLG, Inc.)

**Adding Demonstrable Value to Organizations**

TRAVIS G. MCNEAL, Danielle Geissler, and Jenny Rodriguez (CLG, Inc.)

**Behavioral Applications to Lean Six Sigma**

KRYSTYNA RILEY and Judith A. Johnson (CLG, Inc.)

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**# 58 Symposium**

2:30 pm–3:50 pm

613/614 (Convention Center)

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: Neal Miller, M.Ed.

**Improving College Instruction: Experimental Evaluations of Three Teaching Procedures**

Chair: Neal Miller (The Ohio State University)

Discussant: Traci M. Cihon (University of North Texas)

**The Effects of a Study Activity on the Academic Performance of College Students**

JESSICA GAMBA, Tracy L. Kettering, Lorraine M. Bologna, and Susan K. Malmquist (The Chicago School of Professional Psychology)

**Teaching Behavioral Concepts to College Students: A Comparison of Flashcards Containing Examples Versus Definitions**

Neal Miller (The Ohio State University), JAMES NICHOLSON MEINDL (University of Memphis), Jonathan W. Ivy (Mercyhurst College), and Joshua Garner and Nancy A. Neef (The Ohio State University)

**A Comparison of Vocabulary Banks and Scripts on Native English Speaking Undergraduate Students' Acquisition of Italian Verbal Repertoires**

BRITTANY L. DEAN and Traci M. Cihon (University of North Texas) and Christopher J. Stephens (St. Louis Community College at Florissant Valley)

## # 59 Invited Tutorial

3:00 pm–3:50 pm

6E (Convention Center)

AAB; Service Delivery

BACB CE Offered. CE Instructor: E. Anne McBride, Ph.D.

### **Using Animals to Modify Human Behaviour: Applied Behavior Analysis and Animal Facilitated Therapy**

Chair: Lindsay Parenti (Pet Behavior Change, LLC)

E. ANNE MCBRIDE (University of Southampton)



Dr. Anne McBride has a degree in psychology and a doctorate in animal behaviour. Anne has been a practising clinical animal behaviourist since 1987 and is a senior lecturer in the School of Psychology at the University of Southampton. She is the director of the applied animal behaviour unit and is director for the master's in human-animal interactions. She is a member of the Association of Pet Behaviour Counsellors and of the U.K. government advisory body The Companion Animal Welfare Council; she initiated the postgraduate diploma/MSc in companion animal behaviour counselling which ran at the University of Southampton from 1994–2012, and lectured on applied behaviour analysis on that course, amongst other subjects. Her research interests cover both animal behaviour and the relationships

people have with animals and how these are formed, both normal and abnormal relationships. She is particularly interested in how human interactions with animals affect animal and human welfare; be that how we talk to them, train them, feed them or allow them to behave. She has published on various aspects of human-animal interactions, and has written and lectured on this area both nationally and internationally. She loves cooking, walking, bonfires, friends and family, and applying behaviour analysis to her dog and husband!

**Abstract:** The science of behaviour analysis is applied in a wide range of contexts by those working with individuals, families or at the organisational level. A related area is clinical animal behaviour, where the focus is the animal's behaviour within a human context, and where both animal and human behaviour change is addressed. This latter field is the author's background. Recently, there has been a growing trend to use animals as intervention tools in human therapeutic programmes. The benefits of horse riding for those with physical disabilities, for example, are accepted, and considered to have clear scientific foundations. This is not the case where animals are used in psychological intervention programmes. Indeed, many consider such animal facilitated therapy to have little or no scientific validity and simply to provide a "feel-good" factor. This paper will consider (a) how behaviour analysis may explain much of what happens in animal facilitated therapy, (b) how animals can be a specific tool in the behaviour analyst's therapeutic armoury, (c) the potential for further roles of animals in human-health provision, and (d) some issues to consider when planning therapeutic programmes involving animals. The talk will draw on examples of practice and critical consideration of evidence of outcome.

## # 60 B. F. Skinner Lecture Series

3:00 pm–3:50 pm

6BC (Convention Center)

BPH; Basic Research

### **Neuroimaging and Drug Taking in Primates**

Chair: Karen G. Anderson (West Virginia University)

LEONARD L. HOWELL (Yerkes National Primate Research Center)



Dr. Howell received his BA in chemistry from Emory University in 1978 and his Ph.D. in experimental psychology with a minor in biochemistry and physiology from the Georgia Institute of Technology in 1985. Following postdoctoral training in psychobiology at Harvard Medical School, he accepted a faculty position at Emory University in 1987. He is currently chief of the Division of Neuropharmacology and Neurologic Diseases and director of the Imaging Center, Yerkes National Primate Research Center, and professor of psychiatry and behavioral sciences at Emory University School of Medicine. His research program focuses on the neuropharmacology of abused stimulants and includes basic neurobiological studies of drug mechanisms as well as medications development to treat stimulant

abuse. The program is translational in its focus and bridges preclinical, nonhuman primate models with therapeutic applications in humans. Additional interests include the long-term consequences of chronic stimulant use on behavior and brain function. His neuroimaging program includes drug receptor occupancy, pharmacokinetics, brain metabolism, and functional magnet resonance imaging in awake, behaving monkeys. The long-range objective is to develop a multidisciplinary research program in substance abuse that effectively integrates behavior, in vivo neurochemistry, and functional brain imaging in nonhuman primates. He was recognized for his contributions with a MERIT Award (2007–2016) from the National Institute on Drug Abuse.

**Abstract:** Neuroimaging techniques have led to significant advances in our understanding of the neurobiology of drug taking and the treatment of drug addiction in humans. The presentation by Dr. Leonard Howell describes the utility of neuroimaging toward understanding the neurobiological basis of drug taking, and documents the close concordance that can be achieved among neuroimaging, neurochemical, and behavioral endpoints. The study of drug interactions with dopamine and serotonin transporters in vivo has identified pharmacological mechanisms of action associated with the abuse liability of stimulants. Neuroimaging has identified the extended limbic system, including the prefrontal cortex and anterior cingulate, as important neuronal circuitry that underlies drug taking. The ability to conduct within-subject, longitudinal assessments of brain chemistry, and neuronal function has enhanced our efforts to document long-term changes in dopamine D2 receptors, monoamine transporters, and prefrontal metabolism due to chronic drug exposure. Dysregulation of dopamine function and brain metabolic changes in areas involved in reward circuitry has been linked to drug-taking behavior, cognitive impairment, and treatment response. Experimental designs employing neuroimaging should consider well-documented determinants of drug taking, including pharmacokinetic considerations, subject history, and environmental variables. These integrative approaches should have important implications for understanding drug-taking behavior and the treatment of drug addiction.

#### # 61 SQAB Tutorial

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3:00 pm–3:50 pm

608 (Convention Center)

EAB; Basic Research

#### A Behavioral Analysis of Altruism

Chair: Leonard Green (Washington University)

HOWARD RACHLIN (Stony Brook University)



Howard Rachlin obtained a Ph.D. in psychology at Harvard University in 1965. He is currently a research professor and an emeritus distinguished professor of psychology at the State University of New York at Stony Brook. He has published more than 100 articles, written six books including *Behavior and Mind* (Oxford University Press, 1994) and *The Science of Self-Control* (Harvard University Press, 2000) and edited two others. He has served on study sections for The National Institutes of Health (NIH) and The National Science Foundation (NSF). He is on the editorial boards of six journals. Since he received his Ph.D. his research (on choice, self-control, social cooperation, and experimental economics) has been continuously supported by grants from NIH and NSF including an NIH

MERIT award. Among other honors, he has been elected fellow at the American Psychological Society and the Society of Experimental Psychologists. He has been the recipient of a James McKeen Cattell Fellowship (1975–76), and an Award for the Impact of Science on Application from the Society for the Advancement of Behavior Analysis (2005). He was a visiting scholar at the Russell Sage Foundation (1988–89) and an invited speaker at the Nobel Symposium on Behavioral and Experimental Economics, Stockholm, Sweden (2001).

**Abstract:** Altruistic acts may be defined as costly acts that confer economic benefits on others (in behavioral terms: punished acts that reward others). In prisoner's dilemma games, with human players, a significant number of players behave altruistically; their behavior benefits each of the other players, but is costly to themselves. I propose that such altruism is based on a straightforward balancing of undiscounted costs to themselves against discounted benefits to others (social discounting). I will describe two experiments using prisoner's dilemma games that test this explanation of altruism. In one experiment, costs were held constant but the number of others (benefiting from cooperation) varied. In another experiment, with only two players, costs were again constant but the amount of other player's benefit varied directly. In both experiments, cooperation increased as benefits to the other player(s) increased.

## # 62 B. F. Skinner Lecture Series

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3:00 pm–3:50 pm

303/304 (TCC)

VRB; Basic Research

BACB CE Offered. CE Instructor: Caio F. Miguel, Ph.D.

### **Numerical Competence in the Grey Parrot**

Chair: Caio F. Miguel (California State University, Sacramento)

IRENE PEPPERBERG (Harvard University)



Dr. Pepperberg received her BS from MIT and M.A. and Ph.D. from Harvard. She is currently a research associate and lecturer in the Department of Psychology at Harvard and an adjunct associate professor at Brandeis University's Psychology Department. She has been a visiting associate professor at MIT's Media Lab, later accepting a research scientist position there, leaving a tenured professorship at the University of Arizona. She has been a fellow at the Radcliffe Institute of Advanced Study, won a John Simon Guggenheim Foundation Fellowship, was an alternate for the Cattell Award for Psychology, won the 2000 Selby Fellowship (Australian Academy of Sciences), won the 2005 Frank Beach Award for best paper in comparative psychology, was nominated for the 2000 Weizmann, L'Oreal, and

Grawemeyer Awards, the 2001 Quest Award (Animal Behavior Society), and was renominated for the 2001 L'Oreal Award. She has also received fellowships from the Harry Frank Guggenheim and Whitehall Foundations, and numerous grants from NSF. Her book, *The Alex Studies*, describing over 20 years of peer-reviewed experiments on Grey parrots, received favorable mention from publications as diverse as the *New York Times* and *Science*. Her memoir, *Alex & Me*, is a *New York Times* bestseller. She has presented her findings nationally and internationally at universities and scientific congresses, often as a keynote or plenary speaker, and has published numerous journal articles, reviews, and book chapters. She is a fellow of the Animal Behavior Society, the American Psychological Association, the American Psychological Society, the American Ornithologists' Union, AAAS, the Eastern Psychological Association, and presently serves as consulting editor for three journals and as associate editor for *The Journal of Comparative Psychology*.

**Abstract:** A Grey parrot (*Psittacus erithacus*) had previously been taught to use English count words ("one" through "six") to label sets of one to six individual items (Pepperberg, 1994). He had also been taught to use the same count words to label the Arabic numerals 1 through 6. Without training, he inferred the relationship between the Arabic numerals and the sets of objects (Pepperberg, 2006b). In the present study, he was then trained to label vocally the Arabic numerals 7 and 8 ("seven," "eight," respectively) and to order these Arabic numerals with respect to the numeral 6. He subsequently inferred the ordinality of 7 and 8 with respect to the smaller numerals and he inferred use of the appropriate label for the cardinal values of seven and eight items. These data suggest that he constructed the cardinal meanings of "seven" and "eight" from his knowledge of the cardinal meanings of one through six, together with the place of "seven" and "eight" in the ordered count list.

## # 63 Symposium

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3:00 pm–4:20 pm

4C-1 (Convention Center)

DEV/EDC; Applied Research

BACB CE Offered. CE Instructor: Jessica Singer-Dudek, Ph.D.

### **Establishing Conditioned Reinforcers and Inducing Verbal Behavior Developmental Cusps in Young Children With or At-Risk for Developmental Disabilities**

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

#### **The Effects of Inducing Conditioned Reinforcement for Observing Books on Rate of Acquisition of Novel Textual Responses and a Comparison of Operant and Classical Conditioning With Preschoolers**

R. Douglas Greer and SUSAN BUTTIGIEG (Teachers College, Columbia University) and Jennifer Longano (Fred S. Keller School)

#### **Contingent Pairing to Establish Praise as a Conditioned Reinforcer With Children With Autism**

AMANDA P. HORST and Judah B. Axe (Simmons College)

Saturday, May 26

### **Naming by Exclusion Training on the Emergence of Untaught Relations**

R. Douglas Greer, LIN DU, and Noor Younus Syed (Teachers College, Columbia University)

### **Inducing Skills of Level 2 of Visual Perspective Taking in Children With Autism**

LORENA GARCIA-ASENJO and Luis Antonio Perez-Gonzalez (Universidad de Oviedo) and Carlota Belloso-Diaz (Asociacion Aprendemos Asturias)

### **# 64 Panel Discussion**

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3:30 pm–4:20 pm

4C-3 (Convention Center)

CBM; Applied Research

### **The Apple Doesn't Fall Far: Contextual Behavioral Science and Applied Behavior Analysis With Children and Families**

Chair: Danielle Moyer (University of Louisiana at Lafayette)

AMY MURRELL (University of North Texas)

TIMOTHY M. WEIL (University of South Florida)

PATRICK C. FRIMAN (Father Flanagan's Girls and Boys Town)

### **# 65 Panel Discussion**

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3:30 pm–4:20 pm

4C-4 (Convention Center)

CBM; Theory

### **Generalization From the Therapy Room to Real-Life: Is There a Difference?**

Chair: William C. Follette (University of Nevada, Reno)

ROBERT J. KOHLENBERG (University of Washington)

GLENN M. CALLAGHAN (San Jose State University)

GARETH I. HOLMAN (University of Washington)

### **# 66 Panel Discussion**

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3:30 pm–4:50 pm

301 (TCC)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Mareile A. Koenig, Ph.D.

### **Applied Behavior Analysis and Speech Language Pathologists: Promoting Collaboration**

Chair: Joanne Gerenser (Eden II Programs)

MAREILE A. KOENIG (West Chester University)

RAYMOND G. ROMANCZYK (State University of New York at Binghamton)

TRACY VAIL (Let's Talk Speech and Language Services, Inc.)

CORINNE M. MURPHY (West Chester University)

### **# 67 Panel Discussion**

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3:30 pm–4:50 pm

606 (Convention Center)

EAB; Applied Research

BACB CE Offered. CE Instructor: Matthew P. Normand, Ph.D.

### **The Importance of Innovative Research in Behavior Analysis**

Chair: Allison J. Morley (University of the Pacific)

KENNETH SILVERMAN (Johns Hopkins University)

MATTHEW P. NORMAND (University of the Pacific)

RON VAN HOUTEN (Western Michigan University)

TIMOTHY R. VOLLMER (University of Florida)

## # 68 Symposium

3:30 pm–4:50 pm

618/619 (Convention Center)

EDC/DEV; Theory

BACB CE Offered. CE Instructor: Susan M. Schneider, Ph.D.

### **The Genius in All of Us: Building on Hart and Risley**

Chair: Susan M. Schneider (University of the Pacific)

Discussant: Ronnie Detrich (Wing Institute)

#### **Shenk's *The Genius in All of Us: Nature-Nurture and Behavioral Potential***

SUSAN M. SCHNEIDER (University of the Pacific)

#### ***Whatever It Takes: The Harlem Children's Zone and Geoffrey Canada's War on Poverty***

CATHY L. WATKINS (California State University, Stanislaus)

#### **Esquith's *There Are No Shortcuts: How a Teacher of the Year Tests the Limits***

TIMOTHY A. SLOCUM (Utah State University)

## # 69 Symposium

3:30 pm–4:50 pm

611 (Convention Center)

EDC/DDA; Applied Research

### **Evaluating the Use of Headsprout Reading Programmes With Diverse Learners**

Chair: Emily Tyler (Bangor University)

#### **Using Headsprout Early Reading With Children With Mild to Moderate Intellectual and Developmental Disabilities**

EMILY TYLER (Bangor University), Bethan Williams (Betsi Cadwaladr University Health Board), Shan Lea (Gwynedd Education Authority), and John Carl Hughes and Michael Beverley (Bangor University)

#### **Accessing Headsprout Early Reading Using Communication Aids With Two Children With Cerebral Palsy to Improve Reading and Communication Skills**

BETHAN WILLIAMS (Betsi Cadwaladr University Health Board); Emily Tyler (Bangor University); and Deborah Morris, Janet Griffiths, and Shan Lea (Gwynedd Education Authority); and John Carl Hughes (Bangor University)

#### **Using Headsprout Early Reading and Headsprout Reading Comprehension With Children With Autism: An Update**

CORINNA F. GRINDLE, John Carl Hughes, Faye Rapley, Tracey Tibbals, Maria Saville, and Emily Tyler (Bangor University)

#### **When Learners Have to Look Back in the Passage Before Answering Questions**

HIROFUMI SHIMIZU, T. V. Joe Layng, April Heimlich Stretz, Victoria Ford, Jay Thompson, and Marta Leon (DYMO Mimio Interactive Teaching Technologies)

## # 70 Symposium

3:30 pm–4:50 pm

616/617 (Convention Center)

EDC/TBA; Applied Research

BACB CE Offered. CE Instructor: Mark T. Harvey, Ph.D.

### **Evidence Based Practice in Education and Training**

Chair: Mark T. Harvey (Florida Institute of Technology)

#### **Using Behavioral Skills Training to Prepare Parents of Children With Autism to Teach Manding**

Ada C. Harvey (Florida Institute of Technology); Patrick E. McGreevy (Patrick McGreevy, Ph.D., P.A.); TARA LOUGHREY (Florida Institute of Technology); Leny D. Velasquez Velasquez (Munroe Meyer Institute, University of Nebraska Medical Center); and Natalie L. Homa, Anthony T. Fischetti, Lina Majdalany, and Stephanie A. Sinn (Florida Institute of Technology)

#### **An Evaluation of Behavioral Skills Training With the Addition of a Fluency Component**

Ashley Breedon, Timothy M. Weil, and EMILY BRAFF (University of South Florida)

### **Increasing Academic Performance Using Behavioral Momentum**

MARK T. HARVEY and Shantel Pugliese (Florida Institute of Technology) and Leny D. Velasquez Velasquez (Munroe Meyer Institute, University of Nebraska Medical Center)

### **Optimizing Online Instruction With Time-Out Contingencies**

ERICK M. DUBUQUE and Linda J. Parrott Hayes (University of Nevada, Reno)

## **# 71 Panel Discussion**

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3:30 pm–4:50 pm

202 (TCC)

PRA; Applied Research

### **Mission Possible! Achieving Personal and Professional Goals in Academic and Private Sectors**

#### **Settings Using Applied Behavior Analysis Tactics**

Chair: Sean Field (Western Michigan University)

RUTH M. DEBAR (Caldwell College)

JESSICA E. FRIEDER (Western Michigan University)

BARBARA METZGER (Behavioral Innovations, Inc.)

ALISON L. MOORS (Academy for Precision Learning)

## **# 72 Panel Discussion**

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3:30 pm–4:50 pm

204 (TCC)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Robert K. Ross, Ed.D.

### **ABAI Practice Board: Practitioner Resources for Identifying Evidence Based Practices in Autism Treatment**

Chair: Michael F. Dorsey (Endicott College)

ROBERT K. ROSS (BEACON Services)

EILEEN GAMBRILL (University of California, Berkeley)

MARY JANE WEISS (Endicott College)

JOHN M. GUERCIO (AWS, Inc.)

## **# 73 Panel Discussion**

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## **Student Committee Event**

3:30 pm–4:50 pm

610 (Convention Center)

TPC; Theory

### **Professional Development Series: Ripples to Waves: Fighting the Tide of Mentalism as Behavior Analysis Rises Into New Fields**

Chair: Chelsea L. Skinner (The Chicago School of Professional Psychology)

RICHARD W. MALOTT (Western Michigan University)

JANET ELLIS (University of North Texas)

JENNIFER KLAPATCH (The Chicago School of Professional Psychology)

DAVID WAYNE SCHAAL (Accuray Incorporated)

## **# 74 Symposium**

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3:30 pm–4:50 pm

605 (Convention Center)

TPC; Theory

### **Reflexions on Perception: Three Naturalistic Approaches**

Chair: Maria Isabel Munoz Blanco (University of Nevada)

Discussant: Linda J. Parrott Hayes (University of Nevada, Reno)

#### **Why We Shouldn't Get Rid of Perception: A Deweyan Argument**

ANDRES H. GARCIA-PENAGOS (West Virginia University)

#### **Perception, Attention, and Substitution**

MARIA ISABEL MUNOZ BLANCO and Linda J. Parrott Hayes (University of Nevada, Reno)

#### **Affordance Perception: A Comparative Analysis**

FELIPE CABRERA (Universidad de Guadalajara)



## # 75 Paper Session

4:00 pm–4:20 pm

LL04 (TCC)

DDA

### Selected Topics Addressing Children With Developmental Disabilities

Chair: Laura R. Butler (Behavioral Support Partnership)

#### Using Applied Behavior Analysis to Teach Water Safety and Beginning Through Advanced Swim Skills to Children With Disabilities (Service Delivery)

LAURA BUTLER and Amy Wilson (Behavioral Support Partnership)

## # 76 Panel Discussion

4:00 pm–4:50 pm

302 (TCC)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Patricia I. Wright, Ph.D.

### International Service Delivery in Autism: Increasing Effectiveness

Chair: Patricia I. Wright (Easter Seals)

MOLLY OLA PINNEY (Global Autism Project)

EMILY ALEXANDRA WINEBRENNER (Global Autism Project)

SUSAN AINSLEIGH (Dar Al Hekma College)

## # 77 Paper Session

4:00 pm–4:50 pm

602 (Convention Center)

CSE

### Decision Making in Applied Behavior Analysis

Chair: Kim Meyer (Centre of Excellence for Behaviour Support)

#### Ethical Decision Making Within Applied Behavior Analysis (Theory)

DAVID J. COX (STE Consultants)

#### Constructional Approaches to Social Problems: Could Israel Goldiamond Predict the Future? (Service Delivery)

KIM MEYER and John Wooderson (Centre of Excellence for Behaviour Support)

## # 78 Paper Session

4:00 pm–4:50 pm

LL05 (TCC)

DDA

### Applications of Functional Analysis Methodology

Chair: Amanda Zangrillo (University of Southern Maine)

#### Further Analysis of the Correspondence Between Results of Brief Functional and Extended Functional Analyses (Applied Research)

AMANDA ZANGRILLO (University of Southern Maine) and Nathan Call, Natalie A. Parks, and Andrea R. Reavis (Marcus Autism Center)

#### Analysis of a Large-n Implementation of Demand Assessments in the Treatment of Severe Behavior (Applied Research)

JOSLYN CYNKUS MINTZ, Nathan Call, and Natalie A. Parks (Marcus Autism Center)

## # 79 SQAB Tutorial

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4:00 pm–4:50 pm  
608 (Convention Center)  
EAB; Basic Research

### **Pavlovian Conditioning: It Is Not About the Conditioned Response but About Modification of a Biobehavioral System**

Chair: Doug Williams (University of Winnipeg)

MICHAEL DOMJAN (University of Texas)



Michael Domjan is professor of psychology at the University of Texas at Austin, where he has been teaching since 1973. He was introduced to applied behavior analysis at the Behavior Science Institute at Western Michigan University, before going on to obtain a Ph.D. in biopsychology at McMaster University. At McMaster, he worked with Shepard Siegel, who encouraged him to think more broadly about issues related to Pavlovian conditioning. Since then, Domjan has become noted for his functional approach to Pavlovian conditioning, which he has pursued in studies of sexual conditioning and taste aversion learning. He served as editor of the *Journal of Experimental Psychology: Animal Behavior Processes* and was recipient of the G. Stanley Hall Award from the American Psychological

Association and a MERIT Award from the National Institutes of Mental Health. At the University of Texas, he was chair of the Psychology Department from 1999–2005, and was the founding director of the University's Imaging Research Center from 2005–2008. Domjan is a past president of the Pavlovian Society of North America and served as president of the Division of Behavioral Neuroscience and Comparative Psychology of the American Psychological Association. His textbook, *Principles of Learning and Behavior*, is now in its sixth edition and has been widely used for the past 30 years in the United States, Canada, and various countries in Europe and South America.

**Abstract:** The paradigm example of Pavlovian conditioning is a dog salivating to a cue that occurs before the delivery of meat powder. Because conditioned salivation (the conditioned response or CR) reflects an association of the cue and the meat powder, Pavlovian conditioning became a favorite method of scientists whose primary interest was to elucidate the mechanisms of association learning. I will argue that this focus on a target conditioned response or respondent misses the broader biological significance of Pavlovian conditioning, which is to enable organisms to interact more effectively with significant biological events or unconditioned stimuli (US). The broader perspective suggests that Pavlovian conditioning produces a wide range of behavioral and physiological adjustments that enable the organism not only to better prepare for the impending occurrence of the unconditioned stimulus, but to also deal with the US more effectively at both the behavioral and physiological level. Thus, Pavlovian conditioning produces a reorganization of the biobehavioral system that is activated by the US. This broader perspective will be illustrated with examples from appetitive, aversive, and sexual conditioning.

## # 80 Panel Discussion

## Student Committee Event

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4:00 pm–4:50 pm  
604 (Convention Center)  
OBM; Service Delivery

### **Professional Development Series: Attaining Success in Organizational Behavior Management: Expert Advice From Prominent Figures in the Field**

Chair: Amy Katherine Loukus (Southern Illinois University Carbondale)

TIMOTHY D. LUDWIG (Appalachian State University)

NICOLE E. GRAVINA (Reaching Results)

RYAN B. OLSON (Oregon Health & Science University)

## # 81 Paper Session

4:00 pm–4:50 pm

101 (TCC)

VRB

### Examining Controlling Variables for Verbal Behavior: Implications for Language Interventions

Chair: Dean Smith (UK Young Autism Project)

#### **Antecedent Control in Intraverbal Behavior: An Analysis and Implications for Teaching** (Theory)

DEAN SMITH (UK Young Autism Project) and Svein Eikeseth (Akershus University College)

#### **Verbal Behavior: Implications for Teaching Language to Children Exhibiting Immediate Echolalia** (Theory)

MICHAEL VOLTAIRE (Nova Southeastern University)

## # 82 Poster Session

5:00 pm–7:00 pm

Exhibit Hall 4AB (Convention Center)

AAB

**1. Maintaining Oral Syringe Training With Captive Animals** (Applied Research) EMILIE J. ANDERSON and Jesus Rosales-Ruiz (University of North Texas)

**2. Effects of Indirectly Increasing Rates of Reinforcement on the Acquisition, Extinction, and Reacquisition of Behavior in Dogs** (Applied Research) LAURA COULTER and Jesus Rosales-Ruiz (University of North Texas)

**3. Promoting Generalization Across Trainers Through Teaching Sufficient Exemplars** (Applied Research) KATHLEEN ROSSI, Jeffrey Gesick, Laura Coulter, Matthew A. Davison, Robin Lynn Beasley, Holly Kowalchuk, and Jesus Rosales-Ruiz (University of North Texas)

**4. The Impact of Behavioral Characteristics on Dog Adoptions: A Survey of Potential Adopters** (Applied Research) VERONICA J. HOWARD and Florence D. DiGennaro Reed (University of Kansas)

**5. Differential Reinforcement of Other Behavior to Reduce Biting and Chewing of Horses** (Applied Research) Adam E. Fox, SHANA R. BAILEY, Ezra Garth Hall, and Claire C. St. Peter Pipkin (West Virginia University)

**6. Response Acquisition by Dogs Using a Signaled 10-s Delay to Reinforcement** (Basic Research) LINDSAY PARENTI and Megan E. Maxwell (Pet Behavior Change, LLC)

**7. Individual Differences in the Acquisition of Schedule-Induced Polydipsia** (Basic Research) ZINA A. ELURI and James T. Todd (Eastern Michigan University)

**8. Reducing Undesirable Behavior in a Large Breed Dog Using Stimulus Control** (Applied Research) MATTHEW A. DAVISON and Jesus Rosales-Ruiz (University of North Texas)

**9. Teaching Patagonian Cavies to Like People Using CAT** (Applied Research) MARY ELIZABETH HUNTER, Kathleen Dignan, and Jesus Rosales-Ruiz (University of North Texas)

**10. Bringing Behavior Analysis to Horse Training** (Applied Research) AMANDA VALENCIA and Ellie Kazemi (California State University, Northridge)

**11. The Applied Animal Behavior Analysis Practicum at Western Michigan University** (TBA; Service Delivery) STACY D. ENGBRETSON and Lori Barnes (Western Michigan University)

## # 83 Poster Session

5:00 pm–7:00 pm

Exhibit Hall 4AB (Convention Center)

AUT

**1. Autism Intervention in the Pediatric Hospital Setting: An Intensive Outpatient Program** (CBM; Service Delivery) Tessa Vankirk and CARRIE H. GREER (Children's Medical Center)

**2. Familiarity With Science Behind Autism Interventions? A Survey of Parents and Service Providers** (CSE; Service Delivery) ALICE M. WALKUP (California Lutheran University)

- 3. Equivocal Findings From a Longitudinal Investigation of Person-Centered Planning** (CSE; Applied Research) CHARLES STEVE HOLBURN and Christine Cea (Institute for Basic Research)
- 4. The Effects of Matching Sensory Profile Results to Functional Analysis and Preference Assessment for the Treatment of Aberrant Behaviors in Two Children With Autism Spectrum Disorders** (CBM; Applied Research) Jennifer McCall, K. MARK DERBY, and Thomas Ford McLaughlin (Gonzaga University)
- 5. A Review of a Successful Data Management System Conducted by Parents of a Child With Autism and Bipolar Disorder** (CBM; Applied Research) MAURA STACK-ODEN (ABA Services of the Front Range)
- 6. Just Say “No!” to Strangers: Teaching Abduction Prevention Skills to Children With Autism Spectrum Disorders** (CSE; Applied Research) CORRINE KIRSCH and Brian J. Feeney (Developmental Behavioral Health, Inc.); Julie Ann Shepard, Stephanie K. Sabo, and Theresa Yakich (Behavior & Learning Group); and Rebecca K. Arvans-Feeney (Developmental Behavioral Health, Inc.)
- 7. Using Bluetooth Technology to Increase Parent Adherence With Behavioral Strategies** (CSE; Applied Research) CAROLINE THOMPSON (Autism Spectrum Therapies)
- 8. Teaching Social Skills in Child Care Centres to Preschoolers With Autism Spectrum Disorder Using Peers** (CSE; Applied Research) CARMEN L. HALL and Kimberly Maich (Fanshawe College)
- 9. Cross-Cultural Collaboration: Creating Sustainable Services for People With Autism in Nairobi, Kenya** (CSE; Service Delivery) POOJA PANESAR (Kaizora Consultants), Molly Ola Pinney (Global Autism Project), Mary E. Brady (University of Massachusetts Boston), Emily Alexandra Winebrenner (Global Autism Project), and Lincoln Z. Kamau (The Groden Center)
- 10. Learning “Emotion” in Children With Autism Spectrum Disorder: Analysis by Equivalent Relations Between Emotion-Words and Facial Expression** (DDA; Applied Research) SOICHIRO MATSUDA and Jun’ichi Yamamoto (Keio University)
- 11. Teaching the Self-Help Skill of Tying Shoes to a Child With Autism** (DDA; Applied Research) NATALIE P. GROTEAU (Surrey Place Centre) and Erica F. Franco (Brock University)
- 12. A Case Study: Reduction of Rumination Following Behavioral Intervention** (DDA; Applied Research) MICHELE LAMPSON PERSEGHIN (Bluegrass Oakwood)
- 13. Teaching Visual Discrimination in the Context of Functional Communication Training** (DDA; Applied Research) LAUREN ALISON PEPA, Kyung Mo Nam, Rachel Mislavsky, Meghan Reilly, Mariana Torres-Viso, Kimberly Sloman, Kate E. Fiske Massey, and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)
- 14. Examining the Effects of Parent Training in Component Skills Targeted During Parent-Child Interaction Therapy** (DDA; Applied Research) KAITLIN BALK, Nicole Elizabeth Marchetto, Heather K. Jennett, and Justin Boyd (Kennedy Krieger Institute)
- 15. The Use of Overt Rules in the Evaluation of an Individualized Levels System** (DDA; Applied Research) PAUL WIENECKE, Linh B. Ly, and Heather K. Jennett (Kennedy Krieger Institute)
- 16. Increasing the Amount and Complexity of Play in an Adolescent Diagnosed With Autism Spectrum Disorder by Using Access to Motor Stereotypy as a Reinforcer** (DDA; Applied Research) CASEY J. CLAY (Utah State University), Jacqueline N. Potter (New England Center for Children), Gregory P. Hanley (Western New England University), Matotopa Augustine (New England Center for Children), and Meredith C. Phelps (ACES, Inc.)
- 17. Some Further Effects of Noncontingent Music on Vocal Stereotypy: An Evaluation of Preference** (DDA; Applied Research) MARC J. LANOVASZ and Stéphanie Ferguson (Université de Montréal), John T. Rapp (St. Cloud State University)
- 18. A Self-Management Procedure to Increase Compliance in Two Children With High-Functioning Autism** (DEV; Applied Research) ANGELIKA ANDERSON, Chi Man Lui, and Dennis W. Moore (Monash University)
- 19. Analyzing Functional Verbal Behavior of a Child With Autism in Home Setting** (EAB; Applied Research) MASAOKI MIYATA and Koji Takeuchi (Meisei University)
- 20. Token Economies in a Social Setting: Effects on the Occurrence of Appropriate and Inappropriate Behaviors** (EDC; Applied Research) MICHELLE DALY, Kerilynn Cangi, and Corinne M. Murphy (West Chester University of Pennsylvania) and Cherie Ann Fishbaugh (Southeastern Pennsylvania Autism Resource Center)

- 21. An Evaluation of the Short and Long Term Impact of Integrity Errors on Student Performance** (EDC; Applied Research) SARAH R. HYMAN, Jason M. Hirst, and Florence D. DiGennaro Reed (University of Kansas) and Tanya Baynham (Kansas City Autism Training Center)
- 22. Effects of Making Interactive Games Available to Children With Pervasive Developmental Disorders During Unstructured Times** (EDC; Service Delivery) ARIEL RAVID (Binghamton University) and Stephanie Lockshin (Institute for Child Development, Binghamton University)
- 23. Functional Analysis and Treatment of Attention Maintained Bruxism** (EDC; Applied Research) COURTNEY BRITT (Texas State University) and Katy Davenport, Jennifer Michelle Ninci, and Russell Lang (Texas State University, San Marcos)
- 24. Using Fluency Based Instruction to Teach Time Telling to a Young Boy With Autism** (EDC; Service Delivery) MICHAEL RUEHLEN and Kelly J. Ferris (Organization for Research & Learning)
- 25. Teaching a Child With Autism to Make Statements About Character Interactions in Pictures** (EDC; Service Delivery) TERESA M. MCCANN and Kelly J. Ferris (Organization for Research & Learning)
- 26. Peer Networks Project: Improving Social-Communication, Literacy, and Adaptive Behaviors for Young Children With Autism Spectrum Disorder** (EDC; Applied Research) DEBRA M. KAMPS (Juniper Gardens Children's Project), Kathy Thiemann (University of Kansas), Linda S. Heitzman-Powell (University of Kansas Medical Center), Ilene Schwartz (University of Washington), Suzanne Cox (University of Kansas), and Nancy Rosenberg (University of Washington)
- 27. Using Assistive Technology to Help Children With Autism Master Goals From the VB-MAPP** (EDC; Service Delivery) CHARNA MINTZ, Jacqueline LeMesurier, Molly Derriman, and Amanda N. Mason (The Learn Foundation for Autism, Ltd.)
- 28. Dialogic Reading With Preschoolers With Autism: An Examination of Early Literacy Outcomes** (EDC; Applied Research) VERONICA PAMPARO (University of Washington)
- 29. Providing a Visual Sequence to Eliminate Verbal Prompts** (EDC; Service Delivery) JANET A. BUTZ (Collaborative Autism Resources and Education) and Kathleen Godsoe (Anchorage School District)
- 30. A Replication Study of Demand Fading Protocol Effect on the Occurrence of Maladaptive Behaviors and Rate of Skill Acquisition** (Applied Research) SHAWNIE N. GIRTLE, Dave Hughes, and Carrie A. Scott (Firefly Autism House)
- 31. The Use of Functional Analysis Methodology to Assess Circumscribed Speech in Children With Spectrum Disorders** (Applied Research) MELINA SEVLEVER, Jennifer M. Gillis Mattson, Jennifer Wigington, Rebecca Beights, and Kristen Spencer Walstrom (Auburn University)
- 32. Functional Analysis and Treatment of Repetitive Verbal Mands in Children With Autism** (Applied Research) AARTI HARESH THAKORE, Tracy L. Kettering, Sunena Khowaja, Kassidy Ratledge, Lorraine M. Bologna, and Susan K. Malmquist (The Chicago School of Professional Psychology)
- 33. Use of Reinforcement and Graduated Exposure in Medical Procedure Desensitization** (Service Delivery) BLAKE GRIDER (May Institute)
- 34. Analyzing the Function of Joint Attention Behavior of Children With Autism** (Applied Research) PAMELA J. WHITE (University of Texas at Austin), Tarsah Dale (Inspire Behavior Therapy & Consulting), and Jeannie M. Aguilar and Christina Fragale (Meadows Center for Preventing Educational Risk)
- 35. Using Script Fading to Increase Play-Based Language Between Children With Autism and Their Typically Developing Sibling** (Applied Research) JESSICA AKERS (Utah State University)
- 36. Adult Contingent Vocal Imitation Increases Vocal Imitation of Children With Autism Spectrum Disorders** (Applied Research) YUKA ISHIZUKA and Jun'ichi Yamamoto (Keio University)
- 37. Immediate and Subsequent Effects of Response Interruption and Redirection on Targeted and Untargeted Forms of Stereotypy** (Applied Research) SARAH J. PASTRANA and John T. Rapp (St. Cloud State University)
- 38. Training and Generalization of Peer-Directed Mands With Nonvocal Children With Autism** (Applied Research) Tiffany Kodak (University of Oregon) and Amber R. Paden, Nitasha Dickes, and PAIGE MCARDLE (Munroe-Meyer Institute, University of Nebraska Medical Center)

- 39. The Use of Chelation to Treat Autism Spectrum Disorders: A Literature Synthesis** (Service Delivery) SHANNA ATTAL, Tonya Nichole Davis, and Daelynn Copeland (Baylor University); Mandy J. Rispoli (Texas A&M University); Mark O'Reilly (University of Texas at Austin); Russell Lang (Texas State University, San Marcos); and Austin Mulloy (Meadows Center for Preventing Educational Risk)
- 40. Point-of-View Video With and Without a Model to Teach Pedestrian Skills to Children With Autism** (Applied Research) SUSAN SILVIA and Gordon A. DeFalco (Evergreen Center)
- 41. Incorporating Choice Into a Shaping Procedure for a Child With Autism Who Displayed Extreme Avoidance of Toe-Nail Trimming** (Service Delivery) LAURA B. TURNER (Binghamton University) and Stephanie Lockshin (Institute for Child Development, Binghamton University)
- 42. A Comparison Between Free Operant and Discrete Teaching Methods on Rates of Acquisition of Receptive Identification of Colors and Letters** (Applied Research) MARK MALADY, Ryan Lee O'Donnell, and Joshua K. Pritchard (Florida Institute of Technology)
- 43. Whoever Said You Can't Buy Happiness Didn't Know Where to Shop: The Relationship Between Affect and Preference Assessments** (CSE; Applied Research) PETER F. GERHARDT (The McCarton School) and Gloria M. Satriale and Jessica Zawacki (PAAL)

#### # 84 Poster Session

5:00 pm–7:00 pm

Exhibit Hall 4AB (Convention Center)

BPH

- 1. An Analysis of the Reinforcing Value of Cigarettes and E-Cigarettes Among Nicotine-Dependent Cigarette Smokers Using the Multiple-Choice Procedure** (CBM; Applied Research) Donelle Howell, JENNIFER M. CAMERON, Sterling McPherson, Arlana Byers, Haeley Meyer, Sharon Falk, Lara Zipperer, and John M. Roll (Washington State University)
- 2. The Effects of Salvinorin A on Morphine Induced Place Conditioning in Male Sprague-Dawley Rats** (EAB; Basic Research) JENNIFER L. WALTERS, Stacy D. Engebretson, and Lisa E. Baker (Western Michigan University)
- 3. A Functional Analysis of Extinction of the Discriminative Stimulus Function of Nicotine in Rats** (EAB; Basic Research) JOSEPH R. TROISI (Saint Anselm College)
- 4. Influence of Different Vehicle Solutions on Place Conditioning With Salvinorin A** (EAB; Basic Research) STACY D. ENGBRETSON, Jennifer L. Walters, and Lisa E. Baker (Western Michigan University)
- 5. Estradiol Effects on Polydipsic and Homecage Alcohol Consumption in OVX Rats** (EAB; Basic Research) KYLE MCELHANY and Debra J. Spear (South Dakota State University)
- 6. The Associative Tolerance to the Sedation Effect of Ethanol** (EAB; Basic Research) BENITA ÇLO ILDEFONSO, José de Jesús Delgado Solís, Yasmín Arriaga Abad, and Dulce Kenia Soriano Guzmán (Universidad Nacional Autónoma de México)
- 7. It May Leave a Bitter Taste in Your Mouth: Negative After Effects of Sucrose Fading on Ethanol Consumption** (EAB; Basic Research) RACHEL DOVE and Jonathan W. Pinkston (University of North Texas)
- 8. A Within-Subject Analysis of d-Amphetamine Exposure on Delay Discounting in Rats** (EAB; Basic Research) CHRISTOPHER KREBS (West Virginia University), Jonathan M. Slezak (Johns Hopkins University), and Karen G. Anderson (West Virginia University)
- 9. Effects of Fixed-Interval Requirements and d-Amphetamine on Delay Discounting in Rats** (EAB; Basic Research) SALLY HUSKINSON and Karen G. Anderson (West Virginia University)
- 10. Some Effects of Reinforcement on d-Amphetamine-Induced Rotational Behavior in the Rat** (EAB; Basic Research) STEPHANIE L. ALBERICO (Uniformed Services University of the Health Sciences) and Rodney D. Clark (Allegheny College)
- 11. Decision Making in Methadone Patients** (EAB; Basic Research) CATHERINE M. GAYMAN and Cynthia J. Pietras (Western Michigan University)
- 12. Serial Position Effects in Social Learning: Scopolamine Effects** (EAB; Basic Research) J. C. PEDRO ARRIAGA-RAMIREZ, Guadalupe Ortega-Saavedra, and Sara E. Cruz-Morales (Universidad Nacional Autónoma de México)

- 13. Simultaneous Auditory Quality Discrimination Training Ameliorates Auditory Processing Disorder** (EAB; Basic Research) JOHN C. NEILL (Long Island University)
- 14. Effects of 8-OH-DPAT on Delay Discounting in Pigeons** (EAB; Basic Research) TAKAYUKI TANNO (Kwansei Gakuin University) and Lisa R. Gerak and Charles Patrick France (University of Texas HSC-H)
- 15. Serial Position Effects in Social Learning: Atropine Effects** (EAB; Basic Research) J. C. PEDRO ARRIAGA-RAMIREZ, Guadalupe Ortega-Saavedra, and Sara E. Cruz-Morales (Universidad Nacional Autónoma de México)
- 16. Requiring Urine Testing as a Condition of Employment Does Not Reduce the Value of an Employment Opportunity Among Many Unemployed Heroin-Dependent Adults** (EAB; Applied Research) MIKHAIL KOFFARNUS (Virginia Tech) and Kenneth Silverman (Johns Hopkins University)
- 17. Effects of Drugs of Abuse on Incrementing Non-matching to Sample in Rats** (Basic Research) MELISSA DEAL, Brooke April, Andrew Hawkey, Christine Hausmann, Kevin Jacobs, Michelle Timms, and Mark Galizio (University of North Carolina Wilmington)

# 85 Poster Session

5:00 pm–7:00 pm  
Exhibit Hall 4AB (Convention Center)  
CSE

- 1. The Outcomes of a Community Based Training Program for Parents of Children With Autism** (AUT; Service Delivery) CHRISTOPHER M. FURLOW and Amber L. Valentino (Marcus Autism Center)
- 2. From Fun to Factories: Bootstrapping Our Way to Tablet-Based Assistive Technology for the Workplace** (AUT; Applied Research) RAYMOND V. BURKE (The Prevention Group), Keith D. Allen (Munroe-Meyer Institute), Scott L. Bowen (The Prevention Group), Monica Howard (Munroe-Meyer Institute), Douglas Downey (Northwestern University), Janice K. Flegle (University of Nebraska Medical Center), and Michael Matz (Flying Yeti)
- 3. Factors Affecting the Quality of Special Education Service** (DDA; Service Delivery) PATRICIA PLANCARTE CANSINO, Patricia Ortega Silva, and Hugo Romano Torres (Universidad Nacional Autónoma de México)
- 4. Successful Behaviour Planning With Community Partnerships** (DDA; Service Delivery) JOANNA KUPIBIDA, Rubina McDonald, and Donna Adair (Peel Behavioural Services)
- 5. Prevalence of Depression and Suicidal Ideation in College Students of Different Careers in Mexico** (EDC; Applied Research) NORMA COFFIN, Constanza Miralrio Medina, Clara Bejar Nava, Francisca Bejar Nava, Lourdes Jimenez Renteria, Monica Alvarez Zúñiga, and Arturo Silva Rodríguez (Universidad Nacional Autónoma de México)
- 6. Disseminating DBT Skills in the Community: Four Semesters of Experience** (EDC; Service Delivery) ALVIN HOUSE, Lauren Young, Caroline Van Aman, Heather Terhorst, and Abigail Ramon (Illinois State University)
- 7. Increasing Safe Bicycle Parking Through an Antecedent and Rule Based Intervention** (OBM; Applied Research) DANIEL B. SUNDBERG and Elbert Blakely (Florida Institute of Technology)
- 8. Behavioral Problem-Solving and Skill Maintenance Training for Managers, Staff, and Parents** (TBA; Service Delivery) JOHN KOSMOPOULOS (York Central Hospital)

# 86 Poster Session

5:00 pm–7:00 pm  
Exhibit Hall 4AB (Convention Center)  
DDA

- 1. The Use of Differential Reinforcement and Escape Contingencies in the Treatment of Food Refusal** (EDC; Applied Research) AMY J. DAVIES LACKEY and Karlee Miller (Manhattan Children’s Center); Nicole Herz (Florida Institute of Technology); and Marisa Savard, Virginia S. Wong, and Samantha M. Solow (Manhattan Childrens Center)
- 2. Extension of Brief Experimental Analyses of Academics to an Individual With Severe Problem Behavior** (AUT; Applied Research) ALISON SHANHOLTZER, SungWoo Kahng, Jonathan Dean Schmidt, Nabil Mezhoudi, and Bailey Scherbak (Kennedy Krieger Institute)

- 3. Reducing Rapid Eating in Adults With an Intellectual Disability** (CBM; Applied Research) FRANCIA ECHEVERRIA and Raymond G. Miltenberger (University of South Florida)
- 4. Using Simultaneous Prompting to Teach Independent Living and Leisure Skills to Adults With Severe Intellectual Disabilities** (Applied Research) CHAD DOLLAR, Laura D. Fredrick, Paul A. Alberto, and Jaye K. Luke (Georgia State University)
- 5. The Effects of Parent Implementation of Escape Extinction and Noncontingent Reinforcement on Food Refusal of a 2-Year-Old Boy With Pervasive Developmental Disorder Not Otherwise Specified** (CBM; Applied Research) JENNIFER MCCALL, Anjali Barretto, and Kimberly P. Weber (Gonzaga University)
- 6. Impact of Density of Instruction on Number of Sessions to Mastery for Students With MOID** (EDC; Applied Research) LAURA D. FREDRICK, Jaye K. Luke, Roberto Gama, Chad Dollar, and Paul A. Alberto (Georgia State University)
- 7. Teaching a Child With Phelan-McDermid Syndrome to Independently Eat With a Fork** (Applied Research) ANNIE PARSELL and Kristin Wilkinson Smith (Organization for Research and Learning) and Teresa M. McCann (private practice)
- 8. The Reliability and Validity of the Children Feeding Questionnaire Among Korean Parents** (Applied Research) HYE YEON SHIN, Soohyun Shin, and Kyong-Mee Chung (Yonsei University)
- 9. Treatment of Chronic Bruxism Using Free Access and Redirection With a Rubber Teether** (AUT; Applied Research) JUSTIN M. DISCALFANI, Allison Schear, Megan McDonald, and Sana L. Shadded (The ELIJA School)
- 10. Using Differential Reinforcement Procedures to Increase Tolerance for Change** (AUT; Applied Research) COURTNEY BLOOM (Shabani Institute), Kim Zhu and Robert-Ryan S. Pabico (Center for Behavior Analysis and Language Development), and Daniel B. Shabani (California State University, Los Angeles)
- 11. Teaching Self-Employment Skills to Adults With Autism and Other Disabilities Within a Building-Wide Recycling Program** (CSE; Applied Research) WESLEY H. DOTSON, David M. Richman, Layla Abby, and Samuel Thompson (Texas Tech University)
- 12. Application of a Social Stories Intervention to Improve Productivity of Adult Workers With Developmental Disabilities** (Applied Research) JEFFREY MICHAEL CHAN (Northern Illinois University) and Lindsay Lambdin (Helping Hand for Relief and Development)
- 13. Computer-Based Teaching of Kanji Reading and Writing in a Student With Developmental Disabilities** (EDC; Applied Research) HIROSHI SUGASAWARA (Tokiwa University)
- 14. Effects of a Shaping and Fading Program Across Dimensions/Response Classes on SIB and Verbal Behavior** (PRA; Service Delivery) GREGORY R. MANCIL (University of Louisville) and Stephen Foreman (Intervention Services)
- 15. "Don't Eat That!" Using Latency of First Response to Understand and Treat Pica Behavior at an Intermediate Care Facility** (PRA; Applied Research) EDWARD D. PARKER (Bluegrass Oakwood)

#### **# 87 Poster Session**

5:00 pm–7:00 pm

Exhibit Hall 4AB (Convention Center)

DEV

- 1. The Use of Auditory Matching to Improve Instructional Outcomes for Students With Autism** (EDC; Applied Research) NICOLE LUKE, Vicky Simos, and Laura Endicott (Surrey Place Centre); Urvashi Sirur (Aisling Discoveries Child and Family Centre); and Julia Jones (Toronto Partnership for Autism Services)
- 2. The Effects of Face Conditioning Protocol on Inducing Listener Behavior for Two Nursery School Students With Developmental Delays** (EDC; Applied Research) SUZZANNA JAVED and Susan Buttigieg (Teachers College, Columbia University)
- 3. The Efficacy of a Clinical Intervention Designed to Decrease Disruptive Vocalizations in an Older Adult With Dementia** (Applied Research) KIRSTIE HATHAWAY, Leah Conner, and Kathleen Fairchild (Rehabilitation Institute, Southern Illinois University) and Jonathan C. Baker (Southern Illinois University)
- 4. Behavioral Support, Age, and Arm Reaching Modes** (Basic Research) ANGEL JIMENEZ (Universidad de Guadalajara)



**5. Breaching Limits and Defying Boundaries: I Woke Up One Day and Decided to Run a Marathon** (PRA; Applied Research) BRIAN KEE, Laura Baylot Casey, and Megan Elizabeth Vonderheide Hubbard (University of Memphis)

**6. Relations Between Visual Perspective Taking and False Belief Skills in 5-Year-Old Children** (VRB; Applied Research) MARIA BAQUERO, Lorena Garcia-Asenjo, and Luis Antonio Perez-Gonzalez (Universidad de Oviedo)

**7. Effects of Assessment of Prerequisite Skills in Performance on Probes of Level 2 Visual Perspective Taking** (VRB; Applied Research) MARIA BAQUERO, Lorena Garcia-Asenjo, and Luis Antonio Perez-Gonzalez (Universidad de Oviedo)

#### # 88 Poster Session

5:00 pm–7:00 pm

Exhibit Hall 4AB (Convention Center)

EAB

**1. The Reinforcement History Effects of Behavioral Variation and Repetition on Acquisition of Counting Behavior** (Basic Research) NAOKI YAMAGISHI (Ryutsu Keizai University)

**2. Differential Reinforcement of Lever Holding in Rats: Assessing Temporal Discounting on a Single Manipulandum** (Basic Research) CHARLES CASEY JOEL FRYE (Southern Illinois University), Eric A. Jacobs and Michael Young (Southern Illinois University, Carbondale), and Jerry Zhu (Southern Illinois University)

**3. Effects of Variability in Delay to Reinforcement on Within-Session Decreases in Operant Responding** (Basic Research) MIKAELA MULDER, Eric S. Murphy, Shea Lowery, Alyssa Hoskie, and Amanda Hesser (University of Alaska Anchorage)

**4. The Predictability of a Visual Stimulus for Food and Its Effect on Induced Polydipsia** (Basic Research) MELISSA M. M. ANDREWS and Mark P. Reilly (Central Michigan University)

**5. Within-Trial Contrast: Conditioning Effects on Preceding and Subsequent Stimuli** (Basic Research) JAMES NICHOLSON MEINDL (University of Memphis), Jonathan W. Ivy (Mercyhurst College), Neal Miller and Nancy A. Neef (The Ohio State University), and Laura Baylot Casey (University of Memphis)

**6. Simple Discrimination Control and Stimulus Generalization in a Go/No-Go Procedure With Compound Stimuli in Pigeons** (Basic Research) HELOISA CURSI CAMPOS and Paula Debert (Universidade de São Paulo)

**7. Use of Timeout to Decrease Pausing During Rich to Lean Transitions** (Basic Research) EMILY L. BAXTER, Christine E. Hughes, and Kelsey G. Knight (University of North Carolina Wilmington)

**8. Persistent Superstitious Keypecking Despite Multiple Disruptors in Two Pigeons** (Basic Research) ANDREW T. FOX (University of Kansas) and Mark P. Reilly (Central Michigan University)

**9. Effects of Signaled Reinforcement on Resistance to Change** (Basic Research) ASHLEY GOMEZ (Santa Clara University), Jesslyn Farros (California State University, Los Angeles), and Matthew C. Bell (Santa Clara University)

**10. Response Patterns in Multi-link Chain Schedules During Extinction** (Basic Research) MATTHEW C. BELL (Santa Clara University)

**11. Applied Behavior Analysis and ABC Renewal Effects in a Positive Reinforcement Paradigm: Effects of Changes in Auditory Stimuli** (Basic Research) STEPHANIE L. KINCAID, Toshikazu Kuroda, and Kennon A. Lattal (West Virginia University)

**12. Effects of Magnitude of Reinforcement on the Resurgence of Computer-Based Responses** (Basic Research) NICHOLAS VANSELOW and Gregory P. Hanley (Western New England University)

**13. An Appropriate Index for Resurgence for Pigeons** (TPC; Theory) SATOSHI OBATA and Tetsumi Moriyama (Tokiwa University)

**14. On the Reinstatement of Destructive Behavior Displayed by Individuals With Autism: A Translational Analysis** (DDA; Applied Research) TERRY S. FALCOMATA and Summer G. Ducloux (University of Texas at Austin), Katherine Hoffman (University of Texas), and Colin S. Muething (University of Texas at Austin)

**15. Sequence Acquisition With Delayed Reinforcement In Rats** (Basic Research) ROBIN M. KUHN and John R. Smethells (Central Michigan University), Andrew T. Fox (University of Kansas), and Mark P. Reilly (Central Michigan University)

**16. Combined Influence of Variability in Amount of Reinforcement and Schedule on Within-Session Decreases in Responding** (Basic Research) ALYSSA HOSKIE, Eric S. Murphy, Mikaela Mulder, Shea Lowery, and Amanda Hesser (University of Alaska Anchorage)

**17. Effects of Reinforcer Delay on Within-Session Changes in Responding** (Basic Research) KENJIRO AOYAMA (Doshisha University)

**18. Attenuating the Behavioral Disruption Engendered by Negative Shifts in Food Reinforcement via a Bonus Food Contingency at Session Completion** (DDA; Basic Research) ROBERT ALEXANDER SAUER and Chad M. Galuska (College of Charleston)

**19. Effects of Food Deprivation on the Stimulus Control of Eating** (Basic Research) Varsovia Hernandez Eslava and CARLOS A. BRUNER (Universidad Nacional Autónoma de México)

**20. The Effects of an Olfactory Stimulus (Fox Urine) on Reward Sensitivity and Bias in an Open Field Foraging Paradigm** (TPC; Basic Research) VALERI FARMER-DOUGAN (Illinois State University) and Kari Chesney (University of Missouri)

**21. Can Type of Maintenance Diet Act as an Establishing Operation to Change Demand for Reinforcers With Hens?** (AAB; Basic Research) Surrey Jackson, Therese Mary Foster, James McEwan, and LEWIS A. BIZO (The University of Waikato)

**22. Foraging by Free-Ranging Eastern Fox Squirrels and Response Effort** (AAB; Basic Research) BRADY J. PHELPS (San Diego State University) and Caitlin Gilley, Caroline Hicks, and Ryan A. Richmond (South Dakota State University)

#### **# 89 Poster Session**

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5:00 pm–7:00 pm

Exhibit Hall 4AB (Convention Center)

EDC

**1. The Effects of Reading Mastery With Flashcard Practice on the Development of Word Recognition With a Middle School Student** (DDA; Applied Research) WENDY M. WINGEARD, Melaina M. Cole, and Kimberly P. Weber (Gonzaga University)

**2. The Effects of a Model Lead Test Format to Teach a 13-Year-Old Boy With Moderate Disabilities Sounds and Words** (DDA; Applied Research) LAUREN M. WORCESTER and Kimberly P. Weber (Gonzaga University)

**3. Employing a Structural Analysis to Choose and Implement an Academic Intervention for a High School Student With Attention Deficit Hyperactivity Disorder** (Applied Research) KEVIN D. PIERCE, Olivia K. Owen, and Kimberly P. Weber (Gonzaga University)

**4. The Effect of the Math Racetrack and Model/Lead/Test Procedures on Counting Skills of Two Preschool Students With Disabilities** (Applied Research) STEFONI OLMSTEAD, Mika Aoyama, and Randy Lee Williams (Gonzaga University)

**5. Effects of Direct Instruction Flashcard System on the Mastery of Sight Words and Letters by Two Elementary Special Education Students** (PRA; Applied Research) Jessica Mangundayao, Christine Glenin, and RANDY LEE WILLIAMS (Gonzaga University)

**6. Effects of Direct Instruction Flashcards and Math Racetrack on the Basic Subtraction Skills of an 11-Year-Old Girl and an 8-Year-Old Boy** (PRA; Applied Research) Samantha Spalding, Elisa Gibian, Jessica Griffith, and RANDY LEE WILLIAMS (Gonzaga University)

**7. Reliability of the Questions About Behavioral Function Rating Scale Between Teachers and Paraprofessionals in a School Setting** (PRA; Applied Research) MICHAEL E. MAY and Morgan Chitiyo (Southern Illinois University)

**8. Evaluating Combined-Antecedent Influences on Noncompliance in a Preschooler With Intellectual Disabilities** (PRA; Service Delivery) MICHAEL E. MAY (Southern Illinois University)

- 9. Functional Behavioral Assessment and Behavior Intervention Plans: The Perspective of Students With Problem Behavior, Their Parents, Teachers, and School Administrators** (Basic Research) SESSELJA ARNADOTTIR (University of Iceland)
- 10. Students' Perspective on Aggression Replacement Training and Attending a Special School for Students With Severe Behavioral and Emotional Difficulties** (PRA; Applied Research) ANNA-LIND PÉTURSDÓTTIR and Gudrun Vala Jonsdottir (University of Iceland)
- 11. Decreasing Long-Term Behavior Problems of Students With Function-Based Behavior Support Plans: The Effects of a University Course** (TBA; Applied Research) ANNA-LIND PÉTURSDÓTTIR (University of Iceland)
- 12. Decreasing Long-Term Behavior Problems of Students Through Function-Based Behavior Intervention Plans** (TBA; Basic Research) GUDRUN BJORG RAGNARSDOTTIR (University of Iceland)
- 13. Academic Gains Through the Use of Precision Teaching** (Service Delivery) JILL HUNT and Michelle Harrington (Judge Rotenberg Educational Center)
- 14. Paraphrase and Verbal Ability in University Students: A Pilot Study** (PRA; Applied Research) MARIA LUISA CEPEDA ISLAS and Maria del Refugio Lopez Gamiño (FES Iztacala UNAM) and Carlos Santoyo Velasco (Universidad Nacional Autónoma de México)
- 15. Teachers Engaging Parents as Tutors to Improve Oral Reading Fluency** (Applied Research) SARA S. KUPZYK and Edward J. Daly III (University of Nebraska-Lincoln)
- 16. Using Social Scripts to Decrease Bullying Among Regular Education First Graders** (DEV; Applied Research) JILL SWIRSKY and Michelle Ennis Soreth (Rowan University)
- 17. Reviewing the Evidence for the Effectiveness of the Behavior Education Program** (PRA; Theory) LEANNE S. HAWKEN, Breda O'Keeffe, and Kaitlin Bundock (University of Utah)
- 18. Nonverbal Mirroring: An Effective Teaching Tool in Typical Classroom** (Basic Research) JIANGYUAN ZHOU (Binghamton University, State University of New York)
- 19. Using Stimulus Discrimination and Generalization Training Procedures to Teach Recognition of ASL Signs Across Five Interpreters** (TBA; Applied Research) PAUL D. LUYBEN (State University of New York College at Cortland)

#### # 90 Poster Session

5:00 pm–7:00 pm  
Exhibit Hall 4AB (Convention Center)  
OBM

- 1. Organizational Behavior Management: Where We Started and Where We May Be Headed in Research and Practice** (Applied Research) AMY KATHERINE LOUKUS and Mark R. Dixon (Southern Illinois University)
- 2. On Discounting and Time Management** (Applied Research) ASLE FAGERSTRÖM (The Norwegian School of Information Technology), Erik Arntzen (Oslo and Akershus University College), and Dag Aksnes (The Norwegian School of Information Technology)
- 3. The Effects of Token Economy System on Tax Preparers' Tax Filing Efficiency** (PRA; Applied Research) HYUNAH CHO (Baruch College)
- 4. The Advantages of Using a Tiered Punishment System When Improving Employee Adherence to Restaurant Policy** (Applied Research) AMANDA WATTS and Kaitlynn Gokey (Florida Institute of Technology)
- 5. Discounting of Perceived Occupational Risk as a Function of Response Effort** (EAB; Basic Research) SIGURDUR OLI SIGURDSSON (University of Maryland, Baltimore County) and Matthew A. Taylor and Oliver Wirth (National Institute of Occupational Safety and Health)
- 6. The Effect of Graphic Displays of Employee Performance Feedback on the Utilization of Prescribed In-Home Hours for the Treatment of Autism** (AUT; Service Delivery) JODI DUGAN and Kate Pompa (Wesley Spectrum Services)

## **7. Implementing a Treatment Package Based on a Modified Performance Diagnostic Checklist**

(Applied Research) LINA MAJDALANY, Emily Meyer, Sandy DeLuca, Melissa Fenske, and David A. Wilder (Florida Institute of Technology)

## **8. Effects of Self-Directed Video Feedback on Prompting by Therapists in Home-Based Applied Behavior Analysis Programs (PRA; Applied Research)**

KATELYN MULLEN (Southern Illinois University Carbondale)

## **9. Total Performance Service Review in the Smaller Organization: The Use of Scorecards (DDA;**

Service Delivery) CHRISTINA A. LYDON, Thomas G. Szabo, William D. Newsome, and W. Larry Williams (University of Nevada, Reno)

### **# 91 Poster Session**

5:00 pm–7:00 pm

Exhibit Hall 4AB (Convention Center)

TPC

#### **1. B. F. Skinner, J. R. Kantor, and the Causal Construct: Who Got It Right? (Theory)**

SIERRA LOCKWOOD, Thomas G. Szabo, and W. Larry Williams (University of Nevada, Reno)

### **# 92 Business Meeting**

7:00 pm–7:50 pm

4C-1 (Convention Center)

#### **Behavior Analyst Certification Board: University Contact Faculty**

Chair: James E. Carr (Behavior Analyst Certification Board)

This meeting will address new developments in the Behavior Analyst Certification Board that relate to universities with BACB-approved course sequences and approved experience courses. All BACB university contact faculty are urged to attend or send a faculty representative.

### **# 93 Business Meeting**

7:00 pm–7:50 pm

607 (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.

### **# 94 Business Meeting**

7:00 pm–7:50 pm

606 (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 educational 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 rehabilitative 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.

### # 95 Business Meeting

7:00 pm–7:50 pm  
610 (Convention Center)

#### Wisconsin Association for Behavior Analysis

Chair: Wendy A. Machalicek (Wisconsin Association for Behavior Analysis)

This is our annual business meeting.

### # 96 Business Meeting

7:00 pm–7:50 pm  
608 (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 has moved its annual conference from October to March in hopes to increase participation from school personnel and institutions of higher education. 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.

### # 97 Business Meeting

7:00 pm–7:50 pm  
605 (Convention Center)

#### Experimental Analysis of Human Behavior Special Interest Group

Chair: Manish Vaidya (University of North Texas)

The Experimental Analysis of Human Behavior Special Interest Group's mission is to contribute to the continued growth and development of endeavors related to the experimental analysis of human behavior. The SIG has several initiatives that contribute toward this goal. First, the SIG sponsors and maintains the *Experimental Analysis of Human Behavior Bulletin*—an online journal focused on the publication of studies with human subjects. Second, the SIG sponsors a student paper competition to recognize novel and effective strategies and tactics in the experimental analysis of human behavior. Third, the SIG sponsors an annual Distinguished Career Award, with which we recognize individuals who have made large and sustained contributions to the literature on the experimental analysis of human behavior. Finally, we sponsor an annual meeting to discuss issues related to the initiatives described above as well as to recognize our student paper-contest winners. The meeting also serves as the context to discuss any other issues of interest to SIG members and attendees of the meeting.

### # 98 Business Meeting

7:00 pm–7:50 pm  
603 (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 fosters 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 of 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.

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**# 99 Business Meeting**

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7:00 pm–7:50 pm

604 (Convention Center)

**Evidence-Based Practice Special Interest Group**

Chair: Mark T. Harvey (Florida Institute of Technology)

The Evidence-Based Practice Collaborative (EBP SIG), a special interest group of ABAI, was founded in 2007. The purpose of the EBP SIG is to promote socially important behavior by facilitating evidence-based effective and sustainable practices in real-world settings. The focus of the EBP SIG is the identification of efficacious and effective skill sets that can be implemented and monitored in educational settings; replication and sustainability are emphasized. Our goal is to develop a SIG that reflects member input and focuses on a select number of activities that can be completed yearly. During the annual convention nominations and election of officers will be completed. Come by to learn about past and future activities and find out how you can become involved with the EBP SIG.

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**# 100 Business Meeting**

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7:00 pm–7:50 pm

4C-4 (Convention Center)

**Arizona Association for Behavior Analysis**

Chair: Rebecca Renee Wiskirchen (ACCEL)

Arizona Association for Behavior Analysis will be holding its annual meeting to discuss progress of the chapter in the last year and report on current business items, current legislature in Arizona regarding BCBAs, upcoming events and programs, and future directions the chapter would like to go in. All current members as well as those interested in being members are invited to attend.

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**# 101 Business Meeting**

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7:00 pm–7:50 pm

4C-3 (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 applied behavior analysis (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 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.

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**# 102 Business Meeting**

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7:00 pm–7:50 pm

602 (Convention Center)

**Behavior Analyst Online Special Interest Group**

Chair: Darlene E. Crone-Todd (Salem State University)

This is a meeting of the editorial staff and governing board of the Behavior Analyst Online journals. Prospective authors are also welcome. Discussion of the history and 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, and other business of the journals. The meeting will be chaired by both Michael Commons and Darlene Crone-Todd.

## # 103 Business Meeting

7:00 pm–7:50 pm

609 (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 improve training, practice, and reimbursement for pediatric feeding disorders.

## # 104 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall 4AB (Convention Center)

**1. Western Michigan University: ABAI Accredited Behavior Analysis Graduate Programs** STEPHANIE M. PETERSON, Jessica E. Frieder, Ron Van Houten, and R. Wayne Fuqua (Western Michigan University)

**2. Behavior Analysis at West Virginia University** KAREN G. ANDERSON, Kennon A. Lattal, Michael Perone, Claire C. St. Peter Pipkin, Elizabeth Kyonka, Sacha T. Pence, and Adam E. Fox (West Virginia University)

**3. Southern Illinois University Carbondale: Behavior Analysis and Therapy** MARK R. DIXON, Becky L. Nastally, Jonathan C. Baker, Brandon F. Greene, Joel Ringdahl, and Ruth Anne Rehfeldt (Southern Illinois University)

**4. St. Cloud State University Applied Behavior Analysis Program** ERIC RUDRUD, Kimberly A. Schulze, John T. Rapp, and Chaturi Edrisinha (St. Cloud State University)

**5. Graduate Programs in Special Education at The Ohio State University** SHEILA R. ALBER-MORGAN, Helen I. Cannella-Malone, Ralph Gardner III, and Gwendolyn Cartledge (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. University of Cincinnati School Psychology Program** RENEE HAWKINS, Janet L. Graden, David W. Barnett, Julie Morrison, and Francis E. Lentz (University of Cincinnati)

**7. Behavior Analysis Program at the University of Nevada, Reno** RAMONA HOUMANFAR, Mark P. Alavosius, Patrick M. Ghezzi, Linda J. Parrott Hayes, and W. Larry Williams (University of Nevada, Reno)

**8. Graduate Training in the Department of Behavior Analysis at the University of North Texas** RICHARD G. SMITH, Jesus Rosales-Ruiz, Shahla S. Ala'i-Rosales, Manish Vaidya, Traci M. Chion, Jonathan W. Pinkston, Einar T. Ingvarsson, and Sigrid S. Glenn (University of North Texas)

**9. University of Kansas: Graduate Training in Applied Behavioral Science** DEREK D. REED, Florence D. DiGennaro Reed, Ariana Ronis Boutain Hopstock, Julie A. Ackerlund Brandt, Joseph Dracobly, Todd Merritt, and Steven W. Payne (University of Kansas)

**10. Graduate Program in Behavior Analysis at the University of Houston-Clear Lake** MELISSA NISSEN, Barbara S. Wimberly, Mia Caccavale, Tereza Hopewell, Dorothea C. Lerman, Jennifer N. Y. Fritz, and Sarah A. Lechago (University of Houston-Clear Lake)

**11. University of Maryland, Baltimore County: Applied Behavior Analysis Maryland** JOHN C. BORRERO and Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County) and Iser Guillermo DeLeon and SungWoo Kahng (Kennedy Krieger Institute)

**12. Learning Processes and Behavior Analysis: Queens College and the Graduate Center, City University of New York** JEFFERY HAMELIN, Nicole Neil, and Jack Spear (The Graduate Center of the City University of New York)

**13. The Graduate Programs in Teaching as Applied Behavior Analysis at Teachers College, Columbia University** R. Douglas Greer, Jessica Singer-Dudek, DEREK JACOB SHANMAN, Laura E. Lyons, and Lin Du (Teachers College, Columbia University)

**14. 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 S. Polick (Florida State University at Panama City)

- 15. Behavior Analysis Programs at the Florida Institute of Technology** DAVID A. WILDER, Jose A. Martinez-Diaz, Mark T. Harvey, Ada C. Harvey, Elbert Blakely, Alison M. Betz, Meagan Gregory, and Joshua K. Pritchard (Florida Institute of Technology)
- 16. Applied Behavior Analysis Master's Program at the University of South Florida** JACKIE LANSDALE (University of South Florida), Samantha Lynn Fuesy (University of South Florida/ABA Solutions), and Mary Sawyer (University of South Florida)
- 17. Behavior Analysis at California State University, Stanislaus** WILLIAM F. POTTER, Bruce E. Hesse, Jane S. Howard, Carrie M. Dempsey, and Emily Branscum (California State University, Stanislaus)
- 18. Behavior Analysis at California State University, Los Angeles** HENRY D. SCHLINGER, Michele D. Wallace, and Daniel B. Shabani (California State University, Los Angeles)

## # 105 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall 4AB (Convention Center)

- 1. Western Michigan University: APA Accredited Doctoral Program in Clinical Psychology** SCOTT T. GAYNOR, Amy E. Naugle, C. Richard Spates, and R. Wayne Fuqua (Western Michigan University)
- 2. Western Michigan University: Industrial/Organizational Psychology Master's Program** ALYCE M. DICKINSON, Heather M. McGee, and Douglas A. Johnson (Western Michigan University)
- 3. Behavior Analysis and Behavior Therapy Graduate Training at Eastern Michigan University** JAMES T. TODD, Caitlyn Sorensen, Lauren P. Byrnes, Aimee Moore, Gyða Dögg Einarisdóttir (Eastern Michigan University)
- 3a. University of Wisconsin-Milwaukee: Masters and Doctoral Training in Behavior Analysis** BRITTANY CATHERINE PUTNAM, Caitlin Shea Peplinski, Jeffrey H. Tiger, Jay Moore, Douglas W. Woods, and Jonathan W. Kanter (University of Wisconsin, Milwaukee)
- 4. Youngstown State University Master's Program in Applied Behavior Analysis** ROCIO ROSALES, Stephen Ray Flora, Michael C. Clayton, and Jane Kestner (Youngstown State University)
- 5. The Chicago School of Professional Psychology in Chicago: Master's and Doctoral Programs in Applied Behavior Analysis** DIANA J. WALKER, Charles T. Merbitz, John W. Eshleman, Scott A. Herbst, Fawna Stockwell, and Guy S. Bruce (The Chicago School of Professional Psychology)
- 6. Behavior Analysis at Auburn University** LINDA A. LEBLANC (Auburn University)
- 7. Ball State University: Autism and Applied Behavior Analysis** SUSAN WILCZYNSKI and Brittany Dale (Ball State University)
- 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, Anjali Barretto, Randy Lee Williams, Thomas Ford McLaughlin, and K. Mark Derby (Gonzaga University)
- 10. Whitworth University: Graduate Studies in Special Education** BETTY FRY WILLIAMS and Dana J. Stevens (Whitworth University)
- 11. Saint Joseph College Graduate Programs in Behavior Analysis** DEIRDRE LEE FITZGERALD and John D. Molteni (Saint Joseph College)
- 12. Special Education Program at the Pennsylvania State University** DAVID L. LEE, Jeffery Hart, and Shelley Chapin (Penn State University)
- 13. Master's Degree in Applied Behavior Analysis at Penn State University Harrisburg** KIMBERLY A. SCHRECK (Penn State University), Laura J. Seiverling (Westchester Institute for Human Development), and Richard M. Foxx (Penn State University)
- 14. Applied Behavior Analysis Studies at Mercyhurst College** THOMAS P. KITCHEN and Jonathan W. Ivy (Mercyhurst College)
- 15. The Center for Behavior Analysis at Rowan University** MICHELLE ENNIS SORETH, Mary Louise E. Kerwin, Alexander Ward, and Amanda K. Mason (Rowan University)



- 16. Graduate Programs in Applied Behavior Analysis at Caldwell College** TINA SIDENER, Sharon A. Reeve, Kenneth F. Reeve, Ruth M. DeBar, and Jason C. Vladescu (Caldwell College)
- 17. Applied Behavior Analysis at Temple University** MATTHEW TINCANI, Donald A. Hantula, Philip N. Hineline, and Saul Axelrod (Temple University)
- 18. Master's Programme in Applied Behaviour Analysis at the Bangor University, Wales, UK** JOHN CARL HUGHES, Sandy Toogood, Marguerite L. Hoerger, Richard P. Hastings, and Stephen Noone (Wales Centre for Behaviour Analysis)
- 18a. Master Learning in Complex Systems and Ph.D. in Behavior Analysis in Norway** INGUNN SANDAKER and Erik Arntzen (Oslo and Akershus University College)
- 19. University of North Carolina Wilmington's Behavior Analysis Program** CASSANDRA LYNN STEM, Lynda Hayes, Amanda Logan Gibson, Sean William O'Brien, Kathryn S. Rankin, Breyanna Marie Long, Brian Coleman, and Christine E. Hughes (University of North Carolina Wilmington)
- 20. Doctoral Programs in Psychology at the University of Mississippi** SOLOMON KURZ, Kate Kellum, Kelly G. Wilson, and Alan M. Gross (University of Mississippi)
- 21. Behavior Analysis at Jacksonville State University** PAIGE M. MCKERCHAR, Todd L. Mc Kerchar, William L. Palya, Steven C. Stout, Heidi L. Dempsey, and Shannon Robertson (Jacksonville State University)
- 22. University of Nebraska Medical Center's Munroe-Meyer Institute: Doctoral Training in Applied Behavior Analysis** CHRISTY WILLIAMS and Michael E. Kelley (Munroe-Meyer Institute, University of Nebraska Medical Center); Joseph H. Evans (University of Nebraska Medical Center); and Wayne W. Fisher, Nicole M. Rodriguez, Cathleen C. Piazza, and Kevin C. Luczynski (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 23. 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)
- 24. Utah State University Doctoral Program: Applied Behavior Analysis and Special Education** TIMOTHY A. SLOCUM, Thomas S. Higbee, Sarah E. Bloom, Scott Warren Ross, Robert L. Morgan, Charles L. Salzberg, James L. Soldner, and Andrew Samaha (Utah State University)
- 25. Applied Behavior Analysis at George Mason University** THEODORE A. HOCH, Vicky Spencer, Michael M. Behrmann, and Johannes Rojahn (George Mason University)
- 26. Applied Behavior Analysis Graduate Program at Spalding University** NICHOLAS L. WEATHERLY, Keith Hersh, and David L. Morgan (Spalding University)
- 27. University of Oregon School Psychology Program** VINCENT E. CAMPBELL, Tiffany Kodak, and Cynthia M. Anderson (University of Oregon)
- 27a. University of the Pacific Master's Program in Applied Behavior Analysis** Matthew P. Normand, HOLLY AYN WHITE, and Carolyn S. Kohn (University of the Pacific)
- 28. California State University, Sacramento: Behavior Analysis Program** SARAH DICKMAN, Caio F. Miguel, Becky Penrod, Kathryn Lee, and Shu-wing Fu (California State University, Sacramento)
- 29. California State University, Fresno Master's Degree in Psychology With an Emphasis in Applied Behavior Analysis** AMANDA N. ADAMS, Marianne L. Jackson, and Criss Wilhite (California State University, Fresno)
- 30. MA and Ph.D. Programs at the University of Manitoba, Canada** JAVIER VIRUES ORTEGA (University of Manitoba); Dickie C. T. Yu (St. Amant Research Centre, University of Manitoba); and Flavia Julio, Joseph J. Pear, Garry L. Martin, Mary Caruso-Anderson, Stephen W. Holborn, and Gabriel Schnerch (University of Manitoba)
- 31. The Low Incidence Disabilities and Autism Program at Sam Houston State University** HYE-SUK LEE PARK and Cynthia G. Simpson (Sam Houston State University)
- 32. Applied Behavior Analysis at The University of Texas at San Antonio** LEE L. MASON and Billie Jo Rodriguez (University of Texas at San Antonio)
- 33. Applied Behavior Analysis Graduate Training and Postdoctoral Research Opportunities at Texas Tech University** DAVID M. RICHMAN, Stacy L. Carter, Devender Banda, Wesley H. Dotson, and Amanda Bosch (Texas Tech University)

- 34. Behavior Analysis at Stephen F. Austin State University** ROBIN RUMPH, Logan Clary, Kellie McKee, Catherine Collins, Elizabeth Kelly, and Joshua A. Staley (Stephen F. Austin State University)
- 35. University of Michigan, Dearborn Online M.Ed. in Special Education, Inclusion Specialist Certificate** KIM KILLU (University of Michigan, Dearborn)
- 36. Graduate Training in Applied Behavior Analysis at Trinity College Dublin** KRISTEN A. MAGLIERI and Maeve Bracken (Trinity College Dublin)
- 37. University of Auckland: Graduate Training in the Experimental Analysis of Behaviour** CHRISTOPHER A. PODLESNIK and Douglas Elliffe (University of Auckland)
- 38. Westfield State University** JORGE RAFAEL REYES (Westfield State University)
- 39. Florida International University Behavior Analysis Master's Program** PALOMA P. RODRIGUEZ (Florida International University)
- 40. Ph.D. in Behavior Analysis at Western New England University** CHUNYING S. JIN, April N. Kisamore, Gregory P. Hanley, Rachel H. Thompson, Amanda Karsten, and Dennis J. Kolodziejski (Western New England University)
- 41. Applied Behavior Analysis Training Opportunities at the New England Center for Children** SUSAN N. LANGER (New England Center for Children)

#### # 106 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall 4AB (Convention Center)

- 1. ABAI Education Board** LINDA J. PARROTT HAYES and Patrick M. Ghezzi (University of Nevada, Reno); Michael J. Cameron (Cameron Consultation, LLC); and Erick M. Dubuque, Genevieve M. DeBernardis, Matthew Lewon, and Maria Isabel Munoz Blanco (University of Nevada)
- 2. ABAI Practice Board** MICHAEL F. DORSEY (Endicott College)
- 3. ABAI Science Board** M. CHRISTOPHER NEWLAND (Auburn University)
- 4. ABAI Membership Board** PHILIP N. HINELINE (Temple University)
- 5. ABAI Student Committee** ANTONIO M. HARRISON and Megan D. Aclan (The Chicago School, Los Angeles)
- 6. ABAI Affiliated Chapters Board** GORDON BOURLAND (Trinity Behavioral Associates)

#### # 107 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall 4AB (Convention Center)

- 1. Behavior Analysis Association of Michigan** JAMES T. TODD, Aimee Moore, Caitlyn Sorensen, Lauren P. Byrnes, and Gyða Dögg Einarsdóttir (Eastern Michigan University)
- 2. Wisconsin Association for Behavior Analysis** ROGER FRANK BASS (Wisconsin Association for Behavior Analysis)
- 3. Massachusetts Association for Applied Behavior Analysis: Policy and Practice** STEVEN WOOLF, Mariela Vargas-Irwin, Robert K. Ross, Rita M. Gardner, Darlene E. Crone-Todd, John C. Randall, and Brian C. Liu-Constant (Massachusetts Association for Behavior Analysis)
- 4. Connecticut Association of Behavior Analysis: The Voice of Behavior Analysis in Connecticut** MEGHAN BRAHM, Allison Gadbois, Elizabeth C. Nulty, John D. Molteni, Solandy Forte, Colleen DeMello, and Steven Woolf (Connecticut Association for Behavior Analysis)
- 5. New York State Association for Behavior Analysis** VICKI MADAUS KNAPP (Summit Educational Resources), Michael J. Friga (Three Tier Consulting), and Deborah A. Napolitano (University of Rochester)
- 5a. 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** BRYAN K. SAVILLE and Tracy E. Zinn (James Madison University)

**7. Heartland Association for Behavior Analysis** AMBER R. PADEN (Munroe-Meyer Institute, University of Nebraska Medical Center), Tiffany Kodak (University of Oregon), Valerie M. Volkert (Munroe-Meyer Institute, University of Nebraska Medical Center), Steven L. Taylor (Glenwood Resource Center), and Kathryn M. Peterson (Munroe-Meyer Institute, University of Nebraska Medical Center)

**8. Four Corners Association for Behavior Analysis** TRAVIS BLEVINS (Behavior Services of the Rockies)

**9. Iowa Association for Behavior Analysis** EVELYN JO HORTON and Rose Vetsch (The Homestead), Sean D. Casey (Iowa Department of Education), Maria G. Valdovinos (Drake University), and John Pokrzywinski and Susan M. S. Smith (Woodward Resource Center)

**10. Kansas Association for Behavior Analysis** EDWARD K. MORRIS (University of Kansas); Linda S. Heitzman-Powell (University of Kansas Medical Center); Nanette L. Perrin (University of Kansas); Jill M. Koertner (University of Kansas Medical Center); and Todd Merritt, Jason M. Hirst, and Kaston Anderson (University of Kansas)

**11. Minnesota Northland Association for Behavior Analysis** LISA OTT (St. Cloud State University) and Timothy R. Moore (University of Minnesota)

**12. Florida Association for Behavior Analysis** KEVIN MURDOCK (Florida Association for Behavior Analysis), Jon S. Bailey (Florida State University), and R. Steven Coleman (Agency for Persons with Disabilities)

**13. Alabama Association for Behavior Analysis** JENNIFER M. GILLIS MATTSON (Auburn University), James E. Carr (Behavior Analyst Certification Board), Linda A. LeBlanc (Auburn University), and Paige M. McKerchar (Jacksonville State University)

**14. North Carolina Association for Behavior Analysis** R. M. (DUKE) SCHELL (J. Iverson Riddle Developmental Center), and Mark W. Stafford and Jim Phillips (Murdoch Developmental Center), Kristie M. Thompson (United Behavioral Healthcare), Beth Schmitt (Murdoch Developmental Center), Nancy Poteet (J. Iverson Riddle Developmental Center), Calandra E. Plattner (Creative Consultants Inc.), and Susan D. Flynn (University of North Carolina at Charlotte)

**15. Texas Association for Behavior Analysis** ANNA I. PÉTURSDÓTTIR (Texas Christian University), Heather L. Barahona (University of North Texas), Gordon Bourland (Trinity Behavioral Associates), Jennifer N. Y. Fritz (University of Houston-Clear Lake), Duy Le (Child Study Center), and Lori Ann Russo (Behavioral Innovations, Inc.)

**16. Lone Star ABA** GERALD E. HARRIS (Texas Young Autism Project), Ellen R. Catoe (Behavior Treatment and Training Center), Christie Enzinna (ABA Professional Services, LLC), Jeffrey C. Enzinna (ABA Professional Services), Deborah L. Grossett (The Center), and Wendy J. Neely (Texas Young Autism Project)

**17. Nevada Association for Behavior Analysis** KENDRA L. BROOKS RICKARD and Chelsea Wilhite (Nevada Association for Behavior Analysis)

**18. California Association for Behavior Analysis** KRISTI L. MILLER (Therapeutic Pathways)

**19. Northwestern Association for Behavior Analysis** DANA J. STEVENS (Whitworth University) and Rick Shaw (Behavior Issues)

**20. Utah Association for Behavior Analysis** SARAH E. BLOOM, Thomas S. Higbee, Andrew Samaha, and Amy Odum (Utah State University); Shawnee D. Collins (Chrysalis); and Matthew T. Brodhead and Soraya Shanun Kunnavatana (Utah State University)

**21. Hawaii Association for Behavior Analysis** BEAU LAUGHLIN (Southern Illinois University)

**22. Experimental Analysis of Behaviour Group—UK and Europe** JOHN CARL HUGHES (Wales Centre for Behaviour Analysis)

**23. The Icelandic Association for Behavior Analysis** INGIBJORG SVEINSDOTTIR (Primary Health Care of the Capital Area), Sigurdur Vidar (Reykjalundur Rehabilitation Center), Hafdis Lilja Gunnarsdottir (Service Center for Breiðholt), Z. Gabriela Sigurdardottir and Anna-Lind Pétursdóttir (University of Iceland), Ragnar S. Ragnarsson (S-Iceland Office of School Services), Jon Gretar Sigurjonsson (National University of Ireland, Galway), and Hanna Steinunn Steingrimsdottir (Oslo and Akershus University College of Applied Sciences)

- 24. Norwegian Association for Behavior Analysis** TERJE GUNDHUS (Norwegian Association for Behavior Analysis), Jon A. Lokke (Ostfold University College), and Erik Arntzen (Oslo and Akershus University College of Applied Sciences)
- 25. Polish Society for Behavioral Psychology** MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology)
- 26. Manitoba Association for Behaviour Analysis** KERRI L. WALTERS and Kirsten M. Wirth (St. Amant Research Centre, University of Manitoba)
- 27. Japanese Association for Behavior Analysis** KENJIRO AOYAMA (Doshisha University) and Shigeki Sonoyama and Fumiyuki Noro (University of Tsukuba)
- 27a. Taiwan Association for Behavior Analysis** SHU-HWEI KE (SEEK Education, Inc.), Yiing Feng Huang (Taiwan Association for Behavior Analysis), Sharon Chien Chien (SEEK Education, Inc), and Mia Lieu (Taiwan Association for Behavior Analysis)
- 28. New Zealand Association for Behavior Analysis** REBECCA SHARP and Denys Brand (University of Auckland)
- 29. Swedish Association for Behavior Analysis** Ulrika Langh and DAG STROMBERG (Stockholm Autism Center for Young Children) and Ned Carter (Swedish Association of Local Authorities and Regions)
- 30. Development of Behavior Analysis Services in India** SMITA AWASTHI, Geetika Kapoor, Kinnari Bhatt, and Sridhar Aravamudhan (Association for Behavior Analysis of India)
- 31. The Israeli Association for Behavior Analysis Chapter** EITAN ELDAR, Michal Hirschmann, and Tali Wolf-Zukermann (Kibbutzim College)
- 32. Association for Behavior Analysis of Brazil: 20 Years Old and a Leader in South America** MARTHA HÜBNER (Universidade de São Paulo) and Denis Roberto Zamignani (Nucleo Paradigma)

## # 108 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall 4AB (Convention Center)

- 1. Applied Animal Behavior Special Interest Group** CHRISTY A. ALLIGOOD (Disney's Animal Kingdom), Megan E. Maxwell (Pet Behavior Change, LLC), and Terri M. Bright (Simmons College)
- 2. Behavior Analysis for Sustainable Societies Special Interest Group** JULIA H. FIEBIG (San Ramon Valley Unified School District) and Mark P. Alavosius (University of Nevada, Reno)
- 3. Behavior Analyst Online Special Interest Group** MICHAEL LAMPORT COMMONS (Harvard Medical School) and Darlene E. Crone-Todd (Salem State University)
- 4. Behavioral Gerontology Special Interest Group** ALLISON A. JAY (University of Colorado, Colorado Springs), Jonathan C. Baker (Southern Illinois University), Maranda Trahan (Johns Hopkins University), Yash P. Manchanda (private practice), and Vinh Dang (The Chicago School of Professional Psychology)
- 5. Behaviorists for Social Responsibility** MICHAEL A. MAGOON (NORC at the University of Chicago)
- 6. Clinical Special Interest Group** THOMAS J. WALTZ (Center for Mental Healthcare and Outcomes Research), 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** MARTHA PELAEZ (Florida International University)
- 8. Direct Instruction Special Interest Group: All Students Can Learn and All Teachers Can Be Successful!** WENDY L. KOZMA (Criterion Child Enrichment) and Patty L. Polster (St. Louis University)
- 9. Dissemination of Behavior Analysis Special Interest Group** JOSHUA K. PRITCHARD (Florida Institute of Technology), Amanda N. Kelly (SEEM Collaborative), and Melissa Nosik and Benjamin N. Witts (University of Nevada, Reno)
- 10. Evidence-Based Practice Special Interest Group** MARK T. HARVEY (Florida Institute of Technology), Ronnie Detrich (Wing Institute), Teri Lewis (Oregon State University), David W. Test (University of North Carolina at Charlotte), Susan Wilczynski (Ball State University), Timothy A. Slocum (Utah State University), and John E. States and Randy Keyworth (The Wing Institute)

- 11. Experimental Analysis of Human Behavior Special Interest Group** MANISH VAIDYA (University of North Texas), Eric A. Jacobs (Southern Illinois University, Carbondale), and Chata A. Dickson (New England Center for Children)
- 12. Health, Sport, and Fitness Special Interest Group of ABAI: Current Activities and Future Directions** MARIANNE L. JACKSON (California State University, Fresno)
- 13. History of Behavior Analysis Special Interest Group** EDWARD K. MORRIS (University of Kansas), Karen R. Wagner (Behavior Services of Brevard), and Todd L. McKerchar (Jacksonville State University)
- 14. Interbehaviorists in ABAI** MITCH FRYLING (California State University, Los Angeles)
- 15. Organizational Behavior Management Network** HEATHER M. MCGEE, Sarah E. Casella, Hana Manal, Nathan Bechtel, Yngvi Einarsson, and Randall Hallman (Western Michigan University)
- 16. Positive Behavior Support Special Interest Group** ROBERT F. PUTNAM (May Institute)
- 17. Rehabilitation and Independent Living Special Interest Group** CHRIS PERSEL (Centre for Neuro Skills)
- 18. Sex Therapy and Educational Programming Special Interest Group** FAWNA STOCKWELL (The Chicago School of Professional Psychology), Bobby Newman (Full Inclusion Living and Learning Unitarian University), and Lorraine M. Bologna (The Cincinnati Center for Autism)
- 19. Speech Pathology and Applied Behavior Analysis Special Interest Group** TRACIE L. LINDBLAD (Four Points Intervention Strategies, Inc.), Laura L. Grow (University of British Columbia), and Barbara E. Esch (Esch Behavior Consultants, Inc.)
- 20. Standard Celeration Society** KERRI L. MILYKO (Precision Teaching Learning Center), John W. Eshleman (The Chicago School of Professional Psychology), Timothy Michael Yeager (Teachers College, Columbia University), Charles T. Merbitz (The Chicago School of Professional Psychology), and William J. Helsel (AGILE Learner's Program/PLEA)
- 21. Teaching Behavior Analysis Special Interest Group of ABAI** CHRISTINE HOFFNER BARTHOLD (University of Delaware)
- 22. Verbal Behavior Special Interest Group** SARAH SMUGALA (University of North Texas), Judah B. Axe (Simmons College), Traci M. Cihon (University of North Texas), Kerry A. Conde and April N. Kisamore (Western New England University), Sarah A. Lechago (University of Houston, Clear Lake), and Danielle LaFrance (BEST Consulting, Inc.)
- 23. Autism Special Interest Group** LORI E. BECHNER (Autism Center at University of Medicine and Dentistry of New Jersey)
- 24. Practitioner Issues in Behavior Analysis Special Interest Group** MICHAEL WEINBERG (Achieve Beyond/Bilinguals Inc.) and Teresa Balawejder (Texas Department of Aging and Disability Services)
- 25. Parent-Professional Partnership Special Interest Group** DAVID A. CELIBERTI (Association for Science in Autism Treatment)
- 26. Association for Science in Autism Treatment** DAVID A. CELIBERTI (Association for Science in Autism Treatment)


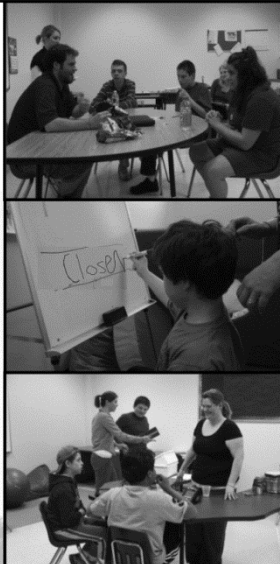
## # 109 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall 4AB (Convention Center)

- 1. European Association for Behavior Analysis** ERIK ARNTZEN (Oslo and Akershus University College of Applied Sciences), Lise Renat Roll-Pettersson (Stockholms Universitet), Boerge Stromgren (Oslo and Akershus University College of Applied Sciences), Ricardo Pellon (Universidad Nacional de Educacion a Distancia), and Neil T. Martin (European Association for Behaviour Analysis)
- 1a. Bachelor's Programme in Learning Psychology with an Emphasis in Behavior Analysis at The Oslo and Akserhus University Collage of Applied Sciences** Heidi Skorge Olaff, ANNE BAKKE, and Gunnar Ree (Oslo and Akerhus University College of Applied Sciences) and Torunn Lian (Akershus University College)
- 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** Lauren Harpole, KASEE STRATTON, Jennifer L. Crockett, and Michael F. Cataldo (Kennedy Krieger Institute)
- 4. Graduate Internet Coursework in Behavior Analysis at the University of North Texas** SIGRID S. GLENN, Susan R. Miller, and Brook B. Wheatley (University of North Texas)
- 5. University of Minnesota Certificate Program in Applied Behavior Analysis** TIMOTHY R. MOORE (University of Minnesota)
- 6. 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)
- 6a. Bachelor of Arts in Applied Behaviour Analysis— Autism** CARA A ZASKOW (ABA-Autism Program Coordinator)
- 7. Staff Training and Development at Behavior Momentum India** SMITA AWASTHI and Sridhar Aravamudhan (Behavior Momentum India)
- 8. The ABRITE Organization** JANICE DONEY FREDERICK, Ginger R. Wilson, Rebecca S. Raas, Valerie Rogers, and John Frederick (The ABRITE Organization)
- 9. FoxyLearning: Online Tutorials and Continuing Education for Behavioral Science** ERIC J. FOX (FoxyLearning)
- 10. Academy for Precision Learning** ALISON L. MOORS, Jennifer Annable, and Andrea B. Sanders (Academy for Precision Learning)

	<p><b>11 Huron Drive   Natick, MA</b>  <b>508.651.7500</b>  <a href="http://www.crossroadsschoolma.org">www.crossroadsschoolma.org</a></p>
<p><b>ABOUT CROSSROADS</b>          -Crossroads School's mission is to provide each student with a comprehensive, multidisciplinary educational program founded in the principles of applied behavior analysis. Crossroads School is dedicated to helping children with autism acquire the academic, social, vocational, and skills of daily living necessary to achieve their highest level of independence possible as adults, as well as to make available support and education to their families. Crossroads School is an option for students with severely challenging behaviors that may preclude them from inclusion in public school environments.</p> <p><b>CREATING INDEPENDENCE</b>          -Developing and implementing programming across all age and skill levels to create highest level on independence. Use of empirically validated assessment tools to determine level of required staff supports and teaching strategies to systematically teach students to attend and learn in groups of peers. Increasing independence and fluency in daily living skills both at home and in the community.</p> <p><b>EDUCATIONAL AND CLINICAL PROGRAMS (AGES 3-22)</b>          -Program based on developmentally based scope and sequence (1:1, 1:2, small group instructional formats determined in an empirical manner). Academics that align with Massachusetts curriculum frameworks using differentiated instruction. Vocational program, life skills curriculum for students 14 and older.</p> <p><b>SOCIAL SKILLS CURRICULUMS</b>          -Curriculum includes three skill levels of lesson plans ranging from basic observational skills and parallel play to more sophisticated and subtle social skills such as reading, non verbal social cues and non verbal social amenities. Comprehensive school-wide, skill based curriculum with instruction based on the principles of Applied Behavior Analysis (ABA) and evidence based teaching techniques. Skills selected from a comprehensive 120 item social skills assessment. Groups meet two-three times per week and are based in homogenous grouping.</p>	

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# Sunday, May 27

Day Schedule

Business Meetings

Sessions

Reunions/Receptions

Presidential Scholar Address



# seattle2012



## Washington State Convention Center; Sunday, 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	
Level 6	6A						#146 OTH Hopkins Tribute			#177 OBM Harshbarger	+					#191 CSE Chenoweth	+	#220 CSE Ch: Bidan	+	
	6BC					#123 SCI Marsch	++		#150 TPC Iverson	++						#212 SCI Ch: Cataldo	++	#228 BPH		
	6E							#147 AAB Ha	+		#179 TBA Pistoljevic	+								
	601			Speaker Ready Room																
	602			#114 BASS SIG		#129 CSE Ch: Jones				#159 CSE Ch: Meredith						#200 CSE Ch: Chok	+	#221 CSE		
	603			#113 JEAB Authors						#170 OBM Ch: Clayton									#240 OBM	
	604			#115 PPP SIG		#138 OBM Ch: Gravina	+									#210 OBM Ch: Putnam	+	#241 OBM		
	605			#117 Pos. Bhvr. Support SIG		#143 TPC Ch: Rimassa				#174 TPC Ch: Rey						#215 TPC Ch: Middley		#245 TPC		
	606					#134 EAB Ch: Hackenberg				#165 EAB Ch: Jacobs								#234 EAB		
	607			#112 Standard Celebration Society		#133 EAB Ch: Fields				#164 EAB Ch: Kettering						#206 EAB Ch: Kyonka		#236 EAB		
	608			#116 NV ABA		#121 EAB Ch: Malott	+			#166 EAB Ch: Kestner						#205 EAB Ch: Arntzen		#233 EAB		
	609									#163 EAB Ch: Mitchell						#204 EAB Ch: Robles		#235 EAB		
	610					#142 TPC Ch: Carreker	+			#173 TPC Ch: Marks						#214 TPC Ch: Fryling	+	#244 TPC		
	611					#137 EDC Ch: Bailey				#167 EDC Ch: Kelso						#209 EDC Ch: Gautreaux	+	#238 EDC		
	612					#141 TBA Ch: Gautreaux				#153 TBA Ch: Weatherly	+					#213 TBA Ch: Maxwell	+	#223 TBA		
	613/614					#140 TBA Ch: Swerdant														
	615							#152 BPH Ch: Griffith	+							#197 BPH Ch: Shen				
	616/617					#136 EDC Ch: Hursh	+		#169 EDC Ch: Heal	+						#208 EDC Ch: Austin	+	#239 EDC		
	618/619					#135 EDC Ch: McKeon	+		#168 EDC Ch: Bonow	+						#207 EDC Ch: Hua	+	#237 EDC		
	620									#176 AAB Ch: Chen						#193 AAB Ch: Blevins	+	#224 AAB		
Level 4	4AB			Exhibits, Bookstore, and Posters								Poster Session II				Exhibits, Bookstore, and Posters				
	South Lobby			Registration																
	4C-1			#110 BACB Intro. and Application		#132 DEV Ch: Newman	+		#162 DEV Ch: Neill	+									#239 DEV	
	4C-2							#148 CBM Martell	++							#203 DEV Novak	+	#222+ DEV		
	4C-3			#118 ABAL Education Board		#127 CBM Ch: Hustyl	+		#157 CBM Ch: Van Camp	+						#199 CBM Ch: Greene		#229 CBM		
	4C-4			#111 JABA		#128 CBM Ch: Golden	+		#158 CBM Ch: Kelly	+						#198 CBM Ch: Douleh		#230 CBM		
Level 3	401			#119 Program Committee																
	302																			
	303																			
	304																			
	305																			
	306																			
	307																			
	308																			
	309																			
	310																			
Level 2	3A																			
	3B																			
	201																			
	203																			
	204																			
	205																			
	206																			
	211																			
	212																			
	213																			
214																				
2A																				
2B																				

Washington State Convention Center; Sunday, May 27

4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am		Room	Level 6
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
#220 cont.																		6A	
#228 cont. Ch. Johanson	†‡	#247 Presidential Scholar Address																68C	
																		6E	
Speaker Ready Room																		601	
#221 cont. Ch. Delmeu				#251 Autism Knows No Borders														602	
#240 cont. Ch. Wallace	†			#258 BFSR SIG														603	
#241 cont. Ch. Slowiak				#260 Dissemination of BA SIG														604	
#245 cont. Ch. Sandaker				#249 HABA														605	
#234 cont. Ch. Miranda Dukoski				#253 History of Bihv. Analysis														606	
#236 cont. Ch. Bunn				#255 How to Publish in BAP														607	
#233 cont. Ch. Stromberg				#252 NYSABA														608	
#235 cont. Ch. Mitchell	†																	609	
#244 cont. Ch. Purnoy				#250 RAIL SIG														610	
#238 cont. Ch. Delgado	†			#254 Verbal Behavior SIG														611	
#223 cont. Ch. Bordieri	†			#248 BACB Status & New Dev.														612	
																		613/614	
																		615	
#239 cont. Ch. Feinberg	†																	616/617	
#237 cont. Ch. Willis																		618/619	
#224 cont. Ch. Ha	†																	620	
Exhibits, Bookstore, and Posters						Poster Session III												4AB	Level 4
Registration																		South Lobby	
				#256 AAB SIG														4C-1	
#222 cont. Holth																		4C-2	
#229 cont. Ch. Callaghan				#259 ABAI Health, Sport, & Fitness														4C-3	
#230 cont. Ch. Todd	†			#257 ABA India														4C-4	
																		401	
																		302	
																		303	
																		304	
																		305	Level 3
																		306	
																		307	
																		308	
																		309	
																		310	
																		3A	
																		3B	
																		201	
																		203	Level 2
																		204	
																		205	
																		206	
																		211	
																		212	
																		213	
																		214	
																		2A	
																		2B	

LEGEND

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Special and Invited Events

=

B. F. Skinner Lecture Series

=

ABAI Services

=

Student Committee Events

†

=

Continuing education credit available for behavior analysts

‡

=

Continuing education credit available for psychologists

Ch.

=

Chairperson

## Sheraton Seattle; Sunday, May 27

	Room	4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Third Floor	Everett											#273 St. Cloud University							
	Capitol Hill											#270 SPABA SIG	#289 SPABA Social						
	Ballard											#279 Reception in Honor of Jerry Shook							
	Metropolitan Ballroom A											#269 JOBM	#288 OBMN						
	Metropolitan Ballroom B											#272 Ogden R. Lindsley Standard Celebration Chart Share							
	Ravenna C											#271 Celebrating Fred S. Keller							
	Ravenna B																		
	Ravenna A																		
	Medina																		
	Leschi																		
	Kirkland																		
	Issaquah A																		
	Issaquah B																		
	Greenwood																		
	Freemont																		
Second Floor	Aspen											#282 Beacon ABA Services							
	Cedar A											#280 University of Washington							
	Cedar B											#284 University of North Carolina Wilmington							
	Juniper											#276 Florida Institute of Technology Behavior Analysis							
	Madrona											#278 University of Kansas							
	Spruce																		
	Redwood A											#274 Friends of Brazil 2							
	Redwood B											#275 University of Florida							
	Grand Ballroom A											#286 The Ohio State University							
	Grand Ballroom B											#285 Western Michigan University							
	Grand Ballroom C											#277 Department of Behavior Analysis at the University of North Texas							
	Grand Ballroom D											#283 Chicago School Prof. Psy., B.F. Skinner Fdn., & Cambridge Center							
	Willow A											#287 Columbia/CABAS							
	Willow B											#281 University of Nevada, Reno							
First Floor	Diamond A																		
	Diamond B																		
	Chelan																		
	Eagle																		

### LEGEND

- = Special and Invited Events
- = Student Committee Events
- † = Continuing education credit available for behavior analysts
- ‡ = Continuing education credit available for psychologists
- Ch. = Chairperson

## The Conference Center; Sunday, May 27

	Room	8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		3 pm		4 pm	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Level 3	301			#125 AUT Ch: Cox		#156 AUT Ch: Davis								#194 AUT Ch: Kisamore		#227 AUT Ch: Lamancusa			
	302			#126 AUT Ch: Worsdell		#155 AUT Ch: Sloman								#196 AUT Ch: McLaughlin		#225 AUT Ch: Lanovaz			
	303/304			#120 AUT T. Smith		#149 PRA Kincaid		#180 VRB LeBlanc						#190 AUT Bondy		#218 DDA Reichle			
	305					#151 AUT Ch: Roscoe										#219 AUT Ch: Maderitz			
Level 2	202			#122 PRA Ch: Shier				#172 PRA Ch: Quigley						#192 PRA Ch: Ackerlund Brandt			#243 PRA Ch: Napolitano		
	204			#139 PRA Ch: Kallan		#171 PRA Ch: Collins								#211 PRA Ch: Weatherly		#242 PRA Ch: Witts			
Level 1	101			#144 VRB Ch: Tufenk										#216 VRB Ch: Esch		#246 VRB Ch: Lechago			
Lower Level	LL02			#124 AUT Ch: Heitzman-Powell		#154 AUT Ch: Neil								#195 AUT Ch: Najdowski		#226 AUT Ch: Croteau			
	LL03			#145 VRB Ch: Cihon		#175 VRB Ch: Moore								#217 VRB Ch: Shillingsburg					
	LL04			#131 DDA Ch: Stenhoff		#160 DDA Ch: Virués-Ortega								#202 DDA Ch: Call		#232 DDA Ch: Sidener			
	LL05			#130 DDA Ch: Luczynski		#161 DDA Ch: Silva								#201 DDA Ch: Bloom		#231 DDA Ch: Fiske Massey			

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## # 110 Business Meeting

8:00 am–8:50 am

4C-1 (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.

## # 111 Business Meeting

8:00 am–8:50 am

4C-4 (Convention Center)

### ***Journal of Applied Behavior Analysis***

Chair: Anne Shroyer (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.

## # 112 Business Meeting

8:00 am–8:50 am

607 (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 (1) membership, (2) finances, and (3) the annual International Precision Teaching Conference.

## # 113 Business Meeting

8:00 am–8:50 am

603 (Convention Center)

### ***Journal of the Experimental Analysis of Behavior: Meeting for Authors, Prospective Authors, and Board Members***

Chair: Gregory J. Madden (Utah 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.

## # 114 Business Meeting

8:00 am–8:50 am

602 (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 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 curricula, 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.

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**# 115 Business Meeting**

8:00 am–8:50 am

604 (Convention Center)

**Parent-Professional Partnership Special Interest Group (also known as the Parents of Children with Autism 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 of children with autism who have been staunch advocates for higher quality services for their children. The synergy that can arise from parents and professionals working together creates exciting opportunities and possibilities. The Parent-Professional Partnership SIG 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 chaired by David Celiberti and Pamela Gorski (co-presidents) and visit our website at [www.AutismPPPSIG.org](http://www.AutismPPPSIG.org).

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**# 116 Business Meeting**

8:00 am–8:50 am

608 (Convention Center)

**Nevada Association for Behavior Analysis**

Chair: Kendra L. Brooks Rickard (Nevada Association for Behavior Analysis)

At this meeting we will review business items associated with Nevada Association for Behavior Analysis; the meeting is open to all sustaining, full, affiliate, and student members.

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**# 117 Business Meeting**

8:00 am–8:50 am

605 (Convention Center)

**Positive Behavior Support Special Interest Group**

Chair: Robert F. Putnam (May Institute)

This will be the annual business meeting of the Positive Behavior Support Special Interest Group.

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**# 118 Business Meeting**

8:00 am–8:50 am

4C-3 (Convention Center)

**ABAI Education Board**

Chair: Linda J. Parrott Hayes (University of Nevada, Reno)

This meeting is open to anyone interested in the work of the ABAI Education Board. The ABAI Executive Council has charged the Education Board with two primary tasks. The first of these is to encourage both undergraduate and graduate programs in behavior analysis to pursue ABAI accreditation, and to provide assistance to these programs as needed to achieve this goal. The second charge to the Education Board has been to prepare an application for recognition of the ABAI accreditation system by the Council for Higher Education Accreditation. The meeting will address these issues as well as other matters of interest or concern to the membership.



## # 119 Special Event

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8:00 am–8:50 am

401 (Convention Center)

OTH

### **ABAI Program Committee Meeting**

Chair: Ramona Houmanfar (University of Nevada, Reno)

**Autism (AUT)** JEFFREY H. TIGER (University of Wisconsin, Milwaukee) 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)** THOMAS J. WALTZ (US Veterans Administration) and Scott T. Gaynor (Western Michigan University)

**Community Interventions; Social and Ethical Issues (CSE)** PATRICIA BACH (Illinois Institute of Technology) and Mark P. Alavosius (University of Nevada, Reno)

**Developmental Disabilities (DDA)** JENNIFER M. ASMUS (University of Wisconsin-Madison) and Anjali Barretto (Gonzaga University)

**Human Development (DEV)** HAYNE W. REESE (West Virginia University) and Martha Peláez (Florida International University)

**Experimental Analysis of Behavior (EAB)** ROBERT W. ALLAN (Lafayette College) and Matthew C. Bell (Santa Clara University)

**Education (EDC)** JENNIFER L. AUSTIN (University of Glamorgan) and Cynthia M. Anderson (University of Oregon)

**Organizational Behavior Management (OBM)** HEATHER M. MCGEE (Western Michigan University) and Lori H. Diener (Performance Blueprints, Inc.)

**Practice (PRA)** JENNIFER R. ZARCONI (Kennedy Krieger Institute) and Ronnie Detrich (Wing Institute)

**Science (SCI)** M. CHRISTOPHER NEWLAND (Auburn University)

**Teaching Behavior Analysis (TBA)** JESSICA SINGER-DUDEK (Teachers College, Columbia University) and Grant Gautreaux (Nicholls State University)

**Theoretical, Philosophical, and Conceptual Issues (TPC)** PER HOLTH (Akershus University College) and Marleen T. Adema (Bangor University)

**Verbal Behavior (VRB)** CAIO F. MIGUEL (California State University, Sacramento) and Anna I. Pétursdóttir (Texas Christian University)

**Continuing Education (CE)** RICHARD W. MALOTT (Western Michigan University) and Maria E. Malott (Association for Behavior Analysis International)

## # 120 Invited Presenter

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9:00 am–9:50 am

303/304 (TCC)

AUT; Applied Research

PSY/BACB CE Offered. CE Instructor: Tristram Smith, Ph.D.

### **Evolution of Research on Interventions for Individuals With Autism Spectrum Disorder: Implications for Behavior Analysts**

Chair: Jennifer N. Y. Fritz (University of Houston, Clear Lake)

TRISTRAM SMITH (University of Rochester Medical Center)



Tristram Smith, Ph.D., is an associate professor of pediatrics at the University of Rochester Medical Center (URMC), where he leads federally funded studies comparing the efficacy of different interventions for children with autism spectrum disorders. He is also a clinician in URMC's Community Consultation Program, serving students with autism spectrum disorder (ASD) and other intellectual disabilities in schools and other agencies. His commitment to the study and

treatment of children with ASD began in 1982, when he had the opportunity to volunteer as a buddy for an adult with autism who lived near his college. This experience inspired him to apply to graduate school at the University of California, Los Angeles, where he studied clinical psychology and worked as a therapist and researcher with O. Ivar Lovaas, Ph.D., in the UCLA Young Autism Project. Before moving to Rochester in 2000, he directed clinics for children with autism and their families in the states of California, Iowa, and Washington. He has authored or coauthored several of the most widely cited studies on treatment outcomes for children with ASD.

**Abstract:** The extraordinary success of behavior analytic interventions for individuals with ASD has fueled the rapid growth of behavior analysis as a profession. One reason for this success is that for many years behavior analysts were virtually alone in conducting programmatic ASD intervention research. However, that era has ended. Many investigators from other disciplines are now carrying out large-scale intervention studies and beginning to report successes of their own. The increasing number and range of studies has the potential to improve services for individuals with ASD, and it challenges behavior analysts to intensify their research efforts.

#### # 121 Panel Discussion

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9:00 am–9:50 am

608 (Convention Center)

EAB; Theory

BACB CE Offered. CE Instructor: Richard W. Malott, Ph.D.

#### **Everything You Know About the Experimental Analysis of Behavior Is Wrong; Or Is It?**

Chair: Richard W. Malott (Western Michigan University)

RICHARD W. MALOTT (Western Michigan University)

CYNTHIA J. PIETRAS (Western Michigan University)

MARK P. REILLY (Central Michigan University)

#### # 122 Panel Discussion

#### Student Committee Event

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9:00 am–9:50 am

202 (TCC)

PRA; Applied Research

#### **Professional Development Series: Understanding the Publication Process**

Chair: Ashley Shier (University of Cincinnati)

CATHLEEN C. PIAZZA (Munroe-Meyer Institute, University of Nebraska Medical Center)

BRIAN A. IWATA (University of Florida)

DAVID P. WACKER (University of Iowa)

#### # 123 Invited Presenter

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9:00 am–9:50 am

6BC (Convention Center)

SCI; Basic Research

PSY/BACB CE Offered. CE Instructor: Lisa A. Marsch, Ph.D.

#### **Technology-Based Therapeutic Tools Targeting Substance Use Disorders: Research Findings, Opportunities, and Future Directions**

Chair: Jesse Dallery (University of Florida)

LISA A. MARSCH (Dartmouth College)



Dr. Lisa A. Marsch is the director of the Center for Technology and Behavioral Health at the Dartmouth Psychiatric Research Center at Dartmouth College and a faculty member in the Department of Psychiatry at Dartmouth College. With funding from National Institute on Drug Abuse, Dr. Marsch has led a line of research focused on the development and evaluation of state of the art, technology-based (computer-, mobile-, and Internet-delivered) interventions targeting substance abuse treatment among youth and adults, HIV prevention among substance-using youth and adults, and substance abuse prevention among children and adolescents. These technology-based therapeutic tools reflect an integration of science-based behavioral interventions with evidence-based

informational technologies. This work has been conducted in a variety of settings, including physician offices, substance abuse treatment programs, criminal justice settings, educational settings, and via the Internet. This research has provided novel empirical information regarding the role that technology may play in improving substance abuse prevention and treatment in a manner that is cost-effective, ensures fidelity, and enables the rapid diffusion and widespread adoption of science-based interventions.

**Abstract:** Technology offers the potential to play a critical role in improving behavioral health interventions in a manner that enables rapid diffusion of science-based interventions and may be cost-effective. Evidence-based psychosocial treatment, provided via an automated, technology-based platform (e.g., web, mobile devices), could substantially advance treatment efforts by improving quality and availability of care, leveraging the efforts of clinical staff, and projecting treatment to rural and other underserved areas. Additionally, the temporal flexibility of technology-based interventions may allow for “on-demand,” ubiquitous access to therapeutic support, thereby creating unprecedented models of intervention delivery, and reducing barriers to accessing care. In this presentation, Dr. Marsch will provide an overview of her line of research focused on the development and evaluation of technology-based, psychosocial prevention, and treatment interventions targeting substance use and related issues (including HIV prevention and mental health issues). This work has been conducted in a variety of settings, including physician offices, substance abuse treatment programs, criminal justice settings, educational settings, and via the Internet. Dr. Marsch will discuss strategies for developing and evaluating technology-based behavior change interventions in a manner that ensures the inclusion of science-based content and evidence-based informational technologies. She will also discuss potential research opportunities in this area.

#### # 124 Symposium

9:00 am–10:20 am

LL02 (TCC)

AUT/PRA; Service Delivery

BACB CE Offered. CE Instructor: Nanette L. Perrin, M.A.

#### **Toward a Continued Technology of Supervision: Administrator, Student, University, and Supervising Agency Perspective**

Chair: Linda S. Heitzman-Powell (University of Kansas Medical Center)

##### **Toward a Continued Technology of Supervision: The University Perspective on the Collaborative Effort of Two Cohorts of Professionals**

DANIEL P. DAVIDSON (Northern Arizona University)

##### **Toward a Continued Technology of Supervision: Implementation and Assessment of the Effectiveness of a Standardized Supervision Process for Behavior Analysts**

NANETTE L. PERRIN and Rachel L. White (Integrated Behavioral Technologies, Inc.) and Linda S. Heitzman-Powell (University of Kansas Medical Center)

##### **Toward a Continued Technology of Supervision: Administration of a Distance Program**

PHILLIP TAFS (University of Alaska, Anchorage Center for Health and Development)

##### **Toward a Continued Technology of Supervision: A Students Perspective on Learning From a Distance**

ANNETTE BLANAS (University of Alaska, Anchorage Center for Health and Development)

#### # 125 Symposium

9:00 am–10:20 am

301 (TCC)

AUT; Applied Research

#### **Teaching Communication Skills to Adults With Autism Spectrum Disorder**

Chair: Alison Cox (Kerry's Place Autism Services)

Discussant: Rosemary A. Condillac (Brock University)

##### **Using Graduated Time Delay Procedure to Increase Verbal Manding Skills in a 34-Year-Old Woman With a Dual-Diagnosis**

NATALIE BIGELOW and Alison Cox (Kerry's Place Autism Services) and Teryn Bruni (Central Michigan University)

**Using the Picture Exchange Communication System to Teach a 37-year-old Male With Autism Spectrum Disorder Communication Skills**

MELISSA MACDONALD (Lake Ridge Community Support Services) and Bruce Punnett (Kerry's Place Autism Services)

**Using the Picture Exchange Communication System to Teach Three Older Adults With Autism Spectrum Disorder Communication Skills**

ALISON COX (Kerry's Place Autism Services)

**# 126 Symposium**

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9:00 am–10:20 am

302 (TCC)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: April S. Worsdell, Ph.D.

**Issues and Considerations in Staff Training of Autism Interventions**

Chair: April S. Worsdell (Coyne & Associates)

Discussant: Ethan S. Long (Virginia Institute of Autism)

**Efficacy of an Intensive Training Protocol in Teaching Staff to Implement Home-Based Behavioral Intervention Programs for Young Children with Autism**

KARA LEE (Coyne & Associates), Tiffany Bauer (Coyne & Associates), Hannah Marsden (Coyne & Associates), Susan Bonin (Coyne & Associates), Mary Collins (Coyne & Associates), Len Levin (Coyne & Associates), Paul Coyne (Coyne & Associates)

**Evaluation of a Model for Training Classroom Staff to Implement Applied Behavior Analysis-Based Teaching Techniques**

MELISSA L. EVANS (Coyne & Associates), Cyndi Harshorn (Riverside Unified School District), Len Levin (Coyne & Associates), Mary Collins (Coyne & Associates)

**Problem-Solving Skill Acquisition: Training Program Supervisors to Deliver ABA-Based Services to Young Children With Autism**

LEN LEVIN (Coyne & Associates), April S. Worsdell (Coyne & Associates), Melissa L. Evans (Coyne & Associates), Jana M. Sarno (Coyne & Associates)

**# 127 Symposium**

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9:00 am–10:20 am

4C-3 (Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Kristn Hustyi, M.A.

**Behavior Analysis of Physical Activity for Health and Fitness**

Chair: Kristin M. Hustyi (Stanford University)

**Physical Activity Promotion Among School-Age Children Using Pedometers and Rewards**

KARI EK (University of South Florida), Raymond G. Miltenberger (University of South Florida)

**Assessment of Activity Levels of Children During Recess**

LYNDA HAYES and Carole M. Van Camp (University of North Carolina Wilmington)

**Behavioral Contracting to Increase Daily Energy Expenditure: A Comparison of Two Deposit Types**

BRIDGET MCKENNA, SungWoo Kahng, and Alyssa Fisher (Kennedy Krieger Institute)

**A Comparison of Descriptive and Experimental Analyses of Physical Activity in Preschool Children**

ALLISON J. MORLEY, Matthew P. Normand, and Tracy A. Larson (University of the Pacific)

**# 128 Symposium**

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9:00 am–10:20 am

4C-4 (Convention Center)

CBM/EDC; Applied Research

BACB CE Offered. CE Instructor: Jeannie Golden, Ph.D.

**Meeting Challenges for Applied Behavior Analysts: Interventions With Childhood Behavioral and Emotional Difficulties**

Chair: Jeannie Golden (East Carolina University)

**Meeting the Challenge: Using Embedded Video-Based Instruction on an iPod Touch to Increase Academic Engagement**

JESSE W. JOHNSON, Erika Blood, and Jeffrey Michael Chan (Northern Illinois University)

**Meeting the Challenge: Using Embedded Video-Based Instruction on an iPod Touch to Teach Coping Skills**

JEFFREY MICHAEL CHAN, Erika Blood, and Jesse W. Johnson (Northern Illinois University)

**The Challenge of Multiple Functions: Treating an Adolescent With Intermittent Explosive Disorder and Comorbid Conditions**

JENNIFER SHERIDAN (Behaviour Support and Therapy Centre)

**Meeting the Challenge: Interventions With Teachers, Students, and Families in an Impoverished Rural Community**

JEANNIE GOLDEN (East Carolina University)

**# 129 Symposium**

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9:00 am–10:20 am

602 (Convention Center)

CSE/CBM; Applied Research

**Recent Advances in Contingency Management Research II: Remote Monitoring of Health Behavior Change via the Internet**

Chair: Brooke Ashley Jones (Utah State University)

Discussant: Charles Fergus Lowe (Bangor University)

**Internet-Based Group Contingency Management to Promote Smoking Cessation**

STEVEN E. MEREDITH (University of Florida), Michael Grabinski (Red 5 Group, LLC), and Jesse Dallery (University of Florida)

**Increasing Adherence to Blood Sugar Testing in Teens Diagnosed With Type 1 Diabetes Using an Internet-Based Contingency Management Intervention**

BETHANY R. RAIFF, Esperanza Morales, and Nattinee Jittarin (National Development and Research Institutes, Inc.) and Mary Pat Gallagher and Patricia Kringas (Naomi Berrie Diabetes Center)

**Using Financial Incentives to Promote Healthy Eating Using the Way to Health Internet Portal**

KATHRYN SAULSGIVER (The University of Pennsylvania)

**# 130 Symposium**

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9:00 am–10:20 am

LL05 (TCC)

DDA; Applied Research

BACB CE Offered. CE Instructor: Kevin C. Luczynski, Ph.D.

**Enhancing Function-Based Interventions for Problem Behavior Using Multiple Schedules**

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

Discussant: Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

**A Component Analysis of Multiple Schedules of Reinforcement During Schedule Thinning Procedures Following Communication Training**

KENNETH D. SHAMLIAN and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), Alison M. Betz (Florida Institute of Technology), and Eric S. Grady (University of California, San Francisco)

**Multiple Schedules: A Pragmatic Method of Calculating Reinforcement Availability and Schedule Thinning**

SETH B. CLARK, Natalie A. Parks, and Nathan Call (Marcus Autism Center)

**Evaluating Transfer of Stimulus Control During Reinforcement Schedule Thinning**

SCOTT A. MILLER, Bethany P. Contreras, and Alison M. Betz (Florida Institute of Technology)

### # 131 Symposium

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9:00 am–10:20 am

LL04 (TCC)

DDA/PRA; Applied Research

BACB CE Offered. CE Instructor: Donald M. Stenhoff, Ph.D.

#### **Addressing Aberrant Behaviors in School and Clinical Settings Using Functional Behavior Assessment Technologies**

Chair: Donald M. Stenhoff (The BISTA Center)

##### **Effects of Satiation and Noncontingent Access to Food on Rumination Behavior**

REBECCA RENEE WISKIRCHEN and Bryan J. Davey (ACCEL)

##### **Effects of Behavioral Medications on Functional Analysis Results**

Rebecca Renee Wiskirchen and BRYAN J. DAVEY (ACCEL), Christina Barosky (The BISTA Center)

##### **Using Atypical Experimental Analysis Conditions for Assessment and Treatment of a Child With Autism**

Donald M. Stenhoff, Christina Barosky, and MATHEW CHRISTOPHER LUEHRING (The BISTA Center)

##### **Assessment and Treatment of Property Destruction Maintained by Sensory Stimulation**

Rebecca Renee Wiskirchen, Bryan J. Davey, Megan Shatzberg, and CHRISTINA BAROSKY and Donald M. Stenhoff (The BISTA Center)

### # 132 Symposium

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9:00 am–10:20 am

4C-1 (Convention Center)

DEV/EAB; Basic Research

BACB CE Offered. CE Instructor: Bobby Newman, Ph.D.

#### **Measurement Approaches and Considerations in the Analysis of Sexual Behavior:**

##### **A STEP SIG Symposium**

Chair: Bobby Newman (Full Inclusion Living and Learning Unitarian University)

Discussant: John W. Eshleman (The Chicago School of Professional Psychology)

##### **Using the Function Acquisition Speed Test in Forensic and Sex Research**

ANTHONY O'REILLY and Bryan T. Roche (National University of Ireland, Maynooth) and Maria R. Ruiz (Rollins College)

##### **Further Assessment of Deviant Sexual Arousal of Sex Offenders Diagnosed With Intellectual Disabilities**

STEPHEN F. WALKER, Timothy R. Vollmer, and Ray Joslyn (University of Florida)

##### **A Comparison of Techniques for Measuring Self-Reported Sexual Behavior**

ANDREW SHEN (Auburn University) and Jessica Gamba, Jennifer Klapatch, and Fawna Stockwell (The Chicago School of Professional Psychology)

### # 133 Symposium

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9:00 am–10:20 am

607 (Convention Center)

EAB/EDC; Basic Research

#### **Effect of Meaning, Relational Type, Training Structure, and Joint Stimulus Control on Equivalence Class Formation**

Chair: Lanny Fields (Queens College, The City University of New York)

##### **Differential Strengths of Transitive and Equivalence Relations in Equivalence Classes**

ERICA DORAN (The Graduate Center of the City University of New York) and Lanny Fields (Queens College, The City University of New York)

**Use of Matrix Training to Induce Joint Stimulus Control by Graph/Description Correspondences**  
JACK SPEAR and Joshua Cooper (The Graduate Center of the City University of New York) and Allan Walker-Hodkins and Lanny Fields (Queens College, The State University of New York)

**How the Discriminative Functions of Meaningful Stimuli and Overtraining Enhance Equivalence Class Formation**

ROBERT TRAVIS and Ariel Nemzeyano (The Graduate Center of the City University of New York) and Lanny Fields (Queens College, The City University of New York)

**Effects of Training Structure, Class Size, and the Passage of Time on Trained and Derived Performance**

CHRISTOFFER K. EILIFSEN and Erik Arntzen (Oslo and Akershus University College of Applied Sciences)

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### # 134 Symposium

9:00 am–10:20 am

606 (Convention Center)

EAB; Basic Research

**What Behaviorists Can Contribute to the Field of Comparative Cognition**

Chair: Timothy D. Hackenberg (Reed College)

**Metacognition in Rats?**

TIMOTHY D. HACKENBERG, Jessica Dennis, and Nicholas Kappeyne van de Coppello (Reed College)

**Testing the Limits of Optimality: The Effect of Base Rates on Pigeons' Performance in the Monty Hall Dilemma**

WALTER HERBRANSON (Whitman College)

**Factors Influencing Scene Gist Categorization by Pigeons**

KIMBERLY KIRKPATRICK (Kansas State University), Tannis Sears (University of Lincoln), Bruce Hansen (Colgate University), and Les Loschky (Kansas State University)

**The Case for a Cognitive Approach to Animal Learning and Behavior**

THOMAS ZENTALL (University of Kentucky)

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### # 135 Symposium

9:00 am–10:20 am

618/619 (Convention Center)

EDC/AUT; Service Delivery

BACB CE Offered. CE Instructor: Jennifer B. Hennessey, Ed.D.

**Recent Findings Using TAGteach in Diverse Populations and Applications in the Public School Setting**

Chair: Theresa McKeon (TAGteach International)

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

**Applying the Principles of TAGteach in a Public School Setting**

SHELIA M. SMITH and Jennifer B. Hennessey (Arkansas Department of Education)

**An Application of TAGteach to Teach Mobility Skills**

SHERYL HAHN (Arkansas Department of Education)

**Ensuring Fidelity of Implementation After Obtaining Primary Level TAGteach Certification**

JENNIFER B. HENNESSEY and Shelia M. Smith (Arkansas Department of Education)

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### # 136 Symposium

9:00 am–10:20 am

616/617 (Convention Center)

EDC/TBA; Service Delivery

BACB CE Offered. CE Instructor: Daniel E. Hursh, Ph.D.

**Meeting Learning Challenges With Applied Behavior Analysis Tools for Teachers**

Chair: Daniel E. Hursh (West Virginia University)

Discussant: L. Keith Miller (University of Kansas)

**Teachers' Stress Level and Students' Behavior Problems: Informing Applied Behavior Analysis Training for General Education Teachers**

DANA CIHELKOVA, Brandi S. Weekley, Daniel E. Hursh, Reagan P. Curtis, and Vicci Tucci (Tucci Learning Solutions, Inc.)

**Using Systematic Screening Data to Connect Students With Tier 2 and Tier 3 Supports**

KATHLEEN LYNN LANE (University of North Carolina)

**Infusing Applied Behavior Analysis: Improving Outcomes for Pupils and Preservice Teachers Through Partnerships With Public Schools**

KATHERINE J. MITCHEM and Kalie Kossar (California University of Pennsylvania)

**# 137 Panel Discussion**

**Student Committee Event**

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9:00 am–10:20 am

611 (Convention Center)

EDC; Service Delivery

**Professional Development Series: On the Pros and Cons of Completing a Post Doc**

Chair: Shana R. Bailey (West Virginia University)

JEFFREY J. EVERLY (University of Pittsburgh at Greensburg)

MIRARI ELCORO (Armstrong Atlantic State University)

STEVEN R. LAWYER (Idaho State University)

JOHN C. BORRERO (University of Maryland, Baltimore County)

**# 138 Symposium**

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9:00 am–10:20 am

604 (Convention Center)

OBM/CSE; Applied Research

BACB CE Offered. CE Instructor: Nicole E. Gravina, Ph.D.

**Behavioral Strategies for Prevention in Safety**

Chair: Nicole E. Gravina (Reaching Results)

**Aging Workers at Increased Risk of Fatal Transportation-Related Injuries**

RYAN B. OLSON (Oregon Health & Science University), Jaime Walters (Oregon Health Authority), Justin Karr (University of Victoria), and Erika Zoller (Oregon Health & Science University)

**A New Approach to Improving Safety Using Behavioral Science**

NICOLE E. GRAVINA and John Austin (Reaching Results)

**The Use of Verbal Prompts to Increase Child Safety-Belt Use in a Grocery Store**

LEANNA MATTILA, Julie Blaskewicz Boron, and Michael C. Clayton (Youngstown State University)

**Leadership in Behavior-Based Safety and Implications for Integrating BBS and Process Safety**

JUDITH E. STOWE (Quality Safety Edge)

**# 139 Panel Discussion**

**Student Committee Event**

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9:00 am–10:20 am

204 (TCC)

PRA; Applied Research

**Professional Development Series: The Application of Culturally and Linguistically Diverse Variables From a Practitioners Perspective**

Chair: Mandana Kajjan (Northern Arizona University)

KYONG-MEE CHUNG (Yonsei University)

TIMOTHY R. MOORE (University of Minnesota)

GREGORY K. REED (Howard University)

JEANNIE M. AGUILAR (University of Texas at Austin)



## # 140 Symposium

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9:00 am–10:20 am

613/614 (Convention Center)

TBA; Applied Research

BACB CE Offered. CE Instructor: Rocio Rosales, Ph.D.

### **Advances in Inter-teaching Methodology: 10 Years of Behavioral Innovation**

Chair: Matthew Gene Swerdan (Youngstown State University)

Discussant: Philip N. Heline (Temple University)

#### **Inter-teaching: Review, Research, and Recommendations**

BRYAN K. SAVILLE (James Madison University)

#### **A Preliminary Analysis of Pair Discussion on Student Quiz Performance**

ROCIO ROSALES and Matthew Gene Swerdan (Youngstown State University) and James L. Soldner (Utah State University)

#### **The Effects of Inter-teaching, Evaluation, and Application Tasks on Student Performance on Application-Based Activities**

CHRYSTAL E.R. JANSZ and Wesley H. Dotson (Texas Tech University)

## # 141 Symposium

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9:00 am–10:20 am

612 (Convention Center)

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: Grant Gautreaux, Ph.D.

### **Effective Instruction and Beyond: Teaching Staff to Become Strategic Scientists of Pedagogy**

Chair: Grant Gautreaux (Nicholls State University)

#### **Visual Data Analysis: Applications of Preliminary Error Analyses and Learn Unit Integration Into Staff Training**

ELI T. NEWCOMB, Arthur Habel, and John Tolson (The Faison School for Autism); Louis P. Hagopian (Kennedy Krieger Institute); and Katherine M. Matthews (The Faison School for Autism)

#### **Spreading Behavior Analysis and Promoting Effective Teaching for Regular and Special School Environments in Italy: Is the Implementation Possible?**

FABIOLA CASARINI (Tice Learning Centre), Vanessa Artoni (Universite Degli Studi di Parma), and Samantha Giannatiempo (Tice Learning Centre)

#### **A Procedure to Prepare Students for Learning in Inclusive Setting: Training Teachers in Bosnia to Replicate U.S. Successes**

NIRVANA PISTOLJEVIC (Teachers College, Columbia University) and Stanislava Majusevic and Zumreta Jeina (Special Education Institute)

#### **A Comprehensive Staff Training Package to Increase Scientific Facts and Rule Governed Data Based Decision for Intensive Behavioral Intervention Therapists**

JULIA JONES (Toronto Partnership for Autism Services), Dolleen-Day Keohane (Nicholls State University), Nicole Luke (Surrey Place Centre), and Urvashi Sirur (Aisling Discoveries Child and Family Centre)

## # 142 Symposium

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9:00 am–10:20 am

610 (Convention Center)

TPC/CSE; Theory

BACB CE Offered. CE Instructor: Michael Bordieri, MS

### **Thinking Big: Using Behavioral Principles to Enact Prosocial Change**

Chair: Alphonso Carreker (University of Mississippi)

Discussant: Anthony Biglan (Oregon Research Institute)

**Walden 2.0: Revisiting Behavior Analysis' Unfulfilled Ambitions of Large Scale Societal Impact**  
MICHAEL BORDIERI, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

**Theoretical Analysis of Effective Discussions and Discourse**

KATE KELLUM (University of Mississippi) and Emily Kennison Sandoz (University of Louisiana at Lafayette)

**Love Made Visible: A Theoretical Analysis of Values-Based Communities at Work**

EMILY KENNISON SANDOZ (University of Louisiana at Lafayette) and Kate Kellum (University of Mississippi)

**# 143 Symposium**

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9:00 am–10:20 am

605 (Convention Center)

TPC/CBM; Theory

**Music and Psychological Flexibility: Possible Avenues for Therapeutic Applications and Theoretical Development**

Chair: Lara V. Rimassa (University of Louisiana at Lafayette)

Discussant: Scott A. Herbst (The Chicago School of Professional Psychology)

**Music as a Therapeutic Tool: Some Places We've Been and Some Places We Can Be**

LARA V. RIMASSA, Brenton Abadie, and David R. Perkins (University of Louisiana at Lafayette)

**When is Fusing Not Really Fusing? The Potential Effects of Music on Psychological Flexibility**

DAVID R. PERKINS, Brenton Abadie, and Lara V. Rimassa (University of Louisiana at Lafayette)

**Strange Relations: Possible Connections Between the Experience of Music and Relational Frame Theory**

DAVID R. PERKINS, Brenton Abadie, and Lara V. Rimassa (University of Louisiana at Lafayette)

**# 144 Symposium**

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9:00 am–10:20 am

101 (TCC)

VRB/AUT; Applied Research

**Recent Research on Emergent Verbal Behavior in Children With Autism and Other Developmental Disorders**

Chair: Tracy Tufenk (Southern Illinois University)

Discussant: Anna I. Pétursdóttir (Texas Christian University)

**Emergent Intraverbal Responses via Tact and Match-to-Sample Instruction**

LEIGH KAROLE GRANNAN (Southern Illinois University, Carbondale) and Ruth Anne Rehfeldt (Southern Illinois University)

**The Effects of Listener Training on Naming and Categorization by Children With Autism**

VISSY V. KOBARI-WRIGHT, Caio F. Miguel, Kelly Quah, and Greg Lee (California State University, Sacramento)

**Effects of Auditory Word Match to Sample on Intercept of Speaker and Listener Repertoires**

JINHYEOK CHOI and R. Douglas Greer (Teachers College, Columbia University)

**# 145 Symposium**

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9:00 am–10:20 am

LL03 (TCC)

VRB; Applied Research

BACB CE Offered. CE Instructor: Traci M. Cihon, Ph.D.

**The Role of Stimulus Control in Developing New Repertoires**

Chair: Traci M. Cihon (University of North Texas)

**A Comparison of Transfer of Stimulus Control via Superimposition and Time Delay or Multiple Control on the Acquisition of Mands, Tacts, and Echoics With Children With Autism**

IRINA V. PASAT and Traci M. Cihon (University of North Texas)

**Using a Rolling Time Delay Procedure to Transfer Control of a Mand From an Intraverbal Prompt and Item to the Establishing Operation in Children With Autism**

MEREDITH KAYE ASKUVICH and Tracy L. Kettering (The Chicago School of Professional Psychology)

**Song Lyrics as Self-Instructions to Increase Correct Responding in a Behavior Chain**

LORRAINE M. BOLOGNA, Maggi Holtzhauser, Diana J. Walker, and Tracy L. Kettering (The Chicago School of Professional Psychology)

**Applying Precision Teaching to Component Verbal Repertoires and the Accompanying Effects on Composite Intraverbal Repertoires With Children With Autism**

RACHAEL E. SHRONTZ, Stephany Kristina Reetz, Jeffrey Gesick, and Traci M. Cihon (University of North Texas)

**# 146 Invited Symposium**

9:30 am–10:50 am

6A (Convention Center)

OTH

**Bill Hopkins: His Impact as a Behavior Analytic Pioneer**

Chair: James M. Johnston (Auburn University)

**The Contributions of a Young Scientist**

ROBERT P. HAWKINS (West Virginia University) and Steven Zlutnick (University of San Francisco)



Dr. Hawkins is professor emeritus at West Virginia University. After earning his Ph.D. at University of Pittsburgh and teaching there, he served on the faculty at University of Washington, held a postdoctoral research fellowship at University of Kansas, served on the faculty at Western Michigan University, and finally at West Virginia, from which he retired in 1997. He consulted to The Pressley Ridge Schools for over 20 years, where he was primary developer of a foster-family-based treatment program that has now treated thousands of youngsters. He was involved in applied behavior analysis for over 30 years, specializing in child and family issues, and is a Fellow of American Psychological Association, American Psychological Society, and American Association of Applied and

Preventive Psychology. He served on the editorial boards of *Journal of Applied Behavior Analysis*, *The Behavior Analyst*, *Behavioral Assessment*, *Child and Family Behavior Therapy*, *Analysis and Intervention in Developmental Disabilities*, and *Education and Treatment of Children* (which he founded as *School Applications of Learning Theory*). He continues to serve on the board of the newsletter *Behavior Analysis Digest*. He authored or edited six books and is listed in several “who’s who” lists. His primary occupations today are raising bonsai, playing golf, bowling, landscaping and maintaining his yard (with his wife), and playing grandfather.

**Abstract:** Bill’s quiet, wise, good-humored style will be described, along with his level-headed contribution during a time of upheaval at Western Michigan University.

**A Teacher and Researcher at The University of Kansas**

JOHN J. CONARD (ACES ABA)



**Abstract:** Bill spent 18 years at The University of Kansas where he made significant contributions to the science through his publications and teaching. His colleagues reminisce about Bill’s years in Kansas and the lasting impact of his work.

## A Department Chair and Applied Behavior Analysis Leader: The Auburn Years

M. CHRISTOPHER NEWLAND (Auburn University) and Richard Kevin Fleming (University of Massachusetts Medical School)



Chris Newland has been a member of ABAI since sometime in the late 70's. He first met Bill Hopkins when he joined the Department of Psychology at Auburn University, in 1988, arriving a few days before Bill did. Newland has remained in the department since that time where he has taught the experimental analysis of behavior, behavioral pharmacology, behavioral neuroscience, and the behavioral effects of environmental contaminants, among other courses. He has twice served as director of the Experimental Program at Auburn. He maintains an active behavioral pharmacology/toxicology laboratory and his research is supported by the National Institute of Environmental Health Sciences.

**Abstract:** Bill Hopkins arrived at Auburn University in the fall of 1988 to take over the position of department head from Peter Harzem. Bill's 8 years as department head were remarkable on many fronts. He recruited junior and mid-career faculty members who were solid scientists, many with funded research programs, and who shared Bill's enthusiasm for graduate education and a meaningful undergraduate major in psychology. He advocated a democratic approach to departmental governance that contributed to a shared sense that all faculty contributed to the department's well-being. Bill also continued his strong presence as a leader in the area of organizational behavior management (OBM), which included being a strong mentor for his students, many of whom are now OBM leaders. His gentle approach served as a model for many of us who worked with Bill and provided a calm spirit even during contentious discussions. He retired from Auburn, but certainly not from behavior analysis, in 2001.

## An Advisor to Organizational Behavior Management Practitioners

LAURA L. METHOT (CLG, Inc.)



Laura Methot's passion and expertise are in helping organizations expand their leadership capabilities to create conditions for successful business execution. The impact of her work is evident in bottom-line business results and how her clients across multiple industries talk of tangible culture change and leadership effectiveness as a result of working with her. Recognized as a leading behavior analyst with extensive international experience in private and public sector businesses, Laura's areas of expertise include organizational systems and behavior analysis, facilitating executive alignment and deployment effectiveness, leading enterprise-wide coaching and performance improvement solutions, and education and background.

Laura holds an MA in industrial/organizational psychology and a Ph.D. in applied behavior analysis from Western Michigan University. She also earned a BA in psychology (honours) from Saint Mary's University in Halifax, where she currently is an adjunct professor.

Laura has published in several peer-reviewed scientific journals, including *Human Factors*, *Canadian Psychology*, and the *Journal of Organizational Behavior Management*, and has been a guest reviewer for *Canadian Psychology*, a journal of the Canadian Psychological Association. She also has presented at professional conferences for ABAI, the Organizational Behavior Management Network, the Atlantic Conference on Ergonomics, the Canadian Psychological Association, and the Canadian Society for Industrial and Organizational Psychology.

**Abstract:** Bill's dedication to advancing the science continued through numerous OBM practitioners even after his retirement from academia. We were lucky in CLG to have Bill's input and influence as we learned how to help companies embed behavior analysis into their businesses by developing internal consultants. The methodology and tools Bill helped create have stood the test of time and have been replicated across many client situations with great impact. He was also instrumental in helping develop our internal training and materials to ensure that as we translated the language of behavior analysis for business we stayed true to the underlying principles of our science. Those affected by Bill's enduring passion and wisdom recall his influence, both in person and via video messages.

## # 147 B. F. Skinner Lecture Series

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10:00 am–10:50 am

6E (Convention Center)

AAB; Applied Research

BACB CE Offered. CE Instructor: James C. Ha, Ph.D.

### **Behavioral Genetics and the Evolution of the Domestic Dog: Implications for Social Behavior**

Chair: Christy A. Alligood (Disney's Animal Kingdom)

JAMES C. HA (University of Washington)



Dr. Ha's academic and clinical training is in the social behavior and cognition of birds and mammals, with a special focus on highly social species like domestic dogs, crows and jays, primates, and killer whales. His background includes degrees in biology and zoology and professional credentialing as a certified applied animal behaviorist, the highest level of certification in applied behavior research and practice. He is currently a research associate professor in animal behavior at the University of Washington where he teaches and conducts research. He also lectures on dog behavior nationally and internationally. After he ran his own consulting business from 1999–2007, he became a founding partner in Companion Animal Solutions, LLC in 2007. He sees about 45 in-home cases in dogs and cats each

year and supervises an additional 220 cases per year seen by their staff. In addition, he has participated in more than 25 legal cases as an expert witness, involving both dog bites and dog tracking behavior. He has been elected to numerous offices in the Animal Behavior Society, has served on the Society's Board of Professional Certification and as an editor of the journal *Animal Behaviour*, and recently received the Society's Exceptional Service Award.

**Abstract:** I will review the latest research on the evolutionary relationships of dogs at the level of species and breeds. I will briefly review the concept of, and evidence for, behavioral genetics in dogs before developing two basic principles of behavior: (1) species- (or breed-) typical behavior developed under evolutionary pressures and (2) the interaction of genes and environment, bringing in the role of experience and learning, to develop a modern ethological view of dog behavior. I then illustrate these principles with examples from comparative research on wolf and dog behavior and on breed-specific patterns in innate and learned behavior in dogs. Finally, I demonstrate the implications of evolutionary history, genetics, and the environment for interpreting the social dynamics of domestic dogs. My goal is to illustrate a modern view of animal behavior, which is intensely integrative, drawing together many disciplines including genetics, physiology, endocrinology, neurobiology, learning theory, and ethology under the organizing laws of evolution.

## # 148 B. F. Skinner Lecture Series

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10:00 am–10:50 am

4C-2 (Convention Center)

CBM; Theory

PSY/BACB CE Offered. CE Instructor: Thomas J. Waltz, Ph.D.

### **Behavioral Activation for Whatever Ails You**

Chair: Thomas J. Waltz (Center for Mental Healthcare and Outcomes Research)

CHRISTOPHER MARTELL (University of Washington)



Christopher R. Martell, Ph.D. is in private practice in Seattle and is a clinical associate professor in the Department of Psychiatry and Behavioral Sciences and in the Department of Psychology at the University of Washington. He is board certified in both clinical psychology and behavioral psychology through the American Board of Professional Psychology (ABPP) and is a founding fellow of the Academy of Cognitive Therapy. The co-author of four books, he has published widely on behavioral treatments for depression and other areas of application of cognitive behavioral therapy. He is first author of *Depression in Context: Strategies for Guided Action*, with Michael Addis and Neil Jacobson; *Behavioral Activation for Depression: A Clinician's Guide*, with Sona Dimidjian

and Ruth Herman-Dunn; and with Michael Addis, *Overcoming Depression One Step at a Time: The New Behavioral Activation Approach to Getting Your Life Back*, which has been translated into four languages. He has co-authored two other books. He was the recipient of the Washington State Psychological Association's Distinguished Psychologist Award in 2004. He is a past president of the American Board of Cognitive-Behavioral Psychology, a specialty board of ABPP. Dr. Martell received his Ph.D. in clinical and school psychology from Hofstra University in 1988.

**Abstract:** Interest in behavioral activation (BA) in the treatment of depression has gained worldwide acceptance and reinvigorated interest in a behavioral rather than a cognitive conceptualization of depression. According to the basic premise of the behavioral model, depression results from low rates of response-contingent positive reinforcement or increased rates of punishment. For vulnerable individuals such reinforcement contingencies may be correlated with low mood and other “symptoms” of depression. Individuals then respond to the symptoms in understandable ways to avoid bad feelings or responsibilities, but get stuck in a cycle of inertia that is negatively reinforced. As a treatment for depression, BA is based on this model, and the goal of BA is to reverse the “downward spiral” and help individuals to engage in activities that may serve an antidepressant function. The principles of BA can apply to problems other than depression, however, and may be used to modify avoidance behaviors in general. This presentation will review the potential use of BA as a transdiagnostic method for helping clients to engage in activities that will increase the likelihood that approach behaviors, rather than avoidance, will be reinforced leading to more productivity and satisfaction.

#### # 149 Invited Presenter

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10:00 am–10:50 am

303/304 (TCC)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Donald K. Kincaid, Ph.D.

#### **Systems Change and Behavior Analysis: The Impact of the Florida PBS Project**

Chair: Cynthia M. Anderson (University of Oregon)

DONALD K. KINCAID (University of South Florida)



Dr. Donald Kincaid is a professor of child and family studies at the University of South Florida. Don Kincaid co-directs the Division of Applied Research and Educational Support and the Florida Center for Inclusive Communities, a University Center for Excellence in Developmental Disabilities. Don is also the Director of the Florida Positive Behavior Support (PBS) Project at the University of South Florida (USF). He also directs USF's participation in the OSEP Positive Behavioral Supports and Interventions Center, a partnership of universities and agencies across the country. His primary interests are in applying positive behavior support and behavior analysis for individual students, classrooms, and

entire schools. Much of his professional activity involves coordinating systems change efforts at a local, state, and national level to support the implementation of evidence-based practices. Dr. Kincaid also teaches at the university level and serves on a number of editorial and advisory boards.

**Abstract:** The field of behavior analysis has shown tremendous potential to produce significant system change. Unfortunately, the application of science and technology in social systems isn't just about the quality of the evidence-base but also the capacity to navigate the implementation of the science through complex systems change efforts. This presentation will provide an overview of what we have learned in the past dozen years regarding the implementation of a positive behavior support approach in Florida. The Florida PBS Project has had a mission to increase the capacity of school districts to implement PBS within a multitiered continuum of student support. The presentation will discuss the systems change practices that have led to implementation in over 1200 schools and the outcome data about the impact of that implementation. Lessons learned from state, district and interproject collaborations will be shared with the participants as well as existing barriers to implementation of a multitiered system of support with fidelity.

## # 150 Invited Tutorial

10:00 am–10:50 am

6BC (Convention Center)

TPC; Theory

PSY/BACB CE Offered. CE Instructor: Iver H. Iversen, Ph.D.

### The need for Molecular Analyses

Chair: Jesus Rosales-Ruiz (University of North Texas)

IVER H. IVERSEN (University of North Florida)



Dr. Iversen received his Ph.D. in experimental psychology from University of Copenhagen, Denmark (1978). He is professor of experimental psychology at University of North Florida, Jacksonville, since 1986. His research has addressed basic mechanisms of operant behavior, primarily in nonhuman subjects. Examples are detailed analyses of effects of individual reinforcements in rats, intermittent reinforcement of stimulus control in rats, visual guidance of drawing in chimpanzees. Research has also involved operant conditioning of brainwaves in humans to enable communication in completely paralyzed amyotrophic lateral sclerosis patients. He has served on the board of *Journal of the Experimental Analysis of Behavior* for five 3-year terms and currently serves on the boards of

*European Journal of Behavior Analysis* and *Mexican Journal of Behavior Analysis*. Dr. Iversen believes that strong methodology is necessary to advance science of behavior, and he has developed several automated methods to shape and control behavior as well as methods to analyze complex data from behavioral experiments. Together with Professor K. A. Lattal from University of West Virginia, Morgantown, Dr. Iversen edited a two-volume text on methodology in operant conditioning (1991). In addition, he has published several papers that document development of behavior control techniques and methods of data analysis.

**Abstract:** The terms molar and molecular analysis have been used for several decades in experimental psychology and have changed definition and usage during this time. For example, Skinner's operant conditioning was founded on a molecular behavior analysis in the 1930s. Yet, some contemporary models interpret operant behavior only at the molar level. The presentation will trace the history of the terms molar and molecular and articulate a need for inclusion of analyses at the level of individual response bouts, reinforcers, and stimuli in the 1–30 s range and define an analysis at this level as a molecular analysis. Illustrations will show how experimental manipulations can affect behavior at that level. Additional illustrations will demonstrate how behavior transitions during automated shaping relate to local reinforcing events. Besides, the presentation will outline novel ways on examining local dynamics of bouts of behavior that last a few seconds. The presentation will introduce the concept and method of "conditional data analysis," which emphasizes collecting and analyzing data conditional on local events antecedent to response emission. The overall emphasis of the tutorial will be empirical rather than theoretical. Molecular analyses have critical interpretative implications for well-established findings in existing literature.

## # 151 Symposium

10:00 am–11:20 am

305 (TCC)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Eileen M. Roscoe, Ph.D.

### Applied Research on Basic Learning Processes: Implications for Assessment and Treatment

Chair: Eileen M. Roscoe (New England Center for Children)

#### Analysis of Response-Response Relations: The Response-Class, Chain, and Precurrent Sequences

GRACIE ALLEN BEAVERS, Brian A. Iwata, and Kathryn Guenevere Horton (University of Florida)

#### Patterns of Social Interaction During Group Contingencies

JILL MARIE HARPER, Brian A. Iwata, and Kathryn Guenevere Horton (University of Florida)

Sunday, May 27

**Evaluation of an Inhibitory Stimulus Control Procedure for Promoting Treatment Generalization of Automatically Reinforced Stereotypy**

Kevin J. Schlichenmeyer (E. K. Shriver Center) and Eileen M. Roscoe and CALEB R. DAVIS (New England Center for Children)

**Component Analysis of a Self-Management Intervention for Increasing Appropriate Behavior and Decreasing Automatically Reinforced Problem Behavior**

ERIN S. LEIF and Eileen M. Roscoe (New England Center for Children) and Amanda Karsten (Western New England University)

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**# 152 Panel Discussion**

10:00 am–11:20 am

615 (Convention Center)

BPH; Applied Research

BACB CE Offered. CE Instructor: Jennifer R. Zarcone, Ph.D.

**Should We Formalize the Field of Applied Behavioral Pharmacology?**

Chair: Annette Griffith (Missouri Department of Mental Health)

JENNIFER R. ZARCON (Kennedy Krieger Institute)

JOHN A. NORTHUP (University of Iowa)

TRAVIS THOMPSON (University of Minnesota)

DEBORAH A. NAPOLITANO (University of Rochester)

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**# 153 Panel Discussion**

10:30 am–11:20 am

612 (Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: Nicholas L. Weatherly, Ph.D.

**Measuring Competence in Supervision and Training: Proposing How to Address Experiential Requirements**

Chair: Nicholas L. Weatherly (Spalding University)

KEITH HERSH (Spalding University)

AMY MCCOMAS (Indiana Applied Behavior Analysis Institute)

BELINDA HUGHES (Ball State University)

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**# 154 Symposium**

10:30 am–11:50 am

LL02 (TCC)

AUT; Applied Research

BACB CE Offered. CE Instructor: Lauren Kryzak, M.A.

**Strength or Challenge: Intervention Studies on Obsessive-Compulsive Behavior in Children With Autism Spectrum Disorders**

Chair: Nicole Neil (The Graduate Center of the City University of New York)

Discussant: W. Larry Williams (University of Nevada, Reno)

**Using Group Function-Based Cognitive Behavioral Therapy to Reduce Obsessive Compulsive Phenomena in Seven Children With High Functioning Autism**

NICOLE NEIL (The Graduate Center of the City University of New York); Heather Yates, Debbie Finkelstein, Melissa Fleishman, Lisa Lam, and Tricia Corinne Vause (Brock University); and Maurice Feldman (Centre for Applied Disability Studies, Brock University)

**Addressing Obsessive-Compulsive Behavior in a Young Female: Impact of Parental Obsessive-Compulsive Tendencies on Treatment**

HEATHER YATES (Brock University), Nicole Neil (The Graduate Center of the City University of New York), Keeley White and Tricia Corinne Vause (Brock University), and Maurice Feldman (Centre for Applied Disability Studies, Brock University)

**The Effect of Using Circumscribed Interests on Joint Attention Intervention**

LAUREN KRYZAK and Sara Bauer (The Graduate Center of the City University of New York) and Emily A. Jones and Peter Sturmey (Queens College, The City University of New York)



## # 155 Symposium

10:30 am–11:50 am

302 (TCC)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Kimberly Sloman, Ph.D.

### **Further Evaluations of Response Interruption and Redirection**

Chair: Kimberly Sloman (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

Discussant: William H. Ahearn (New England Center for Children)

#### **Effects of Task Selection on Response Interruption and Redirection Effectiveness**

MARIANA TORRES-VISO, Kimberly Sloman, and Rebecca Schulman (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

#### **The Effects of Response Interruption and Redirection on Language Skills in Children With Vocal Stereotypy**

TAMARA L. PERRY and James T. Todd (Eastern Michigan University)

#### **Evaluations of Response Interruption and Redirection During Academic Tasks**

KIMBERLY SLOMAN, Mariana Torres-Viso, and Rebecca Schulman (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

## # 156 Symposium

10:30 am–11:50 am

301 (TCC)

AUT; Service Delivery

### **Using Time Wisely: Reducing Instruction Interfering Behaviors of Adolescents With Autism**

Chair: Nicole M. Davis (Simmons College)

Discussant: Mary Joyce Perrson (Simmons College)

#### **A Review of Method for Decreasing Behavior That Interferes With Instruction of Adolescents With Special Needs**

NICOLE M. DAVIS (Simmons College)

#### **Differentiating Reinforcer Magnitudes to Decreasing Interfering Behaviors During Instructional Sessions for an Adolescent With Autism**

CRYSTAL WENZEL (Milagre Kids School, Inc.) and Nicole M. Davis (Simmons College)

#### **Increasing Time in Instruction by Decreasing Interfering Behaviors of an Adolescent With Autism**

TRICIA CUCE and Crystal Wenzel (Milagre Kids School, Inc.) and Nicole M. Davis (Simmons College)

## # 157 Symposium

10:30 am–11:50 am

4C-3 (Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Carole M. Van Camp, Ph.D.

### **Innovations in the Promotion of Physical Activity**

Chair: Carole M. Van Camp (University of North Carolina Wilmington)

#### **The Effects of a Web-Based Fitness Monitoring System on Physical Activity in Overweight and Obese Adults**

BRYON MILLER, Matthew P. Normand, and Rutvi Patel (University of the Pacific)

#### **Bouts of Exercise: Stepping Up to a Log-Survivor Analysis**

AMANDA L. GIBSON and Kelly Wall (University of North Carolina Wilmington), Kelly Banna (Wichita State University), and Wendy Donlin Washington (University of North Carolina Wilmington)

#### **Behavior Analytic Approach to Increase Exercise Behavior in Adults**

GRETCHEN A. DITTRICH (Simmons College) and Michael J. Cameron (Cameron Consultation, LLC)

#### **Using Video Feedback to Improve Martial-Arts Performance**

ANGELA BENITEZ SANTIAGO and Raymond G. Miltenberger (University of South Florida)

## # 158 Symposium

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10:30 am–11:50 am

4C-4 (Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Maureen Kelly, Ph.D.

### **Assessment of Severe Problem Behavior: Clinical Extensions and Outcomes**

Chair: Maureen Kelly (New England Center for Children)

#### **Progressing from Multiple-Respondent Anecdotal Assessments to Test-Control Analyses of Problem Behavior**

MARTHA JOE STAFF and Richard G. Smith (University of North Texas)

#### **Examination of the Safety of Functional Analyses of Problem Behavior**

NICOLE LYNN HAUSMAN, SungWoo Kahng, Alyssa Fisher, Jonathan Dean Schmidt, Jessica Becraft, Katie Wiskow, and Christopher Tung (Kennedy Krieger Institute)

#### **Functional Behavior Assessment and Interventions in Schools: A Review of the Literature**

MICHAEL PARRY, Anna Marshall, Caitlin Rasplica, Tom Cariveau, Nicole Kaye, and Cynthia M. Anderson (University of Oregon)

#### **Training Parents to Conduct FAs Via Teleconsultation**

JOHN F. LEE, David P. Wacker, and Yaniz C. Padilla Dalmau (University of Iowa); Todd G. Kopelman (University of Iowa Hospitals & Clinics); and Scott D. Lindgren (University of Iowa)

## # 159 Symposium

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10:30 am–11:50 am

602 (Convention Center)

CSE/CBM; Applied Research

### **Recent Advances in Contingency Management Research I: Incentivizing Healthy Choices**

Chair: Steven E. Meredith (University of Florida)

Discussant: Pauline Horne (Bangor University)

#### **Incentivizing Children's Fruit and Vegetable Consumption: Examination of Incentive Type and Treatment Fidelity**

BROOKE ASHLEY JONES, Gregory J. Madden, Heidi Wengreen, and Sheryl Aguilar (Utah State University)

#### **Differentiating Abstinent and Nonabstinent Pregnant Smokers Using Patterns of Voucher Reimbursement and Impulsivity Measures**

DIANN GAALEMA, Stephen Higgins, and Alexa A. Lopez (University of Vermont); Kathryn Saulsgiver (The University of Pennsylvania); and Sarah Heil and Ira Bernstein (University of Vermont)

#### **Using Percentile Schedules to Increase Steps Taken in Adults**

WENDY DONLIN WASHINGTON, Kelly Wall, Amanda L. Gibson, David King, and Brian Coleman (University of North Carolina Wilmington)

## # 160 Symposium

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10:30 am–11:50 am

LL04 (TCC)

DDA/AUT; Applied Research

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

### **Gene-Brain Behavior Relations in Applied Behavior Analysis**

Chair: Javier Virués-Ortega (University of Manitoba)

Discussant: David Wayne Schaal (Accuray Incorporated)

### **Modeling Behavioral Acquisition Using Functional Magnetic Resonance Imaging**

JAVIER VIRUÉS-ORTEGA and Flavia Julio (University of Manitoba), Toby L. Martin (St. Amant Research Centre, University of Manitoba), and Mary Caruso-Anderson and Kylee Hurl (University of Manitoba)

### **Skin Picking in Prader-Willi Syndrome: A Gene-Brain-Behavior Investigation**

JENNIFER LYNN HAMMOND, Scott S. Hall, Kristin M. Hustyi, and Allan L. Reiss (Stanford University)

### **Preference for Social Stimuli in Children With Autism and Fragile X Syndrome**

MARY CARUSO-ANDERSON (University of Manitoba), Daina Crafa (Universitat Osnabruk), and Kylee Hurl and Javier Virués-Ortega (University of Manitoba)

## **# 161 Symposium**

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10:30 am–11:50 am

LL05 (TCC)

DDA/BPH; Applied Research

### **Effective Treatment of Severe Behavior Disorders During Medication Instability**

Chair: Adrienne M. Silva (California State University, Los Angeles)

Discussant: David A. Pyles (The Chicago School of Professional Psychology)

#### **Effective Treatment of Aggressive Behavior During Medication Instability**

STEPHANIE ORMAN (Autism Home Support Services Inc.) and Laura Butler and Melissa Sweitzer (Behavioral Support Partnership)

#### **Effects of Alternative Response Blocking Procedures for Physical Aggression During Fluctuating Medication Administration**

ADRIENNE M. SILVA (California State University, Los Angeles) and Stacy Wyatt (Good Will of Orange County)

#### **Effectiveness of Drug Therapy Combined With Positive Behavioral Supports on Severe Self-Injurious Behavior**

LAURA BUTLER (Behavioral Support Partnership)

## **# 162 Symposium**

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10:30 am–11:50 am

4C-1 (Convention Center)

DEV/DDA; Applied Research

BACB CE Offered. CE Instructor: John C. Neill, Ph.D.

### **Recent Advances in Early Intensive Behavioral Intervention**

Chair: John C. Neill (Long Island University)

Discussant: Ronald G. Weisman (Queen's University)

#### **Effectiveness of Early Intensive Behavior Intervention for Children With Intellectual Disabilities Compared to Children With Autism Spectrum Disorder**

SIGMUND ELDEVIK (Oslo and Akershus University College of Applied Sciences)

#### **Expanding Behavior Analytic Interventions to Young Children With Down Syndrome**

EMILY A. JONES (Queens College)

#### **Early Intervention Following Premature Birth and Seizures**

JOHN C. NEILL (Long Island University)

## **# 163 Symposium**

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10:30 am–11:50 am

609 (Convention Center)

EAB/CBM; Basic Research

### **Behavioral Models of Response Inhibition and Attention: Implications for Attention Deficit Hyperactivity Disorder**

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

Discussant: Joel Nigg (Oregon Health & Science University)

**Effects of Methamphetamine on Response Inhibition in Mice**

Travis Moschak, Katherine A. Stang, and SUZANNE H. MITCHELL (Oregon Health & Science University)

**Assessing Response Inhibition With the Fixed Minimum Interval Schedule of Reinforcement**

FEDERICO SANABRIA and Elizabeth Watterson (Arizona State University)

**Lapses of Attention in Mice, Rats, and Humans**

JERRY B. RICHARDS, Larry W. Hawk Jr., and Michelle Bubnik (University at Buffalo)

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**# 164 Symposium**

10:30 am–11:50 am

607 (Convention Center)

EAB; Basic Research

**Behavioral Variability: Its Genesis and Maintenance**

Chair: Tracy L. Kettering (The Chicago School of Professional Psychology)

Discussant: Allen Neuringer (Reed College)

**Effects of Schedules of Reinforcement on Behavioural Variability**

LEANNE NESHAUSEN (University of Waikato), James McEwan (University of Waikato), Lewis A. Bizo (University of Waikato)

**An Analysis of the Impact of Reinforcement on Behavioral Variability Across Multiple Dimensions**

XIUYAN (KIT) KONG, James McEwan, Therese Mary Foster, and Lewis A. Bizo (University of Waikato)

**Reinforced Behavioral Variability and Sequence Learning Across Species**

KATHLEEN DOOLAN, Lewis A. Bizo, and James McEwan (University of Waikato)

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**# 165 Symposium**

10:30 am–11:50 am

606 (Convention Center)

EAB; Basic Research

**Discounting as a Function of Delay, Risk, Reward, and Relation: Honoring the Contributions of Dr.****Howard Rachlin, 2012 EAHB SIG Career Award Recipient.**

Chair: Eric A. Jacobs (Southern Illinois University, Carbondale)

Discussant: Eric A. Jacobs (Southern Illinois University, Carbondale)

**Discounting in the Prisoner's Dilemma Game**

MATTHEW L. LOCEY and Howard Rachlin (Stony Brook University)

**How Many Impulsivities? A Discounting Perspective**

LEONARD GREEN and Joel Myerson (Washington University)

**Real and Hypothetical Rewards**

HOWARD RACHLIN (Stony Brook University), Matthew L. Locoy (State University of New York at Stony Brook), and Bryan A. Jones (Kent State University)

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**# 166 Symposium**

10:30 am–11:50 am

608 (Convention Center)

EAB; Basic Research

**Translational Research: Toward Clinical Applications Through Experimental Analyses of Behavior**

Chair: Kathryn M. Kestner (Western Michigan University)

Discussant: Jennifer J. McComas (University of Minnesota)

**Use of Unit Price as a Means to Evaluate Preference in an Outpatient Clinic**

PATRICK ROMANI, David P. Wacker, Jennifer Kuhle, Thomasin E. McCoy, and Brooke Natchev (University of Iowa)

**Reducing Unwanted Resurgence: A Translational Approach**

KATHRYN M. KESTNER, Ryan Redner, Jessica Steele, and Alan D. Poling (Western Michigan University)

**Punishment-Induced Resurgence**

RYAN REDNER, Kathryn M. Kestner, and Alan D. Poling (Western Michigan University)

## # 167 Symposium

10:30 am–11:50 am

611 (Convention Center)

EDC/TPC; Applied Research

### Exploring the Continuum From Problem Solving to Creativity

Chair: Ginger L. Kelso (Stephen F. Austin State University)

#### **Creativity and Problem-Solving in Behavior Analysis: What Have We Learned?**

GINGER L. KELSO and Glen L. McCuller (Stephen F. Austin State University)

#### **Problem Solving in Functional Living and Vocational Skills**

CAROL BRADLEY, Glen L. McCuller, and Ginger L. Kelso (Stephen F. Austin State University)

#### **Creativity in Fractions: Teaching Children to Represent Fractions Using Diverse Materials**

BETTY KYLE, Ginger L. Kelso, and Glen L. McCuller (Stephen F. Austin State University)

#### **Improvisation of Tools for Preschoolers: A Replication and Extension to Group Instruction**

GLEN L. MCCULLER, Ginger L. Kelso, and Betty Kyle (Stephen F. Austin State University)

## # 168 Panel Discussion

## Student Committee Event

10:30 am–11:50 am

618/619 (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Jennifer A. Bonow, M.A.

### Professional Development Series: An Instructional Application of Behavior Analysis: An Introduction to Precision Teaching

Chair: Jennifer A. Bonow (University of Nevada, Reno)

KIMBERLY NIX BERENS (Fit Learning)

JOHN W. ESHLEMAN (The Chicago School of Professional Psychology)

KENT JOHNSON (Morningside Academy)

RICHARD M. KUBINA JR. (The Pennsylvania State University)

## # 169 Symposium

10:30 am–11:50 am

616/617 (Convention Center)

EDC/AUT; Applied Research

BACB CE Offered. CE Instructor: Nicole Heal, Ph.D.

### Factors That Influence the Relative Efficacy of and Preference for Behavior Change Procedures

Chair: Nicole Heal (Melmark New England)

#### **The Effects of Varying Levels of Integrity of Differential Reinforcement for Compliance Following No Treatment and Treatment at Full Integrity**

Yanerys Leon-Enriquez, David A. Wilder, KRISTIN K. MYERS, and Anthony T. Fischetti (Florida Institute of Technology)

#### **Methodological Considerations in Evaluating Preference for Punishment**

AIMEE GILES, Claire C. St. Peter Pipkin, Sacha T. Pence, Alexandra Gibson, and Lisa Kemmerer (West Virginia University)

#### **The Effect of Task Difficulty on Child Preference for Fluent and Disfluent Work Schedules**

JODI ELIZABETH NUERNBERGER (Southern Illinois University, Carbondale), Nicole Heal (Melmark New England), Kristina Vargo (Southern Illinois University, Carbondale), and Stephanie Hood (Southern Illinois University)

#### **An Evaluation of Preschoolers' Preference for Quantitatively Differing Options**

JONATHAN R. MILLER, Derek D. Reed, and Laura Dyan White (University of Kansas)

## # 170 Paper Session

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10:30 am–11:50 am

603 (Convention Center)

OBM

### **Applications of Behavior Based Safety**

Chair: Michael C. Clayton (Youngstown State University)

**Evaluation of a Simplified Behavior-Based Safety Protocol Developed for Small-Sized Enterprises**  
(Applied Research)

MARIA GATTI, Andrea Torretta, and Adriano Paolo Bacchetta (Association for the Advancement of Radical Behavior Analysis)

**Prompting a Safer, Cleaner, Nicer World: Using Antecedents to Influence the Behavior of Others**  
(Applied Research)

MICHAEL C. CLAYTON (Youngstown State University)

**Response to the Criticisms of Behavior Based Safety** (Service Delivery)

CHRISTOPHER GOULART (RCI Safety)

## # 171 Symposium

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10:30 am–11:50 am

204 (TCC)

PRA/OBM; Applied Research

BACB CE Offered. CE Instructor: Shawnee D. Collins, MS

### **Staff Training in Community Residential Settings**

Chair: Shawnee D. Collins (Chrysalis)

Discussant: Jared A. Chase (Chrysalis)

**The Effects of Video Modeling on Staff Implementation of the Picture Exchange Communication System Phase 1 in a Group Home for Adults With Intellectual Disabilities**

SHAWNEE D. COLLINS (Chrysalis); Charles L. Salzberg and Thomas S. Higbee (Utah State University); and Julia A. Hermansen, Ryan Keith Knighton, and Tyler J. Wilhite (Chrysalis)

**Using Video Models to Train Direct Support Staff Working With Adults With Intellectual Disabilities to Implement Phase 2 of the Picture Exchange Communication System**

Shawnee D. Collins (Chrysalis); Charles L. Salzberg and Thomas S. Higbee (Utah State University); and JACQUELINE L. HUNTER, Julia A. Hermansen, Ryan Keith Knighton, and Tyler J. Wilhite (Chrysalis)

**Transitioning to Functional Analyses: An Organization-Wide Training**

Joseph Michael Lambert, Sarah E. Bloom, and Soraya Shanun Kunnavatana (Utah State University); Shawnee D. Collins (Chrysalis); and CASEY J. CLAY (Utah State University)

## # 172 Panel Discussion

## Student Committee Event

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10:30 am–11:50 am

202 (TCC)

PRA; Service Delivery

### **Professional Development Series: Aspects of Being a Board Certified Behavior Analyst**

Chair: Shawn Patrick Quigley (Western Michigan University)

BRYAN J. DAVEY (ACCEL)

LLOYD D. PETERSON (Western Michigan University)

JESSICA E. FRIEDER (Western Michigan University)

AMY LONGAKER (Western Michigan University)

## # 173 Symposium

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10:30 am–11:50 am

610 (Convention Center)

TPC; Theory

### **Cross-Theoretical Meanderings: Contextual Behavioral Science for Understanding and Enhancing Nonbehavioral Therapeutic Approaches**

Chair: Samantha K. Marks (University of Louisiana at Lafayette)

Discussant: Thomas G. Szabo (University of Nevada, Reno)

**Charting a Course: Contextual Behavioral Science for Understanding, Preventing, and Addressing Difficulties With Sexual Orientation**

SAMANTHA K. MARKS (University of Louisiana at Lafayette)

**Horse is a Horse of Course... Unless It's a Therapist: Equine Facilitated Contextual Behavioral Therapy**

LISA WEGENER (University of Louisiana at Lafayette)

**Where Perspectives Meet: Psychological Flexibility as Function of Object Relational Health**

JOSEPH SALANDE (University of Louisiana at Lafayette)

**# 174 Paper Session**

10:30 am–11:50 am

605 (Convention Center)

TPC

**On Reinforcement and Punishment**

Chair: Catalina Rey (New Way Day)

**Aggression Reinforcers: A Brief Review of Related Literature and Its Significance to Practice**

(Service Delivery)

ERIC M. MESSICK (University of Waikato)

**DRO: Punishment in Disguise** (Theory)

CATALINA REY (New Way Day Services, Inc.) and Joshua K. Pritchard (Florida Institute of Technology)

**Unto Others: An Extrapolation of Research on Differential Punishment to the Golden Rule** (Theory)

LEE L. MASON (University of Texas at San Antonio)

**Deviation in Primary Reinforcers as an Etiological Interpretation of Autistic Behaviors** (Theory)

LARS KLINTWALL and Svein Eikeseth (Oslo and Akershus University College of Applied Sciences)

**# 175 Symposium**

10:30 am–11:50 am

LL03 (TCC)

VRB; Basic Research

BACB CE Offered. CE Instructor: Timothy M. Weil, Ph.D.

**Contemporary Research on Perspective Taking: The Assessment and Training of Deictic Relations**

Chair: Jake Moore (University of Mississippi)

Discussant: Timothy M. Weil (University of South Florida)

**Assessing Deictic Relations: A Comparison of Two Measures**

LEE SCHAEFER, Michael Bordieri, Kerry C. Whiteman, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

**Recognizing Emotion in the Self and Others: Toward a Behavioral Account of a Controversial Repertoire**

KERRY C. WHITEMAN, Michael Bordieri, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

**Perspective-Taking Skills Among People With Intellectual Disabilities**

CATHERINE H. ADAMS (The University of Mississippi)

**# 176 Panel Discussion**

**Student Committee Event**

11:00 am–11:50 am

620 (Convention Center)

AAB; Service Delivery

**Professional Development Series: Careers in Applied Animal Behavior**

Chair: Mei Ling Joey Chen (California State University, Los Angeles)

EDUARDO J. FERNANDEZ (University of Washington)

SUSAN G. FRIEDMAN (Utah State University)

SUSAN D. KAPLA (Northern Michigan University)

## # 177 Invited Presenter

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11:00 am–11:50 am

6A (Convention Center)

OBM; Theory

PSY CE Offered. CE Instructor: Dwight Harshbarger, Ph.D.

### **Correcting Myopia in Organizational Behavior Management**

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

DWIGHT HARSHBARGER (West Virginia University)



Dwight is known for his work in applied psychology, including 7 years as the executive director of the Cambridge Center for Behavioral Studies. He is a native of West Virginia and studied at West Virginia University, the University of California, Berkeley, and the University of North Dakota—where he completed a Ph.D. Dwight then did postgraduate work at Harvard University. He joined the faculty of West Virginia University and became a tenured professor of psychology. He later served as a corporate consultant then as a senior executive at Sealy, Inc., and Reebok International, Ltd. He currently holds appointments as adjunct professor of community medicine at West Virginia University, and senior fellow of the Cambridge Center. He is a member of Phi Beta Kappa, and a fellow of both the

American Psychological Association and the American Psychological Society. Dwight's historical fiction novel (2009), *Witness at Hawks Nest*, is an insider's compelling story of America's deadliest and least known industrial disaster: the tragedy of Union Carbide's 1930s construction of the giant Hawks Nest hydroelectric tunnel. The novel has received widespread attention and is in pre-production for a dramatic film. Dwight is the recipient of the 2011 Organizational Behavior Management (OBM) Network Lifetime Achievement Award.

**Abstract:** OBMs are diligent students of an organization's overt practices looking ever so closely at input, throughput, and output while mapping processes. We identify contingencies of reinforcement and punishment, as well as sometimes obvious and occasionally near-invisible feedback that drives behavior in organizations. Our publications present the power of behavior-based technology in carefully defined applications. Applications of behavioral technology to improve products and services are valuable. Yet we often operate with a narrow, even myopic, view of performance that lacks the breadth and depth of analysis to yield a full assessment of an organization's performance. Often omitted is the power of its history. An organization's values may highlight today's promises and apparent reality, while masking darker, deadlier current and historical backstage practices. The continuing devastation from covert practices in the financial industry provides abundant evidence of the failure of limited vision. Underground mining disasters present tragic and all-too-familiar cases of apparent regulatory compliance masking pathological practices. This presentation will highlight histories and cumulative power of flawed, sometimes deadly, histories and practices in two chemical and pharmaceutical companies. Suggestions will be presented for (1) improving organizational assessments, including corrective lens for OBM myopia, and (2) development of more complete models of organizations and performance.

## # 178 B. F. Skinner Lecture Series

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11:00 am–11:50 am

6BC (Convention Center)

SCI; Basic Research

PSY/BACB CE Offered. CE Instructor: Stephen Intille, Ph.D.

### **New Opportunities: Using Sensor-Driven Technologies for Measuring and Motivating Behavior Change**

Chair: M. Christopher Newland (Auburn University)

STEPHEN INTILLE (Northeastern University)



Dr. Intille received his Ph.D. from MIT in 1999 working on computational vision at the MIT Media Laboratory, an SM from MIT in 1994, and a BSE degree in Computer Science and Engineering from the University of Pennsylvania in 1992. He has published research on computational stereo depth recovery, real-time and multi-agent tracking, activity recognition, perceptually based interactive environments, and technology for healthcare. Dr. Intille has been principal investigator on sensor-enabled health technology grants from the National Science Foundation, the National Institute of Health, and industry. After 10 years



as technology director of the House–Research Consortium at MIT, in 2010 he joined Northeastern University to help establish a new transdisciplinary Ph.D. program in personal health informatics.

**Abstract:** I will present an overview of work by my research group exploring the development and evaluation of sensor-driven mobile health technologies for measuring and motivating health-related behavior. We are creating prototype technologies that use context-aware sensing to empower people with information by presenting it in timely, tailored ways via home and mobile computing devices. I will outline our general approach showing examples of technologies developed in pilot projects, with a special focus on an effort to develop a new open-source tool for measuring physical activity type, duration, intensity, and location on common mobile phones for population-scale health studies. This activity measurement system, and others we are working on using common mobile phones, provide new ways to create what are known as persuasive technologies using positive reinforcement and tailored, just-in-time messaging.

## # 179 Invited Tutorial

11:00 am–11:50 am

6E (Convention Center)

TBA; Applied Research

BACB CE Offered. CE Instructor: Jessica Singer-Dudek, Ph.D.

### **The Impact of Teaching as Applied Behavior Analysis in Post-war, Post-communist Country: Bringing the Change and Hope for Children With and Without Special Needs in Bosnia and Herzegovina**

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

NIRVANA PISTOLJEVIC (Teachers College, Columbia University)



Nirvana Pistoljevic received her Ph.D. in applied behavior analysis from Columbia University Teachers College and worked as the Assistant Director of The Fred S. Keller School, a private research based preschool (nonprofit organization), training site for Columbia University graduate students. She is also an adjunct assistant professor of education and psychology in the programs for teaching as applied behavior analysis in the Department of Health and Behavior Studies at Teachers College. Dr. Pistoljevic has achieved the ranks of senior behavior analyst and assistant research scientist through the comprehensive application of behavior analysis to schooling (CABAS) system and she is a published researcher in the field of education, behavior

science, and language development. Her current research interests include early verbal development, such as naming (incidental language acquisition capability), increasing spontaneous speech in children with autism and related developmental delays, acquisition of listener behavior, observational learning, and success in inclusion. In addition, Dr. Pistoljevic is committed in helping children with autism and other developmental delays in Bosnia and Herzegovina, where she has established a nongovernmental organization—Education for All—that is committed advancing educational practices in the country. She is spending this year contributing to changing educational practices and outcomes for children and their families by helping parents, educators, and other professionals learn and implement the newest evidence-based practices in Sarajevo schools. She has spearheaded Project CABAS Mjenica, starting first classrooms for children with autism and other developmental delays in Sarajevo, based on teaching as applied behavior analysis. She is currently training a staff of 30 professionals, providing education for 80 children, lecturing as a visiting professor at University of Sarajevo's Faculty of Pedagogy, conducting research, and writing.

**Abstract:** This presentation will focus on how a data-driven, research-based behavior analytic model of education is affecting the educational practices in Bosnia and Herzegovina, a post-war country in transition with the post-communist model of education. For over 30 years the CABAS model schools have been serving students, parents and educators throughout the world and the research that comes out of those schools is continually advancing the science of applied behavior analysis and education. CABAS schools today serve students with and without disabilities and continue to promote high standards of educational practices and an overall scientific approach to teaching in the USA, England, Italy, Bosnia and Herzegovina, and Spain. It is a comprehensive system of teaching as a science, that produces hundreds of experiments each year, disseminates the findings, and applies the same across all classrooms it serves across the world.

The CABAS model provided a modern, effective, evidence-based, and research-driven opportunity to help children in Sarajevo, the capital of Bosnia and Herzegovina, and provided the evidence based pedagogy as a systematic solution to the education crisis in that country. A pilot project with two classrooms and 20 children with developmental delays was started in 2010 and the first data suggest the Bosnian classrooms can successfully replicate the American outcomes. Twenty children, 10 educators, and 20 parents have directly benefited from teaching as science, and many more educators and students have benefited indirectly through lectures, consultations and observations of work with the target students. In 2011, 64 children were included in seven classrooms, with a constant stream of new students arriving from the whole country. I will discuss the significance of applying the science of behavior to education in terms of how these data can affect the Bosnian education system and the successfulness of the evidence based pedagogy as a systematic solution to the education crisis in Bosnia and Herzegovina. In addition, I will share with you all the trials and tribulations of trying to start an education revolution one learn unit at the time!

#### # 180 Invited Presenter

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11:00 am–11:50 am

303/304 (TCC)

VRB; Applied Research

BACB CE Offered. CE Instructor: Linda A. LeBlanc, Ph.D.

#### **The Role of Problem Solving in Teaching Complex Verbal Repertoires**

Chair: Anna I. Pétursdóttir (Texas Christian University)

LINDA A. LEBLANC (Auburn University) and James E. Carr (Behavior Analyst Certification Board)



Linda A. LeBlanc, Ph.D., BCBA-D, is a MI licensed psychologist, a professor of psychology at Auburn University, and the director of its applied behavior analysis graduate program. Dr. LeBlanc received her Ph.D. in 1996 from Louisiana State University and previously served on the psychology faculties at Claremont McKenna College (1997–1999) and Western Michigan University (1999–2008). Her current research and clinical interests include the behavioral treatment of autism and developmental disabilities across the lifespan, behavioral gerontology, verbal behavior, and technology-based interventions. Dr. LeBlanc has published over 70 articles and book chapters and is a current associate editor of *Education and Treatment of Children* and *Behavior Analysis in Practice* and a former

associate editor of the *Journal of Applied Behavior Analysis*. She serves as an editorial board member for *Behavioral Interventions*, *Behavioral Modification*, *European Journal of Behavior Analysis*, *Research in Autism Spectrum Disorders*, *Research in Developmental Disabilities*, and *The Behavior Analyst*. Dr. LeBlanc serves on the board of directors of the Association for Professional Behavior Analysts and the Alabama Autism Provider Network. She has worked with state agencies in both Michigan and Alabama on improving identification and education and treatment practices for individuals with autism and improvement of training and professional preparation systems for autism providers.

**Abstract:** Language training curricula for individuals with developmental disabilities often include programs that teach expressive or intraverbal categorization in which the learner is taught to answer questions such as “What toys do you have at home?” or “Tell me the names of some animals.” Although such repertoires are undoubtedly important, some instructional approaches instill these repertoires as rote intraverbal chains. However, it is apparent that many sophisticated learners answer such categorical questions not through rote learning, but by first engaging in other (often covert) problem solving responses. In this presentation, I will share the results of two investigations in which preschool-aged children were successfully taught verbal and visual imagining strategies to answer questions about category membership. The implications of these studies for teaching language to individuals with developmental disabilities will be discussed and some recommendations toward that end will be provided.

## # 181 Poster Session

12:00 pm–2:00 pm

Exhibit Hall 4AB (Convention Center)

AUT

- 1. Using a Nuk Brush to Increase the Acceptance of Drinks in a Child With Autism** (CBM; Applied Research) JANET DIAZ, Heather Kadey, and Henry S. Roane (State University of New York, Upstate Medical University)
- 2. Assessing and Treating Idiosyncratic Meal Preferences in a Child With Autism** (CBM; Applied Research) CHRISTIE MCCARTHY, Heather Kadey, and Henry S. Roane (State University of New York, Upstate Medical University)
- 3. A Comparison of Three Brief Models of Functional Analysis of Severe Challenging Behavior** (DDA; Applied Research) COLIN S. MUETHING, Terry S. Falcomata, and Natalie Gripp (University of Texas at Austin) and Jennifer Wilder (Round Rock Independent School District)
- 4. Decreasing Anxiety and Increasing Cognitive Flexibility in a Girl With Asperger's Syndrome** (CBM; Applied Research) IAN GILMOUR (Moss, Rowden, Freigang & Associates), Ariana Detrinidad (McMaster Children's Hospital)
- 5. Staff Training for Community Swimming Instructors: Supporting Children With Autism in Local Recreation Settings** (CSE; Applied Research) STEPHANIE GRACE JULL and Pat Mirenda (University of British Columbia)
- 6. Evaluating the Effects of Video Modeling on Frequency of Socially Embedded Consequences** (PRA; Applied Research) AMY YAUGER, Shahla S. Ala'i-Rosales, Donna Townley-Cochran, Stephany Kristina Reetz, Amber Wiles, Brittany Vaughn, Tiffany Sayles, and Jesus Rosales-Ruiz (University of North Texas)
- 7. Differential Effects of Preferred Versus Nonpreferred Concurrent Activities in Self-Control Training** (EDC; Applied Research) HEATHER PAMULA (Southern Illinois University, Carbondale); Seth W. Whiting, Jeffrey R. Miller, Rebecca Batterman, and Mark R. Dixon (Southern Illinois University); and Susan Szekely (Illinois Center for Autism)
- 8. Peer-Mediated Social Skills Training in a Citywide, Inclusive Summer Camp** (CSE; Applied Research) CARMEN L. HALL (Fanshawe College); Laurie Quinlan, Jaqueline Lauzon, and Amanda McIntyre (City of London); Kimberly Maich (Fanshawe College); and Fatima Machado (Thames Valley Children's Centre)
- 9. Establishing and Abolishing Operations in Real Life: A Day at the Beach Is a Cool Behavior Analytic Tool** (CSE; Applied Research) JESSICA ZAWACKI, Gloria M. Satriale, and Avi Glickman (Preparing Adolescents and Adults for Life); Thomas L. Zane (Institute for Behavioral Studies); and Peter F. Gerhardt (The McCarton School)
- 10. The Effects of a Summer Therapeutic Treatment Program on Skill Acquisition in Children Diagnosed With Autism Spectrum Disorders** (CSE; Service Delivery) ROBERT GULICK, Christina Colon, Carly Sturgess, Amanda Will, Jane Buyer, Sabrina Mong, Sara Kitchen, and Linda Hartken (Achievement Center)
- 11. Social Skills Training in the Context of a Hockey Practice** (DDA; Applied Research) KEVIN BEIERS, K. Mark Derby, and Thomas Ford McLaughlin (Gonzaga University)
- 12. An Assessment of Individualized Instructional Presentation for Learners With Autism** (DDA; Applied Research) LAUREN ALISON PEPA, Anton Shcherbakov, Michelle Fucci, Chiarina Guzik, Catriona Beauchamp Francis, Kate E. Fiske Massey, Kimberly Sloman, and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)
- 13. A Behavioral Analysis of Swimming: Teaching Children With Special Needs to Swim** (DDA; Applied Research) ASHLEY EDEN GREENWALD, Holly Seniuk, and W. Larry Williams (University of Nevada, Reno)
- 14. Toilet Training and Food Selection: The Ins and Outs of Applied Behavior Analysis** (DDA; Applied Research) NOMARA SANTOS, Mark Malady, Mark Fulmer, and Joshua K. Pritchard (Florida Institute of Technology)
- 15. Increasing Direction Following During Tantrums in a Young Boy With Autism** (DDA; Service Delivery) PATRICIA K. SOLANO-FAH and Kelly J. Ferris (Organization for Research & Learning)

Sunday, May 27

- 16. Combining Applied Behavior Analysis and Oral Placement Therapy to Achieve Functional Speech in Nonvocal Individuals With Autism** (VRB; Service Delivery) RISCA L. SOLOMON (Skybound Autism Therapies) and Renee Roy Hill (Talk Tools)
- 17. Teaching Oral Speech to Young Adults With Autism and Apraxia Utilizing a Multisensory Approach** (DDA; Service Delivery) LYN DEE OSBURN, Kristin Ragnarsson, and Eric Puhala
- 18. Toward a Comprehensive and Objective Measurement System of Common Sleep Problems of Young Children in Homes** (DEV; Applied Research) CHUNYING S. JIN and Gregory P. Hanley (Western New England University) and Donna Haskell (Westfield State University)
- 19. Reducing Physical Stereotypy Using Exercise as an Antecedent Modification** (EAB; Applied Research) CAILIN MCCOLLOUGH (St. Cloud State University)
- 20. Using A Systematic Desensitization Procedure to Decrease Phobic Responses to Dryers in a Young Male With Autism** (EAB; Applied Research) DANA GILLIE, William Tim Courtney, Lisa Steward, and Mary Rosswurm (Little Star Center)
- 21. Effects of Direct Instruction on Telling Time by Students With Autism** (EDC; Applied Research) JULIE THOMPSON (University of North Carolina at Charlotte)
- 22. Identifying Effective Components of Applied Behavior Analysis Programmes Used in Education of Children With Autistic Spectrum Disorder** (EDC; Applied Research) SHELLEY ALISON BRADY (University of Ulster), Claire E. McDowell (University of Ulster, Coleraine), and Julian C. Leslie (University of Ulster)
- 23. Effect of Applied Behavior Program on Aggressive Behavior of Autistic Children** (EDC; Applied Research) MARCO WILFREDO SALAS-MARTINEZ, Karla Joanna Corro Patraca, Esperanza Ferrant-Jimenez, Sebastian Figueroa Rodriguez, and MARTIN LUIS ORTIZ BUENO (University of Veracruz)
- 24. Effects of Peer-Mediated Instruction to Increase Communicative Attempts in Elementary-Aged Students With Autism** (EDC; Service Delivery) JULIE SARICH and Lindsey Harpole (Anchorage School District) and Janet A. Butz (Collaborative Autism Resources and Education)
- 25. Teaching Independent Living Skills to Individuals With Autism: Effects of an Activity Schedule Fading Procedure** (EDC; Applied Research) JESSICA SEEMAN (New York Center for Autism Charter School), Nicole Pearson (Westchester Institute for Human Development), and Julie Fisher (New York Center for Autism Charter School)
- 26. Treating Self-Touching Maintained by Automatic Reinforcement by an Elementary Student With Autism** (EDC; Applied Research) MADOKA ITOI and Rebecca Eslinger (Spectrum Behavioral Solutions)
- 27. The Livingston Center Preschool: Good Outcomes and Friends, Too!** (EDC; Service Delivery) JANE I. CARLSON (The Groden Center, Inc.)
- 28. The Use of Self-Management to Increase Peer Social Interaction in Preschoolers With Autism** (EDC; Applied Research) Rachel McIntosh and Daniel Adam Openden (Southwest Autism Research & Resource Center) and ERIN KATZ (University of Washington)
- 29. A Comparison of Teaching Strategies on Skill Acquisition: Joint Action Routines Versus Graduated Guidance** (Applied Research) NATALIE LONG, Shawnie N. Girtler, and Carrie A. Scott (Firefly Autism House)
- 30. Building Social Skills: Outcomes of an Inclusionary Summer Camp for Children With Autism Spectrum Disorders** (Service Delivery) ALICIA J. KOGER and Amy Destefano (Wesley Spectrum Services)
- 31. Biobehavioural Analysis of Stress in Caregivers of Children With Autism Spectrum Disorders** (Basic Research) CIARA FOODY, Geraldine Leader, and Jack E. James (National University of Ireland, Galway)
- 32. First Learn to Sit, Then Sit to Learn: Teaching Independent Transitions to Toddlers With Autism** (Service Delivery) ERIN M. COTE, Nancy G. Schussler, and John D. Hoch (Behavioral Dimensions, Inc.)
- 33. The Effectiveness of Discrete-Trial Training Parent Training for Parents of Children With Autism** (Basic Research) MINJOO LEE (Yonsei University); Ji Myoung Shin, Seung Hee Hong, Bon Kyung Koo, and Yeon Jin Cho (Seoul Metropolitan Children's Hospital); and Kyong-Mee Chung (Yonsei University)
- 34. Is There a Correlation Between Listener Emersion and Listener Half of Naming** (Applied Research) ANANYA GOSWAMI (Teachers College, Columbia University)

- 35. Baby Naming: The Effects of Multiple Exemplar Instruction With 3-Dimensional Stimuli on the Emergence of Naming With 3- and 2-Dimensional Stimuli in 2- and 3-Year-Olds** (Applied Research) ANANYA GOSWAMI and Nirvana Pistoljevic (Teachers College, Columbia University)
- 36. Reliability and Validity of the Korean Version of the Autism Spectrum Diagnostic for Children** (Basic Research) SUNA PARK and Kyong-Mee Chung (Yonsei University)
- 37. Using Interactive Robots to Scaffold Social Skills for Children With Autism Spectrum Disorders** (Applied Research) JENNIFER ZONA and Dan Portenier (Barber National Institute)
- 38. Accuracy and Social Validity of Urine Alarms in Behavioral Toilet Training** (Applied Research) MAEVE G. DONNELLY (New England Center for Children) and Amanda Karsten (Western New England University)
- 39. Adaptation of Multifamily Psychoeducational Psychotherapy for Children With High-Functioning Autism: Preliminary Findings** (Applied Research) TRACY D. GUIOU (Nationwide Children's Hospital), Mary Fristad (The Ohio State University), Anya Froelich and Elizabeth A. Henry (Nationwide Children's Hospital), Winnie Chung (The Ohio State University), and Catie Shaffer and Gina Maurizi (Nationwide Children's Hospital)
- 40. Evaluating the Effects of Using a Chaining Procedure on Teaching an Individual Diagnosed With Autism to Dance** (Service Delivery) DANA TARESE GOSS (The Chicago School, Los Angeles)
- 41. Identifying Client Preference for and Other Stakeholder Acceptability of Treatments to Decrease Stereotypy** (Applied Research) JACQUELINE N. POTTER (New England Center for Children), Gregory P. Hanley (Western New England University), Matotopa Augustine and Casey J. Clay (New England Center for Children), and Meredith C. Phelps (ACES, Inc.)
- 42. Using Fluency Based Instruction to Increase the Level of Detail Provided in Conversation With a 7-Year-Old Boy With Autism** (Applied Research) JACKIE SPRING, Elizabeth Grace Lefebvre, and Michael Fabrizio (Organization for Research and Learning)
- 43. Evaluation of a Novel Procedure to Increase Compliance in Young Children With Autism Spectrum Disorder** (CBM; Applied Research) JOHN BORGEN (Nova Southeastern University), Tara M. Sheehan and Heather O'Brien (Mailman Segal Institute), and Yulema Cruz and F. Charles Mace (Nova Southeastern University)
- 44. Comparing Social Validity and Procedural Integrity of Trial-Based and Experimental Functional Analyses When Administered by Direct Care Therapists** (DDA; Applied Research) TAYLOR P. BARKER, William Tim Courtney, Lisa Steward, and Mary Rosswurm (Little Star Center)
- 45. Generality of Early Intensive Behavioral Intervention Research to Real World Application: Outcomes of a Public Applied Behavior Analysis Program for Children With Autism** (Service Delivery) DANIELA FAZZIO and Dickie C. T. Yu (St. Amant & University of Manitoba), Toby L. Martin and Angela Cornick (St. Amant), and Carly E. Thiessen (St. Amant & University of Manitoba)
- 46. The Discrimination of Reinforced From Nonreinforced Responses: Facilitating Observational Learning in Children With Autism** (Applied Research) Bridget A. Taylor, JAIME A. DEQUINZIO, and Jaime Stine (Alpine Learning Group)

#### # 182 Poster Session

12:00 pm–2:00 pm

Exhibit Hall 4AB (Convention Center)

CBM

- 1. The Effectiveness of Behavioral Parent Training in Korea** (EDC; Applied Research) Kyong-Mee Chung and YU-JEONG MIN (Yonsei University)
- 2. The Effects of a Behavioral-Based Social Skills Parent Training Program** (AUT; Applied Research) REBECCA KATE DOGAN, Vicki Vinton, Kara Antoniak, Therese L. Mathews, and Blake M. Lancaster (University of Nebraska Medical Center)
- 3. Improving Outcomes for Families of Children With Autism Spectrum Disorders through Data-Drive Decision-Making** (AUT; Service Delivery) KATHY L. GOULD (Illinois Autism Training and Technical Assistance Project) and Kelly L. Hyde (Accountability Solutions, LLC)

- 4. Parental Symptoms of Posttraumatic Stress Following a Child's Diagnosis of Autism Spectrum Disorder: Prevalence and Practical Implications** (AUT; Basic Research) LAURA BAYLOT CASEY, James Nicholson Meindl, and Clinton Smith (University of Memphis)
- 5. Teaching Firearm Avoidance Skills to Preschool Children: Comparing Teacher and Researcher Implemented Training** (CSE; Applied Research) LAURA ANN HANRATTY, Raymond G. Miltenberger, and Samantha Rose Florentino (University of South Florida)
- 6. Errorless Compliance Training for Children With Special Needs in New Zealand** (DDA; Applied Research) Jana Norrland, Mary Foster, and ERIC M. MESSICK (University of Waikato)
- 7. Treating Self-Stimulatory Behavior Involving Genitals With Whole Differential Reinforcement of Other Behavior** (DDA; Service Delivery) NICOLE H. LUSTIG (University of Iowa); Joel Ringdahl (Southern Illinois University); and Greg Breznican, Patrick Romani, Michael Scheib, and David P. Wacker (University of Iowa)
- 8. Using Unit Price to Evaluate Preferences for Difficulty of Academic Demands in a Clinic Based Setting** (DDA; Applied Research) MICHAEL SCHEIB, David P. Wacker, Patrick Romani, and Jennifer Kuhle (University of Iowa)
- 9. Use of Video Eyewear to Manage Distress in Children During Restorative Dental Treatment** (Applied Research) Mikala Hoge and MONICA HOWARD (Munroe-Meyer Institute), Dustin P. Wallace (Children's Mercy Hospital), and Keith D. Allen (Munroe-Meyer Institute)
- 10. Measures of Child Activity: Assessing Reliability and Validity** (Applied Research) DIANE BERTH, Jenna Price, and Carole M. Van Camp (University of North Carolina Wilmington)
- 11. Using a Descriptive Prompt/Praise to Increase Chewing and Mastication** (Applied Research) KAYLA D. BROKSLE (Munroe-Meyer Institute, University of Nebraska Medical Center), Valerie M. Volkert (Munroe-Meyer Institute), and Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 12. Liquid to Solid Blending to Increase Consumption of Pureed Food** (Applied Research) JENNIFER M. KOZISEK, Jason R. Zeleny, Rebecca A. Groff, and Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 13. Evaluating the Use of Behavioral Skills Training to Teach Staff Components of Behavior Intervention** (Applied Research) ASHLEY HOGAN, SungWoo Kahng, and Nicole Knez (Kennedy Krieger Institute)
- 14. Using Syringe-to-Spoon and Syringe-to-Cup Fading as a Treatment for Food Refusal** (Applied Research) REBECCA A. GROFF, Cathleen C. Piazza, and Candice M. Jostad (Munroe Meyer Institute, University of Nebraska Medical Center)

#### **# 183 Poster Session**

12:00 pm–2:00 pm

Exhibit Hall 4AB (Convention Center)

CSE

- 1. Evaluating the Effectiveness of a Human Rights Training on Direct Support Staff's Knowledge of Adult Client's Rights** (OBM; Service Delivery) Shawnee D. Collins, Jared A. Chase, JASON HARRISON, Tyson B. Terry, Brandon Condie, and Jacqueline L. Hunter (Chrysalis)
- 2. The Effect of Two Interventions on Recycling Volume in a College of Education** (Applied Research) SAMUEL THOMPSON, Wesley H. Dotson, David M. Richman, and Layla Abby (Texas Tech University)
- 3. Evaluation of Bicyclists Behavior Before and After a Share the Road Campaign** (Applied Research) Mariel Parman, LINDSEY CLARK, Kate Kellum, Jake Moore, Lee Schaefer, and Kelly G. Wilson (University of Mississippi)
- 4. Weight Loss and Health Promotion for Adults With Disabilities** (PRA; Service Delivery) MICHELLE LAROCQUE (Florida Atlantic University)
- 5. A Review of Behavioral Interventions in Elderly Populations With Dementia: Research and Clinical Implications** (PRA; Theory) KRISTEN BRAUN (Macon County Mental Health Board) and Alvin House (Illinois State University)

**6. The Binghamton Classroom Project** (PRA; Service Delivery) MICHELLE ACCARDI, Colleen Cleere, Amanda Deming, Richard Kaufmann, David Sloan Wilson, and Steven Lynn (Binghamton University) and Peter Stewart and Peggy Wozniak (Binghamton City School District)

**7. Discounting of Environmental Concerns Using a Visual Analogue Scale** (TPC; Applied Research) BRENT KAPLAN and Derek D. Reed (University of Kansas)

**8. Behavioral Intervention: Severe Behavior Follow-Up Program** (DDA; Applied Research) BRIANA R. LOPEZ, Natalie A. Parks, and Nathan Call (Marcus Autism Center)

#### **# 184 Poster Session**

12:00 pm–2:00 pm

Exhibit Hall 4AB (Convention Center)

DDA

**1. Reliability and Validity Analysis of the Indirect Functional Assessment** (AUT; Applied Research) MEI LING JOEY CHEN and Michele D. Wallace (California State University, Los Angeles)

**2. Evaluation of Motivating Operations for Escape Maintained Problem Behavior** (Applied Research) ALYSSA N. SUESS, Kelly M. Schieltz, and David P. Wacker (University of Iowa)

**3. Isolation of the Variables Maintaining Aberrant Responding in the Demand Condition of a Functional Analysis** (AUT; Service Delivery) MEGAN B. BLACK, Natalie Rolider, and Mandy M. Triggs (Kennedy Krieger Institute)

**4. Using Video Modeling to Teach Card Game Rule to Children With Autism: “Concentration” and “Baba-Nuki (Japanese Old Fish)”** (AUT; Applied Research) TAKUYA ENOMOTO and Koji Takeuchi (Meisei University)

**5. Latency Functional Analysis of Problem Behavior** (AUT; Applied Research) JANNETTE PUISSEAU, Nicole Lynn Hausman, SungWoo Kahng, Mackenzie Wyatt, and Megan B. Black (Kennedy Krieger Institute)

**6. Training of a Social Referencing Skill to a Child With Pervasive Developmental Disorder** (DEV; Applied Research) KAZUNARI HASHIMOTO and Hiroshi Ōno (Hyogo University of Teacher Education)

**7. Two Competing Functions Work Together to Create One Complementary Treatment** (EAB; Applied Research) ASHLEY STROMBERG, Ainsley Thompson, Jennifer R. Zarcone, Bailey Scherbak, and Lena Vaughn Willse (Kennedy Krieger Institute)

**8. The Peer Partner Project: Increasing Peer Interactions for Students With Disabilities Using Peer Support Strategies** (EDC; Applied Research) TIFFANY BORN, Lindsay Riesch, Rebecca Shalev, and Jennifer M. Asmus (University of Wisconsin-Madison) and Erik Carter (Vanderbilt University)

**9. The Assessment of False-Positive Outcomes During Multiple Functional Analyses of a Child With an Intellectual Disability** (Applied Research) JOSHUA JESSEL (University of Maryland, Baltimore County), and SungWoo Kahng, Nicole Lynn Hausman, and Lily Darnell (Kennedy Krieger Institute)

**10. The Peer Partner Project: Increasing Peer Interactions for Students With Disabilities Using Peer Networks** (EDC; Applied Research) LORI BETH VINCENT, Gregory Lyons, and Jennifer M. Asmus (University of Wisconsin-Madison) and Erik Carter (Vanderbilt University)

**11. The Effect of Differential Consequences for Off-Task Behavior** (EDC; Applied Research) MATTHEW F. HIMMIGHOEFER and Jennifer M. Silber (Evergreen Center) and Robert K. Ross (BEACON Services)

**12. The Effects of Visual Supports on Transition Latencies With Kindergarten Students** (EDC; Applied Research) Rachel Brown, BETTY FRY WILLIAMS, and Barbara Sanders (Whitworth University)

**13. Reduction of Teasing Through Earning Access to Teasing** (EDC; Applied Research) RYAN GOVER, Jennifer M. Silber, Jason T. Zeigler, and Orin Frost (Evergreen Center)

**14. A Comparison of Acquisition of Communicative Behavior in the Form of Three Modalities for a Toddler With Angelman Syndrome** (Basic Research) Joe Reichle, Jolene Hyppa Martin, ADELE DIMIAN, and Moira Chen (University of Minnesota)

**15. Relationship Between Topography and Function of Severe Behavior** (Applied Research) SARA MAHAN, Nathan Call, Natalie A. Parks, and Andrea R. Reavis (Marcus Autism Center)

**16. The Effect of Video Modeling on Social Skills of Children With Asperger Syndrome and High-Functioning Autism** (Applied Research) NATSUMI ISHIKAWA and Jun'ichi Yamamoto (Keio University)

**17. Teaching a Child With Developmental Disabilities to Tolerate a Two-Day Ambulatory Electroencephalogram** (Applied Research) KERRI C. SUITER, Natalie A. Parks, Seth B. Clark, and Nathan Call (Marcus Autism Center)

**18. An Evaluation of Resurgence of Appropriate Communicative Responses in Children With Developmental Disabilities** (EAB; Applied Research) KATHERINE HOFFMAN (University of Texas) and Terry S. Falcomata (University of Texas at Austin)

**19. Use of Latency to Problem Behavior in the Assessment and Treatment of Severe Self-Injurious Behavior** (PRA; Applied Research) Christopher J. Perrin, KATE LANGSTON, Sheila Klick, Amy Fredrick, Caryn Richardson, Amanda Kowalski, and Elizabeth Dayton (Melmark, Inc.)

#### # 185 Poster Session

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12:00 pm–2:00 pm

Exhibit Hall 4AB (Convention Center)

EAB

**1. Eye Movement Patterns in Choice Behavior With Implicit Relational Assessment Procedure: An Exploratory Study** (Applied Research) MASAHIRO MORII, Mikimasa Omori, Jun'ichi Yamamoto, and Takayuki Sakagami (Keio University)

**2. One Shock Now or Three Later? Choice Between Aversive Events in College Students** (Basic Research) JAMES W. DILLER, Kristalyn Salters-Pedneault, and Andrew Ernest Nuzzolilli (Eastern Connecticut State University)

**3. Do People Acquire Response by Experimentally Naive Others?** (Basic Research) HIROTO OKOUCHI (Osaka Kyoiku University)

**4. Sharing: Social Behavior in Situations of Uncertainty and Risk** (Basic Research) STEPHANIE STILLING and Cynthia J. Pietras (Western Michigan University)

**5. Self-Control and Impulsiveness in Adult Human Females: Comparison of Qualitatively Different Consumable Reinforcers** (Basic Research) LORI ANN B. FORZANO and Jennifer Michels (The College at Brockport, State University of New York)

**6. Comparing the Effects of Two Training Procedures on Establishing the Derived Stimulus Relations** (VRB; Basic Research) TOMU OHTSUKI (Waseda University) and Naoko Kishita and Takashi Muto (Doshisha University)

**7. Sequence Function Transfer Through Equivalence Classes in College Students** (VRB; Basic Research) ALICE ALMEIDA CHAVES DE RESENDE, Barbara Menin, Jessica Dias, Lia Bantorim, Nathara Gonzaga, Raissa Sanfelice, Pedro Filho, and A. Celso Goyos (Universidade Federal de São Carlos)

**8. Effects of Contextual Control Over Recombined Conditional Relations** (Basic Research) TATIANE CARVALHO CASTRO, Mateus Goncalves Nogueira dos Santos, and A. Celso Goyos (Universidade Federal de São Carlos)

**9. Test Order and Randomized Stimulus-Set Effects in Simultaneous Protocols** (Basic Research) ABDULRAZAQ A. IMAM (John Carroll University)

**10. Derived Relational Responding as a Function of Emotional Salience and Context** (Basic Research) JULIE BLASKEWICZ BORON, Leanna Mattila, and Michael C. Clayton (Youngstown State University)

**11. Enhancing Stimulus Class Formation With Errorless Learning Procedures** (EDC; Applied Research) ALVARO TORRES CHAVEZ, Guadalupe Luisa Jiménez Sánchez, Isabel Santos Pérez, and Angel Tovar y Romo (Universidad Nacional Autónoma de México)

**12. Implementation of Matching-to-Sample Procedures for Reading by Lay Individuals** (EDC; Applied Research) CAMILA P. PENARIOL and A. Celso Goyos (Universidade Federal de São Carlos)

**13. Technological Evaluation of Equivalence Based Instruction** (EDC; Applied Research) JEFFERY HAMELIN (Queens College and The Graduate Center, The City University of New York); Daniel Mark Fienup, Lanny Fields, and Steven Floumanhaft (Queens College, The City University of New York); Kimberly Reyes-Giordano (The Graduate Center, The City University of New York); and Rishi E. Chelminski and Bryan Tyner (The City University of New York)



**14. Manual and CAPSI Packages for Teaching Individuals to Conduct MTS Training to Teach Reading** (EDC; Applied Research) MARILEIDE ANTUNES OLIVEIRA and A. Celso Goyos (Universidade Federal de São Carlos) and Joseph J. Pear (University of Manitoba)

**15. Effects of Instructional Fidelity on Learning: A Translational Approach** (EDC; Applied Research) JASON M. HIRST, Florence D. DiGennaro Reed, and Derek D. Reed (University of Kansas)

**16. Effects of a Perceived Audience and Type of Feedback on Self-Editing in Writing** (VRB; Basic Research) L. KIMBERLY EPTING, Alyson Hignight, Brittany Bowers, Jennifer Cox, Hayley D'Antuono, and John Hollander (Elon University)

**17. The Tower of London With Three of Its Variants: Post-session Analysis Verbal Report** (VRB; Basic Research) MARIA LUISA CEPEDA ISLAS and Diana Moreno Rodríguez (FES Iztacala UNAM) and Hortensia Hickman, Patricia Plancarte Cansino, and Rosalinda Arroyo (Universidad Nacional Autónoma de México)

**18. Generalized Contextual Control Over the Transformation of Stimulus Function** (VRB; Basic Research) NAOKO KISHITA and Takashi Muto (Doshisha University), Tomu Ohtsuki (Waseda University), and Mie Sakai (Doshisha University)

**19. A Call for Refined Procedures for the Experimental Analysis of Autoclitics in Animals** (VRB; Basic Research) TOSHIKAZU KURODA and Kennon A. Lattal (West Virginia University)

**20. The Trader Game: An Analysis of Risky Behavior** (PRA; Applied Research) ANTONIO L. MIGLIATO and A. Celso Goyos (Universidade Federal de São Carlos)

**21. Behavioral Economics: Money and Marginal Propensity to Consume in the Animal Laboratory** (OBM; Basic Research) ANA CAROLINA TROUSDELL FRANCESCHINI and Maria Helena Hunziker (Universidade de São Paulo)

**22. The Sunk Cost Effect as the Results of Behavioral Histories in Pigeons** (Basic Research) SHUN FUJIMAKI and Takayuki Sakagami (Keio University)

#### # 186 Poster Session

12:00 pm–2:00 pm

Exhibit Hall 4AB (Convention Center)

EDC

**1. Embedded Early Literacy and Oral Language Interventions for Kindergarten Students at Risk for Reading Failure** (Applied Research) ALLISON KRETLOW (James Madison University)

**2. In-Classroom Coaching Using a Bug-in-the-Ear Communication System to Improve Teacher Interactions in Managing the Behavior Challenges of Preschoolers** (Applied Research) TREVOR STOKES, Chelsea Rainear, and Kara Devers (James Madison University) and Karen Budd (DePaul University)

**3. Teach Me to Read: Matrix Training of Decoding Skills with Elementary Students With Autism Who Have Reading Delays** (AUT; Applied Research) MADOKA ITOI and Rebecca Eslinger (Spectrum Behavioral Solutions)

**4. The Effects of Tutor Training on the Acquisition of the Observational Learning Capability for Two Elementary Students** (Applied Research) MELISSA LIU, Jinhyeok Choi, and Jessica Singer-Dudek (Teachers College, Columbia University)

**5. The Effects of Conditioning 2D Print Stimuli as a Reinforcer in Elementary Aged Students Diagnosed With an Autism Spectrum Disorder** (VRB; Applied Research) Matthew Howarth, EMILIA CLANCY, and R. Douglas Greer (Teachers College, Columbia University)

**6. Simultaneous Prompting Procedure: Efficient and Effective for Children With Disabilities Within an Inclusive, General Education, High School Classroom Setting** (Applied Research) KIM M. HINKSON LEE (University of Kentucky)

**7. Pre-teaching of a Chained Task Using Simultaneous Prompting to Develop Writing Skills and Increase Task Engagement of Students With Emotional and Behavioral or Attention Deficit Hyperactivity Disorders** (TBA; Applied Research) TINA HUDSON, Kim M. Hinkson Lee, and Belva C. Collins (University of Kentucky)

**8. Evaluating 5s and 1s Response Intervals Using Computer-Based Flash Cards: Holding Learning Time Constant to Precisely Measure Learning Rates** (DDA; Applied Research) RICHARD A. SAUDARGAS, Jared Yaw, Christopher Skinner, and Kristin Maurer (University of Tennessee)

- 9. A Comparison of Primary and Secondary Languages Within Functional Communication Training for Preschoolers With Disabilities Who Are English Language Learners** (DDA; Applied Research) JOAN SCHUMANN, Robert E. O'Neill, and Susan Johnston (University of Utah)
- 10. Evaluating Programs for English Skills Development in Elementary School Students** (TBA; Applied Research) Betsabe Roman Gonzalez, MARCO WILFREDO SALAS-MARTINEZ, Sebastian Figueroa Rodriguez, Esperanza Ferrant-Jimenez, and Martin Luis Ortiz Bueno (University of Veracruz)
- 11. Extending Behavior Analysis to the General Education Classroom** (Applied Research) Kaycee Bennett (University of Nevada, Reno); Elizabeth Sexton (Washoe County School District); and BENJAMIN N. WITTS, Erin M. Carr, Robert M. Schienle, and Patrick M. Ghezzi (University of Nevada, Reno)
- 12. Contingent Praise Can Maintain On-Task Behavior During Engagement in Academic Tasks Requiring More Response Effort** (PRA; Applied Research) RYOJI NISHIYAMA and Junko Tanaka-Matsumi (Kwansei Gakuin University)
- 13. Behavior and Homework Tracking Intervention to Increase Academics and Improve Challenging Behaviors** (AUT; Applied Research) RICK SHAW (Behavior Issues), Heidi Maurer (KentWood High School)
- 14. Constructional Student Mentoring: The Role of Contingency Analysis in Achieving Academic Success and Obtaining the Life You Desire** (CBM; Applied Research) KIMBERLY KELLY, Jesus Rosales-Ruiz, Lars Inge Halvorsen, Michelle Lamancusa, Timothy Allen Liden, Joshua A. Levine, Eleni Canisz, and Chinedu P. Eni (University of North Texas)
- 15. Effective Reading Instruction for Young Children With Autism** (AUT; Applied Research) GILLIAN BRUNDAGE and Shira A. Ackerman (Northwest Autism Center)
- 16. A Preliminary Analysis of Functional Behavior Assessments and Behavior Intervention Plans Conducted by School-Based Teams** (DDA; Applied Research) JAMES J. FOX, Leia D. Blevins, Ashley Hansen, Heather Boreing, and Megan Barrow (East Tennessee State University)
- 17. Teaching by the Numbers: How to Use Data in the Classroom** (DDA; Applied Research) KIMBERLY NOEL FRAME, Laura Baylot Casey, and James Nicholson Meindl (The University of Memphis)
- 18. The Effect of Contrasting Analogies on Understanding of and Reasoning About Natural Selection** (Applied Research) MELINDA SOTA (Florida State University)
- 19. Comparison of Teaching Using Single Target Presentation Versus Progressive Target Presentation in an Adolescent With Autism Spectrum Disorder** (AUT; Applied Research) MAURA STACK-ODEN (ABA Services of the Front Range)
- 20. Creating a District-Wide Model to Support the Use of Effective Behavior Interventions** (PRA; Service Delivery) BAILEY WILCOX, Angus Kittelman, and Teri Lewis (Oregon State University)
- 21. A Function-Based Assessment of Virtual Learning Environments for Training Pre-service Teachers** (VRB; Applied Research) LEE L. MASON (The University of Texas at San Antonio) and Peter Blair and Nancy Glomb (Utah State University)

#### **# 187 Poster Session**

12:00 pm–2:00 pm

Exhibit Hall 4AB (Convention Center)

OBM

- 1. The Effects of Goal Setting, Self-Monitoring, and Reward on Ecodriving Behavior** (CSE; Applied Research) KYEHOON LEE, Shin Jeong Choi, Insub Choi, and Shezeen Oah (Chung-Ang University)
- 2. The Effect of Behavioral Based Safety Program on Safety Performance and Safety Climate: A Field Study** (Applied Research) KWANGSU MOON and Shezeen Oah (Chung-Ang University)
- 3. The Effects of Specific and Global Feedback on Safety Performance** (EAB; Applied Research) Sookhyun Jung, Kyehoon Lee, and SHEZEEN OAH (Chung-Ang University)
- 4. An Examination of the Effects of Positive and Negative Reinforcement on Safety Rule Following Behavior Under Two Different Schedules of Reinforcement** (EAB; Applied Research) JAEHEE LEE and Shezeen Oah (Chung-Ang University)
- 5. Shaping Complex Inspection Behaviours Through Effective Leadership in a Petrochemical Plant** (Service Delivery) LAURA L. METHOT, Geoff Smith, Francisco Manuel Gomez, and Danielle Geissler (CLG, Inc.)

- 6. Improving Trainer Data Accuracy Utilizing Strategies of Self-Monitoring and Feedback** (PRA; Applied Research) LAUREN DIANE BROWN PEARSON and W. Larry Williams (University of Nevada, Reno)
- 7. Improving Low Frequency and Episodic Behavior Across Multiple Sites** (Service Delivery) TRAVIS G. MCNEAL and Danielle Geissler (CLG, Inc.)
- 8. The Effects of Positive Performance Feedback and Positive Reinforcement on the Implementation of a Reinforcement System** (Service Delivery) CARON COSSER and Stacey L. Shook (Northwest Behavioral Associates)
- 9. Behavior Modification Program for Employees to Cope With Extra Organizational Stressors** (Applied Research) Maria Andrea Bravo, FERNANDA GARCIA GALIANO, and Jose Antonio Garay (Instituto Tecnológico y de Estudios Superiores de Monterrey)
- 10. Extreme Makeover: House of Joe Edition** (Applied Research) BETHANY P. CONTRERAS and Scott A. Miller (Florida Institute of Technology)

#### # 188 Poster Session

12:00 pm–2:00 pm

Exhibit Hall 4AB (Convention Center)

PRA

- 1. Outcome Data on the Financial Clearance Process for a Pediatric Feeding Disorders Day Treatment Program** (AUT; Service Delivery) CHRISTY WILLIAMS, Cathleen C. Piazza, and Melissa K. Nieman (University of Nebraska Medical Center, Munroe-Meyer Institute)
- 2. Staff Selection, Program Adherence, and Session Engagement: A Preliminary Examination of Possible Indicators** (Service Delivery) KRISTEN BRAUN and Patricia S. McGuire (Macon County Mental Health Board), Debra A. Floyd (Child and Family Connections), and Dennis Crowley (Macon County Mental Health Board)
- 3. An Analysis of Taiwanese and American Parent-Child Interaction and Its Implication for Culturally Competent Video Modeling** (Applied Research) HUI-TING WANG (National Taiwan Normal University)
- 4. FORE! The Use of Video Modeling to Improve Your Golf Swing** (EDC; Applied Research) RAUL MENDOZA (Walden University)
- 5. The Use of a Text-to-Voice Communication Program to Enhance Parent Training for Hearing-Impaired Caregivers** (AUT; Applied Research) Jannette Puisseaux, Nicole Lynn Hausman, Ashley Stromberg, MACKENZIE WYATT, and SungWoo Kahng (Kennedy Krieger Institute)
- 6. Is the Behavioral Progress Made at Judge Rotenberg Educational Center Generalizable? A Follow-Up Study of Former Students** (CBM; Service Delivery) NICK LOWTHER, Joseph Assalone, and Rosemary Silva (Judge Rotenberg Educational Center)
- 7. A Meta Analysis of Group Contingency Interventions** (EDC; Applied Research) STEVEN G. LITTLE (Massey University) and Karen Angeleque Akin-Little (private practice)
- 8. Using Discrete Trial Training to Enhance the Performance of Beginning Rock Climbers** (EDC; Applied Research) KEN KILLINGSWORTH (University of Nevada, Reno) and William F. Potter (California State University, Stanislaus)

#### # 189 Poster Session

12:00 pm–2:00 pm

Exhibit Hall 4AB (Convention Center)

VRB

- 1. Teaching Language to Children With Developmental Disabilities Using a Combined Stimulus-Stimulus Pairing and Direct Reinforcement Procedure** (AUT; Applied Research) BRIGHID H. FRONAPFEL and Richard W. Malott (Western Michigan University)
- 2. Using Brief Functional Analysis to Determine the Functions of Emerging Speech in Children With Autism** (AUT; Applied Research) VICTORIA BURNEY and Angela M. Arnold Saritepe (University of Auckland)
- 3. Contrived Establishing Operations and Backward Chaining to Teach Children With Autism to Mand for Information** (AUT; Applied Research) EVELYN BOATENG (Saint Xavier University), Tracy L. Kettering (Bancroft), and Kassity Johnson and Susan K. Malmquist (The Chicago School of Professional Psychology)

**4. Mandant Tact Training: A Comparison of Teaching Procedures** (AUT; Applied Research) KAREN PEEL and Angela M. Arnold Saritepe (University of Auckland)

**5. Teaching Tacting Behavior in Preschool Children Diagnosed With Autism Spectrum Disorder, Using High Probability (High-P) Request Sequences** (AUT; Service Delivery) DEBRA A. FLOYD (Macon County Mental Health Board)

**6. A Comparison of Most-to-Least Prompting and Graduated Guidance to Teach Sign Tacts** (EDC; Applied Research) LENY D. VELASQUEZ VELASQUEZ (Munroe Meyer Institute, University of Nebraska Medical Center), Scott A. Miller and Celeste Harvey (Florida Institute of Technology)

**7. Language Skill Acquisition as a Function of Multiple Variables via Applied Behavior Analysis in Children With Developmental Disabilities** (DDA; Applied Research) AMBER RHODES (Marcus Autism Center)

**8. Testing the Effects of an Auditory Matching Procedure on the Emission of Intraverbal Tacts** (Applied Research) SUDHA RAMASWAMY (Mercy College)

**9. The Effects of Types of Stimuli on Naming Probes and the Induction of Naming From Multiple Exemplar Instruction for Two Students Diagnosed With Autism** (EAB; Applied Research) Jinhyeok Choi and MELISSA LIU (Teachers College, Columbia University)

**10. Coherence as a Generalized Conditioned Reinforcer** (Basic Research) LARRY TUBBS, Elizabeth Sargent, Michael Bordieri, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

**11. The Role of Reinforcing Function of Stimuli in Speaker Behavior** (EAB; Basic Research) LUIZA GUIMARAES and A. Celso Goyos (Universidade Federal de São Carlos)

**12. Matching-to-Sample With Video as Sample and Comparison and the Emergence of Symmetry in Children** (EAB; Basic Research) Larissa Pires Ruiz, NASSIM CHAMEL ELIAS, and A. Celso Goyos (Universidade Federal de São Carlos)

**13. A Comparison of Simple and Complex Auditory-Visual Conditional Discriminations** (Applied Research) CECILIA R. MADERITZ, Rocio Rosales, Ashley Way, and Mary Vallinger (Youngstown State University)

## # 190 Invited Tutorial

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2:00 pm–2:50 pm

303/304 (TCC)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Andy Bondy, Ph.D.

### Evidence-Based Communication Approaches for Children With Autism

Chair: Dorothea C. Lerman (University of Houston-Clear Lake)

ANDY BONDY (Pyramid Educational Consultants)



**Abstract:** The selection of an approach to help children with autism acquire communication is remarkably challenging. This talk will review many of the issues that relate to evidence-based practices which aim to improve broad language skills, including the acquisition of an array of verbal operants as well as skills associated with 'the listener' (traditionally viewed as receptive skills). While the hallmark of applied behavior analysis involve many hundreds of single-subject designs looking at particular skills, many practitioners attempt to use "packages"—that is, an organization of target skills and teaching strategies, including those involving generalization. What is the evidence that particular packages work—either in terms of outcome measures or in

comparison to other packages? Many other questions arise, including "Which skills should be targeted first?" "Is modality a critical issue?" "Is there evidence of successful transitioning from one modality to another and what guidelines should be used?" "Are there any nonbehaviorally based strategies that are evidence-based?" Rather than trying to provide a definitive answer to the "Which strategy is universally the best?" guidelines for the most appropriate questions to ask will be offered.

2:00 pm–2:50 pm

6A (Convention Center)

CSE; Applied Research

BACB CE Offered. CE Instructor: Mark A. Mattaini, Ph.D.

**Why Civil Resistance Works: The Future of Nonviolent Conflict**

Chair: Mark A. Mattaini (Jane Addams College of Social Work)

ERICA CHENOWETH (Wesleyan University)



Erica Chenoweth is an assistant professor of government at Wesleyan University. From June 2011 through August 2012, Chenoweth will be a visiting scholar in residence at the Institute of International Studies at the University of California at Berkeley. She teaches courses on international relations, terrorism, civil war, and contemporary warfare. She serves as a member of the board for the International Security and Arms Control Section of the American Political Science Association (2011–2013), and as an Academic Advisor to the International Center on Nonviolent Conflict.

Previously, she has been a fellow (2006–2008) and an associate (2008–2010) at the International Security Program at the Belfer Center for Science and

International Affairs at Harvard University's Kennedy School of Government and a visiting fellow at the Institute of International Studies at the University of California at Berkeley. Chenoweth was the 2010 recipient of the Carol A. Baker Memorial Prize, which recognizes excellence in junior faculty teaching and research at Wesleyan. Chenoweth has authored several books, including *Why Democracy Encourages Terrorism* (under contract with Columbia University Press) and *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict* (Columbia University Press, August 2011) with Maria J. Stephan of the U.S. State Department. She also co-edited *Rethinking Violence: States and Non-State Actors in Conflict* (MIT Press, 2010) with Adria Lawrence of Yale University. Chenoweth's research program involves three main questions: why do nonstate groups use political violence, what are the alternatives to political violence, and how can states best combat nonstate political violence? Her book, tentatively entitled *Why Democracy Encourages Terrorism* (under contract with Columbia University Press), investigates the reasons why nonstate actors resort to violence in democracies despite the availability of legal methods of protest. Her findings suggest that political competition within democracies compels conventional interest groups to compete, causing a "cascade effect" in which groups escalate their tactics to outbid one another for power. The research for this project was partially funded through a Postdoctoral Research Fellowship from the National Consortium for the Study of Terrorism and Responses to Terrorism (START), a Department of Homeland Security Center of Excellence at the University of Maryland. In another project, *Why Civil Resistance Works* (with Maria Stephan), Chenoweth researches the conditions under which nonviolent resistance methods are more effective than violent methods in achieving strategic goals such as regime change, expelling foreign occupiers, or achieving self determination. In fall 2009, Chenoweth commenced a follow-up project that investigates how the tactical evolutions of nonviolent and violent insurgencies have affected their strategic outcomes. Chenoweth is also co-lead investigator on a project entitled, "Dealing With the Devil: When Bargaining with Terrorists Works" (with Laura Dugan). This project assesses the efficacy of different counterterrorism policies in the Middle East since 1980 as part of a broader set of projects affiliated with START.

**Abstract:** Professor Erica Chenoweth discusses her book with Maria Stephan, *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. In this groundbreaking book, the authors find that between 1900 and 2006, campaigns of nonviolent resistance were more than twice as effective as violent methods. Attracting impressive support from citizens that helps separate regimes from their main sources of power, these campaigns have produced remarkable results. In this talk, Chenoweth details the factors that enable such campaigns to succeed and, at times, causes them to fail. She discusses how higher levels of participation contribute to enhanced resilience, a greater probability of tactical innovation, increased opportunity for civic disruption (and therefore less incentive for the regime to maintain the status quo), and shifts in loyalty among opponents' erstwhile supporters, including

members of the military establishment. Successful nonviolent resistance movements tend to usher in more durable and internally peaceful democracies, which are less likely to regress into civil war. Chenoweth originally and systematically compares violent and nonviolent outcomes in different historical periods and geographical contexts, debunking the myth that violence occurs because of structural and environmental factors and is necessary to achieve certain political goals. Instead, she argues that violent insurgency is rarely justifiable on strategic grounds. Chenoweth will conclude her presentation by discussing the implications of this research for ongoing conflicts around the world.

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**# 192 Panel Discussion****Student Committee Event**

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2:00 pm–2:50 pm

202 (TCC)

PRA; Service Delivery

**Professional Development Series: Advice from the Recently Hired**

Chair: Julie A. Ackerlund Brandt (University of Kansas)

JOLENE R. SY (Saint Louis University)

JOSHUA K. PRITCHARD (Florida Institute of Technology)

KENDRA L. BROOKS RICKARD (Center for Advanced Learning)

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**# 193 Symposium**

2:00 pm–3:20 pm

620 (Convention Center)

AAB/EAB; Applied Research

BACB CE Offered. CE Instructor: Eduardo J. Fernandez, Ph.D.

**The Behavioral Enrichment Animal Research (Bear) Group: Zoo Research From Jaguars to Grizzlies**

Chair: Travis Blevins (Behavior Services of the Rockies)

Discussant: Travis Blevins (Behavior Services of the Rockies)

**The Effects of Jaguar Activity on the Behaviors and Verbal Responses of Visitors**

ANDREA GODINEZ, Eduardo J. Fernandez, and Kris Morrissey (University of Washington)

**Grizzly Bear Daily and Seasonal Activity**

NATHAN ANDREWS, Eduardo J. Fernandez, and James C. Ha (University of Washington)

**The Effects of Visibility and Activity on Crowd Size Throughout a Zoo**

EDUARDO J. FERNANDEZ and James C. Ha (University of Washington)

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**# 194 Symposium**

2:00 pm–3:20 pm

301 (TCC)

AUT/VRB; Applied Research

**Analysis of Transfer-of-Stimulus Control Procedures: Effective Teaching Practices for Children With Autism Spectrum Disorders**

Chair: April N. Kisamore (Western New England University)

Discussant: Vincent Joseph Carbone (Carbone Clinic)

**Comparative Analysis of the Quick Transfer of Stimulus Control Procedure With Students With Severe Disabilities**

REBECCA A. MARKOVITS, Shannon Koenig, and Judah B. Axe (Simmons College)

**Effects of the Quick Transfer Procedure With Children With Developmental Disabilities**

KERRY A. CONDE, Amanda Karsten, and Allyssa Burby (Western New England University)

**A Comparison of Transfer-of-Stimulus-Control Procedures to Teach Intraverbal Behavior to Children With Autism**

Amber R. Paden (Munroe-Meyer Institute, University of Nebraska Medical Center); Tiffany Kodak and VINCENT E. CAMPBELL (University of Oregon); and Elizabeth Bullington, Karen A. Toussaint Rader, Joslyn Cynkus Mintz, Rashea Fuchtman, and Andrea Clements Stearns (Munroe-Meyer Institute, University of Nebraska Medical Center)

## # 195 Symposium

2:00 pm–3:20 pm

LL02 (TCC)

AUT/DDA; Service Delivery

BACB CE Offered. CE Instructor: Adel C. Najdowski, Ph.D.

### **The Role of Assessment in Early Intensive Behavioral Intervention Programs**

Chair: Adel C. Najdowski (Center for Autism and Related Disorders, Inc.)

#### **Linking Assessment to Curriculum Design in Early Intensive Behavioral Intervention Programs for Children With Autism Spectrum Disorder**

ADEL C. NAJDOWSKI, Evelyn R. Gould, Taira Lanagan, and Michele R. Bishop (Center for Autism and Related Disorders, Inc.)

#### **A Review of Assessment Instruments and Curricula Used in the Education and Treatment of Children With Autism Spectrum Disorder**

EVELYN R. GOULD, Adel C. Najdowski, Dennis Dixon, and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

#### **Agreement on Targets Between the VB-MAPP and the ABLLS-R**

Roy Tonnesen (Pedagogisk Psykologisk Tjeneste), Hege Aarlie (Centre for Early Intervention), KIM HENRIK LILAND (Norwegian Association for Behavior Analysis), Elisabeth Ulvestad (Center for Early Intervention), and Sigmund Eldevik (Oslo and Akershus University College of Applied Sciences)

#### **Behavioral Phenotyping of Autism Spectrum Disorder Through Detailed Behavior Assessment**

DENNIS DIXON (Center for Autism and Related Disorders, Inc.)

## # 196 Panel Discussion

2:00 pm–3:20 pm

302 (TCC)

AUT; Applied Research

BACB CE Offered. CE Instructor: Ramen Saggu, MS

### **Comorbidity and Autism: Identifying the Interrelated and Discrete Factors and Characteristics for Determining Treatment**

Chair: James McLaughlin (The Children's Foundation)

TERRE J. GLAHN (The Children's Foundation)

RAMEN SAGGU (Pacific ABA Academy)

ROBERTA JACKSON (University of Eastern Washington)

ILENE SCHWARTZ (University of Washington)

## # 197 Panel Discussion

## Student Committee Event

2:00 pm–3:20 pm

615 (Convention Center)

BPH; Basic Research

### **Professional Development Series: An Introduction to Behavioral Pharmacology and Toxicology**

Chair: Andrew Shen (Auburn University)

M. CHRISTOPHER NEWLAND (Auburn University)

EDWARD LEVIN (Duke University)

KAREN G. ANDERSON (West Virginia University)

W. KENT ANGER (Oregon Health & Science University)

## # 198 Symposium

2:00 pm–3:20 pm

4C-4 (Convention Center)

CBM/CSE; Applied Research

### **Behavioral Approaches to Depression Treatment Across Settings and Populations**

Chair: Tanya N. Douleh (Western Michigan University)

**Utilizing Single-Participant Methodology to Better Understand Mechanisms of Change in Behavior Therapy for Youth Depression**

ANDREW R. RILEY (Oregon Health & Science University) and Scott T. Gaynor (Western Michigan University)

**Acceptance and Commitment Therapy Versus Supportive Therapy for Depression: A Randomized Technique Evaluation Trial**

MARCHION HINTON (Boys Town); Andrew R. Riley (Oregon Health & Science University); and Tanya N. Douleh, Julissa Duenas, Christopher Andy Briggs, Daniel William Maitland, Colleen Cullinan, and Scott T. Gaynor (Western Michigan University)

**Adding Acceptance and Commitment Therapy to Treatment as Usual: A Randomized Clinical Trial for Depression in an Inpatient Setting**

LUCAS A. BROTON, Christopher Andy Briggs, and Scott T. Gaynor (Western Michigan University)

**Comparing Sessions of Functional Analytic Psychotherapy to Nondirective Support in the Treatment of Interpersonal Distress**

DANIEL WILLIAM MAITLAND and Scott T. Gaynor (Western Michigan University)

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**# 199 Symposium**

2:00 pm–3:20 pm

4C-3 (Convention Center)

CBM; Applied Research

**Inside Our Skin: Contextual Behavioral Approaches to Understanding, Preventing and Treating Body Image Problems**

Chair: Shelley Greene (University of Louisiana at Lafayette)

Discussant: Catherine H. Adams (University of Mississippi)

**Do Not Disturb: Body Image Flexibility and Body Image Disturbance**

GINA QUEBEDEAUX, Shelley Greene, Samantha Cordova, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

**Living Beyond What We See in the Mirror: Acceptance and Commitment Therapy for Body Image**

SHELLEY GREENE, Sarah Leblanc, Gina Quebedeaux, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

**Is Body Image Acceptance Predictive of Responsiveness to Dieting: An Observational Study**

GIOVAMBATTISTA PRESTI and Paolo Moderato (Libera Universitadi Lingue e Comunicazione)

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**# 200 Symposium**

2:00 pm–3:20 pm

602 (Convention Center)

CSE/TPC; Theory

BACB CE Offered. CE Instructor: Thomas L. Zane, Ph.D.

**Behaviorists Behaving Badly: Why Behavior Analysts Sometimes Use Fad or Pseudoscientific Treatments and How We Can Maintain Fealty to Our Science**

Chair: James T. Chok (Melmark New England)

**What the Code of Conduct Tells Us About Using Evidenced-Based Practices**

MARY JANE WEISS (Endicott College)

**What “Evidenced-Based” Means to Me: High Standards for Proof, Effect Size, and Social Validation**

JON S. BAILEY (Florida State University)

**The Ethical Challenges of Insuring Quality Behavioral Work in Complex Applied Settings**

PAUL A. DORES (private practice) and Frank L. Bird and Rita M. Gardner (Melmark New England)

**What Should Be Done When Behaviorists Behave Badly By Using Treatments That Are Not Scientifically Supported?**

THOMAS L. ZANE (Institute for Behavioral Studies)



## # 201 Symposium

2:00 pm–3:20 pm

LL05 (TCC)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Sarah E. Bloom, Ph.D.

### **Evaluations of Interventions for Problem Behavior Using Contingent and Noncontingent Reinforcement**

Chair: Sarah E. Bloom (Utah State University)

Discussant: Anibal Gutierrez (University of Miami)

#### **Further Evaluation of Extinction-Induced Variability in the Treatment of Problem Behavior**

ALYSSA MARTIN and Jennifer N. Y. Fritz (University of Houston-Clear Lake)

#### **The Effects of Noncontingent Reinforcement on the Persistence/Resurgence of Behavior:**

##### **Applications of Behavioral Momentum Theory**

JOSEPH MICHAEL LAMBERT, Sarah E. Bloom, Elizabeth Dayton, Soraya Shanun Kunnavatana, and Andrew Samaha (Utah State University)

#### **Comparison of Two Methods for Fading Token Schedules**

Megan A. Boyle, ANDREW SAMAHA, Elizabeth Dayton, and Sarah E. Bloom (Utah State University)

## # 202 Symposium

2:00 pm–3:20 pm

LL04 (TCC)

DDA/EAB; Applied Research

BACB CE Offered. CE Instructor: John C. Borrero, Ph.D.

### **Application of Behavior Economic Procedures for Assessing and Treatment Problem Behavior**

Chair: Nathan Call (Marcus Autism Center)

Discussant: John C. Borrero (University of Maryland, Baltimore County)

#### **Identification and Modification of Complementary Response Relations**

NIAMH DOYLE, Heather Kadey, and Henry S. Roane (State University of New York, Upstate Medical University)

#### **Motivation Operations Affect Break Points During Progressive Ratio Schedules**

NICOLE DEROSA (University of Southern Maine) and Caitlin Fulton and Michael E. Kelley (Munroe-Meyer Institute, University of Nebraska Medical Center)

#### **Effects of a Progressive Differential Reinforcement of Other Behavior Schedule Across Stimuli**

CY NADLER and Michael E. Kelley (Munroe-Meyer Institute, University of Nebraska Medical Center)

## # 203 Invited Symposium

2:00 pm–3:20 pm

4C-2 (Convention Center)

DEV

BACB CE Offered. CE Instructor: Gary D. Novak, Ph.D.

### **Finding the Baby in the Bathwater: A Behavioral Systems Approach to Child Development**

Chair: Gary D. Novak (California State University, Stanislaus)

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

#### **Behavior Systems in Development: From Simple to Complex Levels of Analysis**

MARTHA PELÁEZ (Florida International University)



Martha Peláez is Frost professor in the College of Education at Florida International University (FIU). In 1992, she received her Ph.D. in developmental psychology, winning the International Dissertation Award from the International Society for Infant Studies. After completing a postdoctoral fellowship at the University of Miami, Miller School of Medicine, in 1994, she joined the faculty at FIU, and was appointed full professor in 2005. She has studied mother-infant interactions and early social learning processes, as well as designed applied interventions with children at risk of language delays and developmental and learning problems. Her recent publications include two research articles

published in the *Journal of Applied Behavior Analysis* (2011, 2012) and one in the *European Journal of Behavior Analysis* (2011). She co-authored a textbook with Novak (2004)—*Child and Adolescent Development: A Behavioral Systems Approach*. Dr. Peláez has more than 70 publications in books and mainstream refereed journals (including the *American Psychologist* and *Child Development*). She founded the *Behavior Development Bulletin* in 1990, and currently serves as associate editor with M. Commons. She has served on nine editorial boards, as well as serving as past program chair for the American Psychological Association, Division 25, and past program co-chair for ABAI.

**Abstract:** Behavior systems theory suggests the impossibility of complete prediction and control of human behavior. Nevertheless, one can apply the principles of behavior systems to examine behavior development and its complexity (Novak & Peláez, 2004). Multiple determinism suggests that human behavior is determined by (1) the genetic constitutional make-up of the individual, (2) the interactional history of the person with his/her environment, (3) current physiological and environmental conditions, and (4) the influence of earlier behavioral trajectories on current learning (behavioral dynamics), including behavioral momentum. As viewed from a behavioral systems approach, different levels exist contemporaneously, with increasing complexity in the system as we move up the level of analysis. These include system level I: basic processes of development; system level II: emergent characteristics; system level III: social interactions; and system level IV: societal and cultural contexts. Biological structures such as organ systems can be seen as another level of systems. While the organized patterns of behavior that we call, for example “autism,” are often observed during our functional analysis at systems level II, it is important to recognize the role of multiple determinants and the contribution that analysis of the other systems levels can provide.

### **First Language, Taught and Learned: A Behavioral Systems Account of the Development of Language and Communication**

GARY D. NOVAK (California State University, Stanislaus)



Gary Novak is professor emeritus of psychology and child development at California University, Stanislaus (CSU-S). He has a BA in psychology from Rutgers University, an MA in psychology from Temple University, and a Ph.D. in developmental psychology from the State University of New York at Stony Brook. Gary Novak was founding dean of the College of Human and Health Sciences at CSU-S where he taught for more than 35 years. He was twice psychology department chairperson, founded the campus Child Development Center, and received the University's Outstanding Professor Award. His publications include two books on a behavioral approach to child and adolescent development:

*Developmental Psychology: Dynamical Systems and Behavior Analysis* (also published in Italian as *Psicologia Dello Sviluppo: Sistemi Dinamici e Analisi Comportamentale*) and *Child and Adolescent Development: A Behavioral Systems Approach*. He has many publications and professional presentations on language, cognitive, and behavioral development and on behavioral systems approaches. His most recent publication is *Autism: A Behavioral Systems Approach* (Novak, G. & Peláez, M.; 2010; in Mayville, E. A. and Mulick, J. A. [Eds.]). He is a board certified behavior analyst.

**Abstract:** In a broad sense, the study of behavioral development is concerned with just two basic questions. The first is “What develops?” The second is “How does this development occur?” Traditional developmental psychology focuses primarily on the first question, which is fundamentally descriptive in nature. The behavioral systems approach follows the tradition of behavior analysis and is primarily concerned with the second question, and is essentially explanatory. However, both the “What?” and the “How?” of development are necessary to provide a satisfactory account. This paper will describe a behavioral systems approach to typical and atypical communication and language development. The roles of genetic-constitutional, historical, and environmental factors will be described. Special emphasis will be placed on the role of the social environment as provided by caregivers and interventionists. Behavioral cusps that are pivotal in typical and atypical language development will be identified. The important role of hidden skills and deficits will be explained and detailed. The role of the caregiver as language acquisition device will be emphasized.

## Perceiving Autism as Organized Patterns of Characteristic Behaviors

MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology)



Dr. Monika Suchowierska received her Ph.D. in developmental and child psychology from the University of Kansas—Human Development and Family Life Department—in 2003. During her studies in the USA, Monika became interested and trained in applied behavior analysis (ABA), and particularly in the application of behavioral principles to working with people with developmental disabilities. Upon her return to Poland in 2003, she embarked on the goal of disseminating the knowledge about ABA in Poland. In 2004, she joined the faculty of the Psychology Department at the Warsaw School of Social Sciences and Humanities (SWPS). In 2005, she founded Center for Early Intervention “Step by Step”—the first behaviorally oriented private institution in Warsaw that provides early intensive intervention to children with autism. As a faculty member, Dr. Suchowierska teaches courses on applied behavior analysis, cognitive-behavioral therapy, autism, and developmental psychology. She works with master’s thesis students on projects relating to educating children with and without disabilities. In 2006, Dr. Suchowierska established Poland’s first postgraduate studies course in applied behavior analysis and became a member of its only faculty of behavior analysis. In the years 2006–2009, Dr. Suchowierska served as the president of Polish Association for Behavior Analysis and currently is the vice-president of the Polish Society for Behavioral Psychology. Monika is the first board certified behavior analyst in Poland. Dr. Suchowierska is the director of psychology in English studies at SWPS, and a coordinator for two USA/EU exchange programs—the Atlantis Program and the Excellence in Mobility Program. In 2010, she became the vice-dean of the Psychology Department at SWPS. In 2010, she was a Fulbright scholar at California State University Stanislaus.

**Abstract:** For behavior analysts, it is obvious that autism should not be treated as an internal disorder that causes a child to behave in a certain way. Rather, we look at it as a label describing the child’s many behaviors. Taking into consideration a behavioral systems approach, autism is perceived as organized patterns of characteristic behaviors that are shaped by multiple environmental factors in reciprocal interaction. The concept of equifinality and the coalescent organization of biological and learned characteristics as well as behavioral cusps will be discussed with regards to autism. Due to the very important place of early intervention for children with autism, the presentation will focus on early mother/infant, nonvocal and vocal communication that forms the basis for such core skills as joint attention, social referencing, and relational responding.

### # 204 Symposium

2:00 pm–3:20 pm

609 (Convention Center)

EAB/TPC; Basic Research

### Impulsive Choice: Genetic, Historical, and Contextual Factors

Chair: Elias Robles (Arizona State University)

Discussant: Amy Odum (Utah State University)

#### Acquisition of Impulsive Choice in Lewis and Fischer 344 Rats: Experience Reverses Differences Between Strains

MIRARI ELCORO (Armstrong Atlantic State University), Carlos F. Aparicio (Savannah State University), and Elias Robles (Arizona State University)

#### Transition From Ascending to Descending Delay Impairs Preference in Fischer 344 but not in Lewis Rats

CARLOS F. APARICIO (Savannah State University), Mirari Elcoro (Armstrong Atlantic State University), and Elias Robles (Arizona State University)

#### Estimating Subjective Value With Sequential Ranking and Binary Choice Trials

ELIAS ROBLES (Arizona State University), Carlos F. Aparicio (Savannah State University), and Mirari Elcoro (Armstrong Atlantic State University)

## # 205 Symposium

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2:00 pm–3:20 pm

608 (Convention Center)

EAB/TPC; Basic Research

### **Stimulus Equivalence: Empirical and Developments Issues**

Chair: Erik Arntzen (Oslo and Akershus University College of Applied Sciences)

#### **Exploring the Contributions of Sidman in Interpreting Complex Learning in Nonhuman Populations**

MANISH VAIDYA (University of North Texas)

#### **Sorting Task in Stimulus Equivalence Research**

LANNY FIELDS (Queens College, The City University of New York) and Erik Arntzen, Richard Nartey, and Christoffer K. Eilifsen (Oslo and Akershus University College of Applied Sciences)

#### **Eye Movements and the Effects of Select and Reject Stimulus Control on the Emergence of Equivalence Relations**

GERSON YUKIO TOMANARI (Universidade de São Paulo), Atli F. Magnusson (The Diagnostic and Counselling Center), William V. Dube (University of Massachusetts E. K. Shriver Center), and William Ferreira Perez (Universidade de São Paulo)

#### **Training Structures and Formation of Large Equivalence Classes**

ERIK ARNTZEN (Oslo and Akershus University College of Applied Sciences) and Gerson Yukio Tomanari, Paulo Dillon, and Heloisa Cursi Campos (Universidade de São Paulo)

## # 206 Symposium

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2:00 pm–3:20 pm

607 (Convention Center)

EAB; Basic Research

### **Rock-Paper-Scissors: Stability, Perseveration, and Variability in Human Operant Choice**

Chair: Elizabeth Kyonka (West Virginia University)

Discussant: Brian D. Kangas (Harvard Medical School)

#### **Close but Some Cigar: Near Wins as Novel Reinforcers in a Simulated Gambling Task**

LINCOLN S. HELY, Tadhg Daly, Gordon Tan, Stephan Dalrymple-Alford, Maree J. Hunt, and David N. Harper (Victoria University of Wellington)

#### **Choice Behaviour in Dynamic Environments: Response Variability and Sensitivity in a Rock-Paper-Scissors Game**

LAVINIA C. M. TAN (Reed College) and August F. Holtyn and Elizabeth Kyonka (West Virginia University)

#### **The Power of Three: Alternative Choice Procedures as Severe Tests for Extensions of Generalized Matching**

ELIZABETH KYONKA (West Virginia University) and Lavinia C. M. Tan (Reed College)

## # 207 Symposium

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2:00 pm–3:20 pm

618/619 (Convention Center)

EDC/PRA; Applied Research

BACB CE Offered. CE Instructor: Youjia Hua, Ph.D.

### **Academic Interventions for Learners With Disabilities at the Postsecondary Level**

Chair: Youjia Hua (University of Iowa)

Discussant: David L. Lee (Penn State University)

#### **The Effects of Teaching Vocabulary Using Direct Instruction on Word Knowledge and Reading Comprehension of Young Adults With Intellectual and Learning Disabilities**

JEREMY FORD and Youjia Hua (University of Iowa)

#### **Cognitive Strategy Instruction for Functional Mathematical Skill: Effects for Young Adults With Intellectual Disabilities**

SUZANNE WOODS-GROVES, Kristin Lucas, Bethany Scheidecker, and Youjia Hua (University of Iowa)

#### **Effects of Combined Repeated Reading and Question Generation Intervention on Young Adults With Cognitive Disabilities**

YOUJIA HUA, William Therrien, and Sally Huddle (University of Iowa)

## # 208 Symposium

2:00 pm–3:20 pm

616/617 (Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Jennifer L. Austin, Ph.D.

### **Extending the Utility of Preference Assessments in the Classroom**

Chair: Jennifer L. Austin (University of Glamorgan)

#### **An Evaluation of the Efficacy of and Group Preference for Three Rates of Opportunities to Respond During Circle Time**

KRISTINA VARGO, Nicole Heal, and Jodi Elizabeth Nuernberger (Southern Illinois University, Carbondale)

#### **An Evaluation of the Relative Efficacy of and Preference for Prompt Delay Procedures**

STEPHANIE HOOD, Nicole Heal, and Kristina Vargo (Southern Illinois University, Carbondale)

#### **An Evaluation of Student Preference for Behavior Interventions**

TONYA M. MARSTELLER and Claire C. St. Peter Pipkin (West Virginia University)

#### **An Assessment of the Match Between Functional Analysis and Preference Assessment Outcomes**

JENNIFER L. AUSTIN, Amanda Louellen Lewis, Anna Price, and Jade Shakeshaft (University of Glamorgan)

## # 209 Symposium

2:00 pm–3:20 pm

611 (Convention Center)

EDC/TBA; Applied Research

BACB CE Offered. CE Instructor: Grant Gautreaux, Ph.D.

### **Teaching Beyond the School-Wide Curriculum: Using Behavior Analytic Protocols and Tactics to Enhance Academic and Social Skills**

Chair: Dolleen-Day Keohane (Nicholls State University)

#### **The Role of the Intraverbal Within Multiple Exemplar Instruction Across Response Topographies on the Transformation of Stimulus Function for Geometry Concepts**

GRANT GAUTREAUX, Dolleen-Day Keohane, and David Irwin (Nicholls State University)

#### **The Generalization in Variation and Accuracy of Sentence Structure and Vocabulary From Written to Vocal Mands**

KATIE FOXALL LYON, Kate Tierney, and Amy Jones (Nicholls State University)

#### **The Effects of Teacher-Directed Peer Reinforcement on Socially Appropriate Interactions Between Pupils With an Autistic Disorder**

GEMMA HARDING, Jo Highley, and Sinead Raftery (Nicholls State University)

#### **The Use of Establishing Operations Within a Classroom Reinforcement System to Increase Self-Management and Productivity in Pupils**

SARAH STATHAM and Edilane Middleton (Nicholls State University)

## # 210 Symposium

2:00 pm–3:20 pm

604 (Convention Center)

OBM/EDC; Service Delivery

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

### **Improving the Quality of Behavior Support and Instructional Practices: A Systems Approach**

Chair: Robert F. Putnam (May Institute)

Discussant: Susan Wilczynski (Ball State University)

#### **Assessing and Developing System-Wide Interventions to Reduce Crisis Intervention Procedures**

MELANIE DUBARD, Blake Grider, Robert F. Putnam, and Bonnie Souza (May Institute)

#### **Evaluation of Behavior Support Plan Written Formats to Improve Treatment Integrity**

KATE GILLIGAN and Valerie Hoffberger (May Institute)

#### **Improving Students' On-Task Behavior and Direct Instructional Strategies on a System-Wide Basis**

SHANON M. TOMASSONE, Jennifer Iverson, and Rebecca Parenteau (May Institute)

## # 211 Panel Discussion

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2:00 pm–3:20 pm

204 (TCC)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Nicholas L. Weatherly, Ph.D.

### **Public Policy Strategies, Tips, and Systematic Opportunities for Growth**

Chair: Nicholas L. Weatherly (Spalding University)

GINA GREEN (Association of Professional Behavior Analysts)

NICHOLAS L. WEATHERLY (Spalding University)

DANIEL B. SHABANI (California State University, Los Angeles)

DENNIS B. MOZINGO (University of Rochester Medical Center)

## # 212 Invited Symposium

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2:00 pm–3:20 pm

6BC (Convention Center)

SCI

PSY/BACB CE Offered. CE Instructor: Michael F. Cataldo, Ph.D.

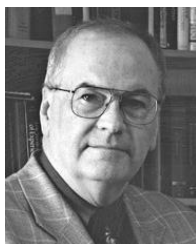
### **You May Not Agree With Everything I've Done, but You Won't Forget That I Was Here: A Tribute to Joseph V. Brady**

Chair: Michael F. Cataldo (Kennedy Krieger Institute)

Discussant: Michael F. Cataldo (Kennedy Krieger Institute)

### **Pluripotent Progenitor of Behavior Analytic Neuroscience**

TRAVIS THOMPSON (University of Minnesota)



Dr. Thompson earned a Ph.D. from the University of Minnesota and completed postdoctoral training at the University of Maryland and Cambridge University, UK. He has authored 230 journal articles and chapters in the areas of behavior analysis, behavioral pharmacology, and genetics. He has written or edited 30 books, including *Straight Talk on Autism*, which was a finalist for a National Book Award in 2008. With C. R. Schuster, he co-authored *Behavioral Pharmacology*. Dr. Thompson has mentored 47 doctorates in psychology, pharmacology, and special education. He was director of the John F. Kennedy Center, Vanderbilt University. Dr. Thompson is presently a faculty member in the Department of Educational Psychology, University of Minnesota, where he

has directed early intervention services for children with autism. He has received numerous awards, including the APA Division 25 Don Hake Award, the Research Award, AAID, Distinguished Research Award, The ARC US, the APA Div. 33 Edgar A. Doll Award, and SABA Impact of Science on Application Award. Dr. Thompson is past president of the Behavioral Pharmacology Society, APA Divisions 28 (psychopharmacology) and 33 (intellectual and developmental disabilities). He is a fellow in ABAI, a member of its Practice Board, and co-chair of the 2010 and 2011 ABAI autism conferences.

**Abstract:** Joseph V. Brady established one of the first truly interdisciplinary “physiological psychology” research and research training programs (now called neuroscience), in the country after WWII. Brady divided his time between Walter Reed Army Research Institute and the Psychopharmacology Laboratory at the University of Maryland, College Park. He displayed in precept and deed, critical scientific leadership principles: (1) surround yourself with the brightest, most talented people in the field; (2) promote innovative interdisciplinary problem solving based on a solid foundation of principles of functionalism, similar to L. J. Henderson and B. F. Skinner; and (3) value scientific principles but ignore disciplines. Like embryonic stem cells, Joe Brady was a progenitor, conducting his own scientific research while encouraging independent lines of fundamental and applied research. His approach was pluripotent, promoting scientific advances that evolved into many important, sometimes unexpected independent fields such as behavioral neuroendocrinology, brain mechanisms in reinforcement, drug addiction, basic and clinical behavioral pharmacology, physical rehabilitation, and analysis of complex human behavior in individual and social behavior settings. He was a strategic thinker, seeding new theoretically significant endeavors, working with federal agencies and scientific societies to create ongoing support for scientific training and infrastructure, and modeling outstanding interdisciplinary science.

## Consequences of the Experimental Analysis of Behavior

THOMAS H. KELLY (University of Kentucky College of Medicine)



Thomas H. Kelly, Ph.D., is the Robert Straus professor and vice-chair of the Department of Behavioral Science in the College of Medicine at the University of Kentucky, professor of psychiatry and psychology, and scientific director of the Center for Drug Abuse Research Translation. He also serves as the director of research education, training, and career development for the Center for Clinical and Translational Science. He is a clinical behavioral pharmacologist examining drug-behavior interactions and assessing biobehavioral factors associated with individual differences in drug abuse vulnerability.

**Abstract:** Joseph V. Brady, an interdisciplinary research pioneer, forged a productive, creative, and illustrious career by applying the principles of the experimental analysis of behavior to investigations of the functional relationships operating at the nexus of biology and behavior. In the process, Brady and colleagues demonstrated the remarkable precision, flexibility and generality of these principles as applied to such diverse topics as stress and emotion; neurobiology; psychophysics and biofeedback; drug abuse and drug treatment; language; clinical research ethics; and human learning, motivation and social behavior, culminating in the experimental analysis of behavior in space. Brady also applied these principles effectively in the training of graduate students and junior colleagues. Selected clinical studies and reports will be presented to document the manner in which Brady applied the principles of the experimental analysis of behavior throughout his career. The corpus of Brady's life work serves as a rich case study of the consequences of steadfast engagement in the experimental analysis of behavior.

### The Brady Legacy: Team Performance in Simulated Space Exploration Missions

STEVEN R. HURSH (Institutes for Behavior Resources, Inc.)



Dr. Steven R. Hursh (BA, Wake Forest University, 1968; Ph.D., University of California, San Diego, 1972) is the president of the Institutes for Behavior Resources and adjunct professor of behavioral biology, Johns Hopkins University School of Medicine. Dr. Hursh has 40 years' experience as a researcher and is author of over 75 articles, book chapters and books. He is a former associate editor of the *Journal of the Experimental Analysis of Behavior*. His seminal article on economic concepts for the analysis of behavior is considered one of the most significant articles in the history of the journal. Dr. Hursh has been a key figure in the establishment of behavioral economics as a major conceptual area. His research papers have introduced

into the behavioral vocabulary a number of "household terms" in behavioral psychology: open and closed economies, demand curves and demand elasticity, unit price, substitution and complementarity, Pmax, Omax, and recently an exponential equation for demand and responding that has broad generality across species and reinforcers. His extensions to drug abuse and the framing of drug abuse policy have had a major impact on the research direction of the National Institute of Drug Abuse, which now funds a variety of studies on the behavioral economics of drug abuse. The concept of essential value derived from exponential demand has promise as a framework for assessing abuse liability and defining drug addiction. Dr. Hursh continues to make contributions as a consultant on research at three major university medical schools looking at behavioral economic processes with humans and nonhuman primates. Dr. Hursh is currently the president of the Institutes for Behavior Resources, Baltimore, MD, where he directs original research on fatigue, behavioral economics, drug abuse, and cooperative team performance. He has had 23 years of experience as a research manager in the Army: consultant to the army surgeon general for research psychology, director of the Division of Neuropsychiatry at the Walter Reed Army Institute of Research, and as a medical staff officer in the Pentagon, Office of the Assistant Secretary of the Army (Research, Development, and Acquisition). Dr. Hursh spent 12 years with Science Applications International Corporation as a program manager prior to being selected to head the Institutes for Behavior Resources.

**Abstract:** Joe Brady was a pioneer in the study of human habitability in space. He pioneered work to study performance of primates in space, starting with rhesus monkeys and chimpanzees and later humans in confined programmed environments. In the last decade of his life, he capitalized on advances in computer simulation to explore team performance in simulated space missions and created a test bed for examining a range of factors that can alter the performance of individuals and teams, including topics such as communication modes, autonomy, incentive conditions, and workload. As a direct outgrowth, very recent research has lead to the development of a brief test of cooperative behavior within a behavioral economics framework. This work has been demonstrated to NASA and is now deployed for operational testing in Antarctica.

### # 213 Symposium

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2:00 pm–3:20 pm

612 (Convention Center)

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: Michael C. Clayton, Ph.D.

#### **Improving Training, Student Participation, and Teaching Visuals**

Chair: Katlyn Maxwell (University of Mississippi)

Discussant: Michael C. Clayton (Youngstown State University)

##### **Everyday Language Versus Nonsense Syllables as Codes in Direct Observation Training: How Jargon Impacts Your Training of New Employees or Students**

RACHEL RUAH (Rollins College) and Roger D. Ray ((AI)<sup>2</sup>, Inc.)

##### **The Effects of Active Listening on Student Participation in an Introductory Graduate Class**

AISHA SHEALEY and Scott A. Herbst (The Chicago School of Professional Psychology)

##### **Effects of a Simple Discrimination Training Procedure on the Development of Visually Appealing Slides**

DESIREE CARNATHAN, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

### # 214 Symposium

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2:00 pm–3:20 pm

610 (Convention Center)

TPC/PRA; Theory

BACB CE Offered. CE Instructor: Sarah M. Richling, MS

#### **An Introduction to Interbehaviorism and Interbehavioral Psychology**

Chair: Mitch Fryling (California State University, Los Angeles)

Discussant: Hayne W. Reese (West Virginia University)

##### **Interbehaviorism**

MOLLI LUKE and Linda J. Parrott Hayes (University of Nevada, Reno)

##### **Interbehavioral Psychology: The Investigative and Interpretative Subsystem**

SARAH M. RICHLING and Linda J. Parrott Hayes (University of Nevada, Reno)

##### **Interbehavioral Psychology: The Applied Subsystem**

MITCH FRYLING (California State University, Los Angeles)

### # 215 Paper Session

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2:00 pm–3:20 pm

605 (Convention Center)

TPC

#### **Overt and Covert Events**

Chair: Bryan D. Midgley (McPherson College)

##### **Methodological Behaviorism as a Radical Behaviorist Views It (Theory)**

JAY MOORE (University of Wisconsin, Milwaukee)

##### **A Skinnerian Approach to Neuroscience (Theory)**

DANIELE ORTU (University of Stirling)

##### **Stephenson's Subjectivity Does Not (Necessarily) Refer to Covert Events (Theory)**

BRYAN D. MIDGLEY (McPherson College) and Dennis J. Delprato (Eastern Michigan University)



## # 216 Symposium

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2:00 pm–3:20 pm

101 (TCC)

VRB/EDC; Basic Research

BACB CE Offered. CE Instructor: John W. Esch, Ph.D.

### Topics and Research in Problem Solving

Chair: John W. Esch (Esch Behavior Consultants, Inc.)

Discussant: Mark L. Sundberg (Sundberg and Associates)

#### **Assessing and Training Precurrent Responses to Increase Performance on a Verbal Problem-Solving Task**

JOHN W. ESCH and Barbara E. Esch (Esch Behavior Consultants, Inc.)

#### **The Role of Multiple Control and Covert Verbal Behavior in Matching-to-Sample Research**

CARL T. SUNDBERG (Behavior Analysis Center for Autism), Mark L. Sundberg (Sundberg and Associates), and John L. Michael (Western Michigan University)

#### **Abstract Control in Complex Verbal Relations and Problem Solving**

GENAE HALL (Behavior Analysis and Intervention Services)

## # 217 Symposium

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2:00 pm–3:20 pm

LL03 (TCC)

VRB/PRA; Applied Research

BACB CE Offered. CE Instructor: M. Alice Shillingsburg, Ph.D.

### **An Evaluation of Procedures to Address Mands for Information and Mands Maintained by Negative Reinforcement**

Chair: M. Alice Shillingsburg (Marcus Autism Center)

#### **Utilizing Antecedent Manipulation to Facilitate Manding for Information via “How?” Mands in a Child Diagnosed With Autism Spectrum Disorder**

M. ALICE SHILLINGSBURG, Crystal N. Bowen, and Amber L. Valentino (Marcus Autism Center)

#### **The Use of Antecedent Manipulations to Evoke Mands for Information Using Who and Which**

CASSONDRA M. GAYMAN, M. Alice Shillingsburg, Crystal N. Bowen, and Amber L. Valentino (Marcus Autism Center)

#### **The Effects of an Antecedent Manipulation Procedure to Establish Mands for Termination in Children Diagnosed With Autism**

NICOLE M. POWELL (Nationwide Children's Hospital) and M. Alice Shillingsburg and Crystal N. Bowen (Marcus Autism Center)

#### **Manding by Young Children With Autism: The Effects of Positive and Negative Contingencies of Reinforcement**

CHRISTY M. COFFMAN, Lauren Nauman, Sara L. Stratz, and Patrick M. Ghezzi (University of Nevada, Reno)

## # 218 Invited Presenter

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3:00 pm–3:50 pm

303/304 (TCC)

DDA; Applied Research

BACB CE Offered. CE Instructor: Joe Reichle, Ph.D.

### **Establishing the Conditional Use of Socially Acceptable Alternatives for Problem Behavior: Practical Applications With Individuals With Moderate and Severe Developmental Disabilities**

Chair: Anjali Barretto (Gonzaga University)

JOE REICHLER (University of Minnesota)



Joe Reichle, Ph.D. is professor of speech-language-hearing sciences and educational psychology at the University of Minnesota and a fellow of the American Speech Language and Hearing Association. He is an internationally recognized expert in the areas of augmentative communication and communication intervention for persons with significant developmental disabilities with over 60 refereed journal articles. He has co-edited numerous books focused on his areas of expertise. He has served as an associate editor of the *Journal of Speech-Language-Hearing Research* and *Language Speech and Hearing in Schools*. Dr. Reichle served on the executive committee of the dean of the University of Minnesota's Graduate School and has administrative experience

as a former associate chair of the Department of Speech-Language-Hearing Sciences. Currently he serves as the director of research for the Minnesota Leadership and Education Program in Neurodevelopmental Disabilities. Dr. Reichle has served as a principal investigator, co- principal investigator and investigator on numerous federally funded research and training grants. His current research interests focus on the conditional use of communicative behavior implemented to replace escape functioned problem behavior. Additionally, he is interested in collateral behavior resulting from focused communication intervention (and the influence of treatment dosage on these phenomena).

**Abstract:** This presentation will describe a partially validated set of instructional strategies designed to establish the conditional use of “requesting assistance” and “requesting a break” as alternatives to escape functioned problem behavior in young children with significant developmental disabilities. The presentation will discuss the necessity gaining an exact match between communicative alternative and the basis of a learner's escape. The use of competing schedules of reinforcement and several antecedent focused intervention strategies including “signaled delay of reinforcement delivery” will be described as strategies to assist in gaining the moderated use of newly established communicative alternatives. The presentation will also include a brief review of conditional use used with other areas of communicative instruction with individuals who experience severe developmental disabilities. These areas will include the conditional use of communicative modes, requesting items/objects, and requesting attention. Results of the work presented and work reviewed suggest that there is a small but growing base of experimental support of an effective instructional technology to promote the conditional use of socially acceptable social/communicative behavior. At the conclusion of the event, the participant will be able to (1) describe what is meant by conditional use of communicative behavior and (2) describe a package of intervention procedures to implement in teaching socially acceptable communicative alternatives to escape behavior used to gain assistance or to gain a brief break from an activity that has become aversive as a result of its length (or magnitude of work).

## # 219 Symposium

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3:00 pm–4:20 pm

305 (TCC)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Margaret M. Flores, Ph.D.

### **Strategies for Establishing and Teaching the Implementation of Functional Communication Skills to Children With Autism**

Chair: Cecelia R. Maderitz (Youngstown State University)

Discussant: Andy Bondy (Pyramid Educational Consultants)

**A Further Evaluation of Behavioral Skills Training on the Implementation and Generalization of the Picture Exchange Communication System**

CHRISTA HOMLITAS and Rocio Rosales (Youngstown State University), Lindsay Morgart (The Rich Center for Autism), and Cecelia R. Maderitz (Youngstown State University)

**A Comparison of Communication Using the Apple iPad and a Picture-Based System**

MARGARET M. FLORES and Doris L. Hill (Auburn University)

**Comparing Picture Exchange and the iPad for Communication of Students With Autism Spectrum Disorder**

DORIS L. HILL and Margaret M. Flores (Auburn University)

**# 220 Invited Symposium**

3:00 pm–4:20 pm

6A (Convention Center)

CSE

BACB CE Offered. CE Instructor: Mark A. Mattaini, DSW

**Without Violence: Constructing the Science of Peace, Justice, and Healing**

Chair: Anthony Biglan (Oregon Research Institute)

Discussant: Erica Chenoweth (Wesleyan University)

**Achieving Peace at the Individual, Interpersonal, Group, and International Level: An Evolutionary Perspective**

ANTHONY BIGLAN (Oregon Research Institute)



Anthony Biglan 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 such as 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 Behavior 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, and a member of the Institute of Medicine Committee on Prevention, which recently released its report documenting numerous evidence-based preventive interventions.

**Abstract:** This talk will present an evolutionary analysis of the generic features of conflict at several levels: the conflict we, as individuals experience within ourselves; the conflicts that occur between people; and the conflicts between groups, from small groups to international conflicts. Like other organisms, humans have an evolved bias toward detecting and avoiding danger. However our symbolic abilities—while useful for solving problems—mean that humans can perceive and seek to avoid threat that is only symbolically present. Reducing conflict both within and between individuals and groups depends on our reducing the power of symbolic relations to influence behavior that contributes to conflict. I will describe interventions that contribute to this change at all levels and will discuss the implications of current knowledge for reducing what appears to be the biggest threat to human wellbeing, namely our evolved tendencies to symbolically experience threat.

**Behavioral Systems Science for Nonviolent Resistance**

MARK A. MATTAINI (Jane Addams College of Social Work)



Mark Mattaini 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. 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 over 80 other

publications. Since the mid-90s, Dr. Mattaini has focused his research and practice on behavioral systems science for violence prevention with youth, constructing cultures of respect in organizations and communities, and effective 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, two Canadian provinces, and was recently introduced in a UNESCO-funded project in Brazil. He also recently provided consultation to the National Police and community organizations working to develop more effective ways to work with criminal youth gangs in Medellin, Colombia. He is currently completing a book, tentatively entitled *Strategic Nonviolent Power: The Science of Satyagraha*, analyzing the potential contributions of the science of behavior to nonviolent social action supporting justice and human rights.

**Abstract:** Mohandas Gandhi often indicated that nonviolent resistance was “a science,” but very little scientific work (almost none from a natural science perspective) has been pursued in this area. In this paper, the author will outline applications of behavioral systems science to the practice of effective nonviolent struggle. Given the enormous human costs of violent strategies of resistance, insurgency and rebellion, their poor record of sustainable success, and the emerging evidence for the potential power of nonviolent alternatives, the rigorous exploration of alternatives is a critically important direction for applied cultural analysis. Effective strategic analysis can only emerge from an understanding of the underlying dynamics of strategic options. This presentation elaborates four major clusters of strategic options, identified using a functional, natural science perspective; the basic behavioral and behavioral systems dynamics involved with each will be explored here through historical and contemporary cases. The four clusters explored in this paper are constructive noncooperation; protest and persuasion; disruptive noncooperation; and active disruption. These clusters overlap with, but also depart in significant ways from, the widely accepted classification developed by Gene Sharp. The conceptual analyses presented here suggest directions for practical experimentation, clearly an essential although challenging next step.

#### **Beyond Posttraumatic Stress Disorder: Treatment for Survivors of Trauma Using Acceptance and Commitment Therapy**

VICTORIA M. FOLLETTE (University of Nevada, Reno)



Victoria Follette is recognized as a clinical scientist with a strong foundation in empirically based therapy and has published edited volumes related to mindfulness in psychotherapy and cognitive behavioral approaches to trauma therapy. In 2008, she was named as a foundation professor at the University of Nevada, Reno and was also given the state psychological association's award for Outstanding Psychologist. Currently she is the chair of the Department of Psychology and is a licensed psychologist in the state of Nevada. Dr. Victoria Follette's clinical and research work has emphasized an examination of the long term consequences associated with a history of child sexual abuse (Polusny & Follette, 1996). In particular, she has investigated the impact of experiential avoidance in the diverse outcomes associated with various forms of maltreatment in the family of origin (Polusny, Rosenthal, Aban, & Follette, 2004). In addition to investigating intrapersonal impacts of trauma, she has also examined interpersonal problems in intimate partner relationships. She has also coauthored a self-help book on acceptance and commitment therapy for individuals with a history of abuse that can be adapted for group or individual therapy. Dr. Follette supervises a research lab at the University of Nevada, Reno that continues to examine trauma related outcomes, with a special interest in revictimization.

**Abstract:** This paper will present an overview of the need for a behavioral therapy that goes beyond the treatment of posttraumatic stress disorder symptomatology. Our treatment model uses acceptance and commitment therapy to address a diverse group of problems that can often be considered under the umbrella of experiential avoidance. Experiential avoidance is the unwillingness or inability of an individual to remain in contact with distressing private events. Often, individuals take deliberate steps to avoid these unpleasant emotions and these increased attempts to avoid them serve to increase the frequency and intensity of the distressing feelings. Experiential avoidance is a process that some survivors of sexual abuse or assault engage in to reduce their distress, but it is thought that this increases their risk of subsequent additional victimization (Rosenthal, Rasmussen-Hall, Palm, Batten, S. & Follette, 2006). Treatment that focuses on reducing avoidance and increasing behaviors consistent with valued life goals is an essential alternative to traditional exposure therapy for trauma. While exposure therapy has clearly documented positive outcomes, additional treatment for unresolved trauma related issues is often not available. Treatment goals focused on prevention of revictimization and behavioral activation in accordance with client-identified values will be discussed.

3:30 pm–4:20 pm

602 (Convention Center)

CSE; Service Delivery

**Professional Development Series: Culturally and Linguistically Diverse Variables: Why and How Should Behavior Analysts Study Them?**

Chair: Yaniz C. Padilla Dalmau (University of Iowa)

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

JENNIFER J. MCCOMAS (University of Minnesota)

MARK O'REILLY (University of Texas at Austin)

**# 222 Invited Tutorial**

3:30 pm–4:20 pm

4C-2 (Convention Center)

DEV; Applied Research

BACB CE Offered. CE Instructor: Martha Peláez, Ph.D.

**Joint Attention in Children With Autism: Sources of Novel Behavior**

Chair: Martha Peláez (Florida International University)

PER HOLTH (Oslo and Akershus University College of Applied Sciences)



Professor Per Holth received his license to practice psychology in 1983, and his Ph.D. in 2000, with a dissertation on the generality of stimulus equivalence. His clinical work has been in services for people with autism and developmental disabilities, in psychiatric units, and in the military services. His research activities span basic research, on stimulus equivalence and joint attention, as well as applied work and management of large research projects on contingency management in collaboration with the Medical University of South Carolina. His current research interests include sources of novel behavior and behavioral variability, continuous repertoires, joint attention, and conditioned reinforcement, as well as the development of inoculation against

making category mistakes. He has written for peer-reviewed publications on basic research, applied work, and philosophy of science, served on several editorial boards, is a member of the editorial troika of *the European Journal of Behavior Analysis*, and a program co-coordinator of the TPC area for the ABAI annual convention. Per Holth has taught classes in behavior analysis and learning principles at the University of Oslo and Oslo and Akershus University College (OAUC) since 1982, and joined the faculty of OAUC, program for learning in complex systems, as an associate professor in 2004 and as full professor in 2006. He teaches classes in all behavior-analytic education programs (doctoral, master, and bachelor) at HiAk, and he participates in a faculty exchange agreement with the University of North Texas.

**Abstract:** Joint attention was first described in the cognitive-developmental literature in the 70s, and descriptions of autism-specific deficiencies in joint attention skills started to appear in the late 80s. More than 20 years passed before publication of first behavioral intervention studies in that area. Although these studies apparently demonstrated that joint attention skills could be directly trained, follow-up measures indicated that the effects were transient. Contrived reinforcers used during training are not likely to follow behavior in the natural environment. An operant analysis of joint attention phenomena suggests that joint attention as displayed in typically developing children is established and maintained by generalized conditioned reinforcers such as others' changing of gaze direction, nodding, smiling, commenting, and so on. The presentation will discuss natural sources of joint attention phenomena and argue for the change of focus from the direct teaching of joint attention behavior to the sources of generalized conditioned reinforcers and the importance of arranging contingencies through which such reinforcers may acquire their function. Moreover, the presentation will discuss how joint attention phenomena seem to be directly interwoven with verbal behavior.

**# 223 Panel Discussion****Student Committee Event**

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3:30 pm–4:20 pm

612 (Convention Center)

TBA; Theory

BACB CE Offered. CE Instructor: Michael Bordieri, MS

**Professional Development Series: Presenting Like a Pro**

Chair: Michael Bordieri (University of Mississippi)

PATRICK C. FRIMAN (Father Flanagan's Girls and Boys Town)

ROGER D. RAY ((AI)<sup>2</sup>, Inc.)

KATE KELLUM (University of Mississippi)

**# 224 Symposium**

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3:30 pm–4:50 pm

620 (Convention Center)

AAB/EAB; Applied Research

BACB CE Offered. CE Instructor: Eduardo J. Fernandez, Ph.D.

**Temporary Enrichment for Permanent Change: Using Research to Guide Tiger and Bear Exhibit Design**

Chair: James C. Ha (University of Washington)

Discussant: James C. Ha (University of Washington)

**The Use of Electronic Feeding Devices to Deliver Variable-Time Food Schedules to Sun Bears**

ELLEN RAE YOAKUM, Eduardo J. Fernandez, and James C. Ha (University of Washington)

**A Digging Through as Enrichment for Sloth Bears**

NATHAN ASHWIN MA, Eduardo J. Fernandez, and James C. Ha (University of Washington)

**The Effects of Live Fish on the Activity of Sumatran Tigers**

ASHLEY REDSHAW, Eduardo J. Fernandez, and James C. Ha (University of Washington)

**# 225 Symposium**

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3:30 pm–4:50 pm

302 (TCC)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Marc J Lanovaz, Ph.D.

**Direct and Collateral Effects of Interventions for Stereotyped and Repetitive Patterns of Behavior and Interests**

Chair: Marc J. Lanovaz (Université de Montréal)

**Manipulation of Abolishing Operation to Treat Stereotypy**

SIGLIA P. H. CAMARGO and Mandy J. Rispoli (Texas A&M University) and Russell Lang (Texas State University, San Marcos)

**Environmental Enrichment and Response Cost: Immediate and Subsequent Effects on Stereotypy**

NICHOLAS WATKINS (Douglas College) and John T. Rapp (St. Cloud State University)

**Direct and Collateral Effects of Noncontingent Music on Vocal Stereotypy and Functional Play**

MARC J. LANOVAZ and Stéphanie Ferguson (Université de Montréal) and John T. Rapp (St. Cloud State University)

**Pairing Perseverative Interests With Age-Appropriate Toys to Increase Manding in a Young Child With Autism**

KATY DAVENPORT, Russell Lang, Jennifer Michelle Ninci, and Courtney Britt (Texas State University, San Marcos) and Mandy J. Rispoli (Texas A&M University)

**# 226 Symposium**

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3:30 pm–4:50 pm

LL02 (TCC)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Natalie P. Croteau, MA

**Bon Appetite... From One Bite to a Meal!**

Chair: Natalie P. Croteau (Surrey Place Centre)

Discussant: Nancy Freeman (Surrey Place Centre)

**There's More to Food Than Just Mush: A Behavioural Intervention to Decrease Food Refusal**  
NATALIE P. CROTEAU (Surrey Place Centre), Rachel Koffman (The Etobicoke Children's Centre), and Erin Lemcke (Geneva Centre for Autism)

**Just One Bit... You Might Like It: Increasing Food and Calorie Consumption of a Child Diagnosed With Autism**  
RACHEL KOFFMAN (The Etobicoke Children's Centre) and Natalie P. Croteau (Surrey Place Centre)

**You Do It There, Now Let's Teach You Here: A Parent Training Treatment Plan to Implement and Maintain Feeding Behaviour**  
ERIN LEMCKE (Geneva Centre for Autism) and Natalie P. Croteau (Surrey Place Centre)

#### # 227 Symposium

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3:30 pm–4:50 pm

301 (TCC)

AUT/DDA; Service Delivery

#### **Teaching Self-Advocacy Skills to Teens With Autism and Other Developmental Disabilities**

Chair: Michelle Lamancusa (Families for Effective Autism Treatment of Washington)

Discussant: Jesus Rosales-Ruiz (University of North Texas)

#### **Teaching Self-Advocacy Skills to Teens With Developmental Disabilities**

MICHELLE LAMUNCUSA, Michael Fabrizio, and Taylor Wingett (Families for Effective Autism Treatment of Washington)

#### **An Analysis of the Extant Literature Related to Self-Advocacy**

MICHAEL FABRIZIO, Megan Thompson, and Jesse Inman (Families for Effective Autism Treatment of Washington)

#### **Data-Based Case Studies in Developing Self-Advocacy Skills in Adolescents With Autism**

ALISON J. MCMANUS, Michael Fabrizio, and Erica Foss (Families for Effective Autism Treatment of Washington)

#### # 228 Invited Symposium

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3:30 pm–4:50 pm

6BC (Convention Center)

BPH

PSY/BACB CE Offered. CE Instructor: Kenneth Silverman, Ph.D.

#### **Commemoration of Charles R. Schuster's Impact on Behavioral Pharmacology and Drug Abuse**

Chair: Chris-Ellyn Johanson (Wayne State University)

#### **Behavioral Conditions that Decrease Drug Taking**

WILLIAM L. WOOLVERTON (University of Mississippi Medical Center)



Dr. Woolverton is a professor in the Department of Psychiatry and Human Behavior at the University of Mississippi Medical Center. Trained as a behavioral pharmacologist, he has maintained a multidisciplinary research effort that has included both pharmacological and behavioral analysis of factors that influence drug self-administration and drug discrimination by nonhuman subjects. He has published over 170 scientific papers and approximately 30 book chapters. He is well known for his work on the relationship between monoamine neurotransmitters and stimulant abuse, and for his study of the behavioral determinants of the choice to self-administer a drug. He received several awards acknowledging his research contributions. His service and teaching activities

include membership on the board of directors of the College on Problems of Drug Dependence, several National Institute of Health study sections, and mentorship of numerous pre- and postdoctoral fellows in behavioral pharmacology and drug abuse research.

**Abstract:** Much of behavior, including self-administration of abused drugs, may be conceptualized as involving a choice among available alternatives. Laboratory research involving nonhumans has substantially contributed to our understanding of the behavioral determinants of drug choice. It has been demonstrated that the relative magnitude drug and nondrug alternatives, as well relative cost, frequency and probability of reinforcement can all influence the choice to take a drug. In recent experiments, we have found that introducing a delay between the self-administration response and drug delivery can diminish the effectiveness of a drug as a reinforcer. Similarly, delaying the delivery of punisher can decrease the effectiveness of punishment of drug self-administration. For both reinforcement and punishment, the relationship between delay and effectiveness was well predicted by a hyperbolic discounting function. Thus, research with nonhumans has much to contribute to our understanding of behavioral factors that can influence drug self-administration. By extension, basic research with nonhumans can help suggest behavioral treatment strategies that may be useful alone or in conjunction with pharmacological treatment.

### **Schedule-Induced Polydipsia as a Gateway Behavior to Alcohol Dependence**

KATHLEEN A. GRANT (Oregon Health & Science University)



Kathleen A. Grant is a professor in the Department of Behavioral Neurosciences at Oregon Health & Sciences University (OHSU) and a senior scientist in the Division of Neuroscience at the Oregon National Primate Research Center. She earned her Ph.D. in physiological psychology from the University of Washington in 1984. This was followed by a 3-year postdoctoral fellowship at the University of Chicago training with Charles R. Schuster and Chris-Ellyn Johanson. In 1987, she took an appointment as staff fellow at the National Institute on Alcohol Abuse and Alcoholism, becoming a senior staff fellow in 1990. In 1991, she joined the faculty at Wake Forest University School of Medicine, where she remained until her appointments to OHSU in 2005.

**Abstract:** Schedule-induced polydipsia (SIP) is a form of adjunctive behavior that is generated when small proportions of food are delivered under intermittent schedules of reinforcement. The term was coined by John Falk and emphasizes both excessiveness (polydipsia) and the adjunctive relationship to the generating schedule (induced). Although most adjunctive behaviors rapidly dissipate when the induction schedule is terminated, SIP using an alcohol solution may establish a lifetime of robust, heavy alcohol self-administration. In other words, SIP can be used to establish alcohol intoxication (indicated by a blood ethanol concentration of >80 mg/dl) as a primary reinforcer. In monkeys subjected to SIP as an initial introduction to ethanol self-intoxication there are individual differences in the probability of future heavy drinking. Using a principal component analysis, the most robust predictor of future heavy drinking is the emergence of rapidly drinking (gulping) a six-drink equivalent (1.5 g/kg) under the SIP conditions. The monkeys that gulp alcohol during SIP subsequently self-administer enough alcohol to produce physical dependence. In contrast, monkey that sip their six-drink equivalent rarely drink an intoxicating dose. It is proposed that the gulping phenotype reflects the reinforcing efficacy of alcohol intoxication and probability of lifetime dependence upon alcohol.

### **Opportunity Cost in Addiction: Implications for Scheduling Non-drug Alternatives to Reduce Drug Reinforcement**

MARK GREENWALD (Wayne State University)



Mark Greenwald, Ph.D. (professor) directs the Substance Abuse Research Division, its Human Pharmacology Laboratory and the outpatient treatment research clinic in the Department of Psychiatry and Behavioral Neurosciences at Wayne State University (WSU) School of Medicine in Detroit, Michigan. He previously directed the Ph.D. training program in Translational Neuroscience at the WSU School of Medicine. He is a Fellow and currently the President of Division 28 (psychopharmacology and substance abuse) of the American Psychological Association. His clinical research studies focus on (1) pharmacological, environmental and individual difference (behavioral history and genetic) determinants of drug seeking and use, interpreted within a behavioral economic approach; (2) using brain-imaging techniques to understand the clinical neurobiology of substance use disorders; and (3) developing medication and behavioral treatments for substance use



disorders. The National Institute on Drug Abuse (NIDA) has continuously funded his research since 1996. He has been the principal investigator and a co-investigator on many federally funded grants, and regularly reviews manuscripts for many substance abuse related journals and federal grant applications. Dr. Greenwald credits much of his professional outlook and success to the excellent postdoctoral training that he received with Drs. Charles Schuster and Chris-Ellyn Johanson.

**Abstract:** Opportunity cost (OC) is a key concept in behavioral economics. OC refers to the total value (including explicit and implicit time and money) of alternative options that are foregone (not chosen). The study of OC involves understanding relations between choice and scarcity of options available to the individual. This is central to addictive behavior because substance abusers (particularly those who are physically dependent) habitually make choices that sacrifice access to non-drug alternatives. This talk will discuss (1) experimental data with heroin and cocaine abusers that illustrate this concept and (2) implications for therapeutic approaches to schedule alternatives that may increase the probability of addictive behavior change.

### **In Tribute to Charles R. Schuster: An Operant Treatment for Addiction as a Chronic Problem**

KENNETH SILVERMAN (Johns Hopkins University)



Kenneth Silverman received his doctorate in developmental and child psychology from the University of Kansas in 1984. His doctoral training focused in the areas of operant conditioning and behavior analysis. He completed a postdoctoral research fellowship in behavioral pharmacology at the Johns Hopkins University School of Medicine in 1991, and served as a staff fellow in the Clinical Trials Section in the National Institute on Drug Abuse's (NIDA) Addiction Research Center from 1991–1993. He has maintained a faculty appointment in the Department of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine since 1991, and is currently professor of psychiatry and behavioral sciences. Dr. Silverman's research has focused on

developing operant treatments to address the interrelated problems of poverty and drug addiction. His primary research has focused on the development and evaluation of abstinence reinforcement interventions for heroin and cocaine addiction in low-income, inner city adults; the integration of abstinence reinforcement contingencies into model employment settings; the use of employment-based reinforcement in the long-term maintenance of drug abstinence and adherence to addiction treatment medications; and the development of computer-based training to establish critical academic and job skills that chronically unemployed adults need to gain and maintain employment and escape poverty.

**Abstract:** This presentation will describe a program of research to develop an operant treatment for drug addiction that was heavily influenced by Charles R. Schuster (Bob). Bob, Kenzie Preston, and I began this research at NIDA's Addiction Research Center in Baltimore in the early 1990s. Our studies showed that voucher reinforcement in which patients received monetary vouchers contingent on providing drug-free urine samples could promote cocaine and heroin abstinence in low-income, injection drug users in methadone treatment. Although promising, half of the patients did not respond and many who did relapsed when the voucher intervention was discontinued. Influenced and encouraged by early discussions with Bob, my colleagues and I have been developing an intervention designed to promote abstinence in a large proportion of patients and maintain that abstinence over extended periods. The intervention harnesses the reinforcing value of paid employment to finance and maintain abstinence reinforcement. Under this intervention, individuals are hired and paid to work. To reinforce abstinence, participants are required to provide objective evidence of drug abstinence to maintain access to the workplace and maintain maximum pay. This presentation will describe this research program and discuss Bob's invaluable role in the development and future of this intervention.

## # 229 Symposium

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3:30 pm–4:50 pm

4C-3 (Convention Center)

CBM/VRB; Applied Research

### **Toward a Theoretically and Empirically Derived Assessment and Treatment Approach for Body Image Disturbance**

Chair: Glenn M. Callaghan (San Jose State University)

Discussant: William C. Follette (University of Nevada, Reno)

#### **Learning to Hate the Body: Implications of Relational Frame Theory for Understanding Body Image Inflexibility**

JACQUELINE HEBERT and Emily Kennison Sandoz (University of Louisiana at Lafayette)

#### **Empirical Support for a Behavioral Conceptualization of Body Image and the Body Image Psychological Inflexibility Scale**

SABRINA DARROW (University of California, San Francisco), Glenn M. Callaghan (San Jose State University), William C. Follette (University of Nevada, Reno), Albertina Lopez (San Jose State University), and Julissa Duenas (Western Michigan University)

#### **A Comprehensive Behavioral Intervention for Body Image Disturbance**

TIMOTHY FEENEY and Glenn M. Callaghan (San Jose State University)

## # 230 Symposium

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3:30 pm–4:50 pm

4C-4 (Convention Center)

CBM/AUT; Theory

BACB CE Offered. CE Instructor: James T. Todd, Ph.D.

### **Big Contingency, Small Contingency: Some Reasons for Behavior Analysts to Consider Lessons From Ecological Psychology**

Chair: James T. Todd (Eastern Michigan University)

Discussant: Eric V. Larsson (Løvaas Institute Midwest)

#### **Early Intensive Behavior Intervention for Autism: Is It Actually More “Intensive” Than a Typical Child's Day?**

CAITLYN SORENSEN, Lauren P. Byrnes, and James T. Todd (Eastern Michigan University)

#### **Lead Us Not Into Temptation: Stimulus and Ecological Variables in Weight Management Programs**

LISA M. TODD, Kathryn Brogan, and Sylvie Naar-King (Wayne State University)

#### **The Coercivity of Settings Meets the Power of Positive Reinforcement: Using Physical Structures to Create Behavioral Functions**

JAMES T. TODD (Eastern Michigan University)

## # 231 Symposium

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3:30 pm–4:50 pm

LL05 (TCC)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Kate E. Fiske Massey, Ph.D.

### **Application of Behavioral Economics to Task Completion, Response to Directives, and Skill Acquisition**

Chair: Kate E. Fiske Massey (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

#### **Treatment of Maladaptive Behavior by Manipulating Pay Rate and Unit Price**

CHRISTOPHER MANENTE, Robert LaRue, Lauren Alison Pepa, Anton Shcherbakov, James Maraventano, Erica Thomas, Suzanne Corinne Wichtel, and David Michael Fincke (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

#### **Does Neuropsychological Profile Influence Unit Price? A Comparison of Preference for Visual and Verbal Directives and Effort in Children With Language Learning Disabilities**

THOMASIN E. MCCOY, Patrick Romani, Yaniz C. Padilla Dalmau, David P. Wacker, and Kelly M. Vinquist (University of Iowa)

### **Evaluation of the Effectiveness of Differential Reinforcement in Skill Acquisition**

KATE E. FISKE MASSEY, Amy Paige Hansford, and Meredith Bamond (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

### **Differential Reinforcement to Decrease Prompt Dependency**

LINH B. LY and SungWoo Kahng (Kennedy Krieger Institute) and Cindy T. Graham (Spectrum Behavioral Health)

## **# 232 Symposium**

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3:30 pm–4:50 pm

LL04 (TCC)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Tina Sidener, Ph.D.

### **Teaching Social Skills to Children With Developmental and Learning Disabilities**

Chair: Tina Sidener (Caldwell College)

Discussant: William H. Ahearn (New England Center for Children)

#### **Effects of Multiple Schedules on the Social Approaches of Special Education Students in Public Education Classrooms**

ELIZABETH A. KRALJIC, Tina Sidener, Sharon A. Reeve, and Kenneth F. Reeve (Caldwell College)

#### **The Effects of Video Modeling on Social Commenting During Board Games**

ASHLEY JOHNSTON, Ruth M. DeBar, Sharon A. Reeve, and Tina Sidener (Caldwell College)

#### **Establishing a Generalized Repertoire of Helping Behavior in Adolescents With Autism: A Replication**

JESSICA DAY (Temple University) and James E. Connell (The University of Pennsylvania)

## **# 233 Panel Discussion**

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## **Student Committee Event**

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3:30 pm–4:50 pm

608 (Convention Center)

EAB; Service Delivery

### **Professional Development Series: How to Obtain Grant Funding**

Chair: Ashley Stromberg (University of Maryland, Baltimore County)

WAYNE W. FISHER (Munroe-Meyer Institute, University of Nebraska Medical Center)

JESSE DALLERY (University of Florida)

WILLIAM V. DUBE (University of Massachusetts E. K. Shriver Center)

MICHAEL F. CATALDO (Kennedy Krieger Institute)

## **# 234 Symposium**

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3:30 pm–4:50 pm

606 (Convention Center)

EAB; Basic Research

### **Temporal Discrimination and Local Choice**

Chair: Ludmila Miranda Dukoski (University of Auckland)

Discussant: Michael C. Davison (University of Auckland)

#### **The Effects of Brief Unsignaled Changes in Food Ratios**

LUDMILA MIRANDA DUKOSKI, Michael C. Davison, and Douglas Elliffe (University of Auckland)

#### **Pigeon Post-It Notes: Reminder Stimuli Enhance Control by Local Food Ratios**

SARAH J. COWIE, Michael C. Davison, and Douglas Elliffe (University of Auckland)

#### **Temporal Control of Behavior: Effects of Trial Duration and Rate of Reinforcement on Discrimination**

LEWIS A. BIZO (University of Waikato) and Geoff White (University of Otago)

## # 235 Symposium

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3:30 pm–4:50 pm

609 (Convention Center)

EAB/TPC; Basic Research

BACB CE Offered. CE Instructor: Darlene E. Crone-Todd, Ph.D.

### **To Choose or Not to Choose: Timing, Perfection, and Offending Behavior**

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

Discussant: Darlene E. Crone-Todd (Salem State University)

#### **An Investigation of Time Constraints on Delay Discounting Tasks**

RICHARD HENNIGAN and Darlene E. Crone-Todd (Salem State University)

#### **The Relationship Between Measures of Discounting and Perfectionism**

PAUL ROMANOVICH (California State University, Chico)

#### **Temporal Discounting and Criminal Thinking: Evidence from Incarcerated Male Offenders**

SHAWN R. CHARLTON and Femina Varghese (University of Central Arkansas)

## # 236 Symposium

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3:30 pm–4:50 pm

607 (Convention Center)

EAB; Basic Research

### **Behavior Analysis of Gambling Behavior**

Chair: Frank D. Buono (Southern Illinois University)

Discussant: Jeffrey N. Weatherly (University of North Dakota)

#### **Humans' Preference for Gambling on a Concurrent Chains Task**

ANDREW E. BRANDT (Ohio Wesleyan University)

#### **Effects of Mental Imagery on Gambling Behavior**

SETH W. WHITING and Mark R. Dixon (Southern Illinois University)

#### **Evaluating Preference and Rate of Play on a Video Slot Machine**

Mark R. Dixon, JEFFREY R. MILLER, and Seth W. Whiting (Southern Illinois University) and Alyssa N. Wilson and Allie M. Hensel (Southern Illinois University, Carbondale)

## # 237 Symposium

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3:30 pm–4:50 pm

618/619 (Convention Center)

EDC; Applied Research

### **Addressing Problem Behavior and Engagement in School Settings Using Classroom-Based Interventions**

Chair: Howard P. Wills (Juniper Gardens Children's Project)

#### **The Effects of a Leadership Role on the Class Engagement**

JOSEPH H. WEHBY, Elizabeth Fidler, and Ellen Hodel (Vanderbilt University)

#### **Class-Wide Function-Related Intervention Teams "Class-Wide Function-Related Intervention Team": Class Level Effects From a 4-Year Efficacy Trial**

DEBRA M. KAMPS (Juniper Gardens Children's Project)

#### **Class-Wide Function-Related Intervention Team Program Direct Observation of Student Outcomes**

HOWARD P. WILLS (Juniper Gardens Children's Project)

#### **The Efficacy and Fidelity of Functional Based Methodology in Public School Settings**

LINDA GARRISON-KANE (Missouri State University), Candace Lane (Arizona State University), Amy Bauer (Missouri State University), Michael Goeringer (Republic School District), and Alexandra Beckman and Erin Wilson (Missouri State University)

## # 238 Symposium

3:30 pm–4:50 pm

611 (Convention Center)

EDC/VRB; Applied Research

BACB CE Offered. CE Instructor: JoAnn Pereira Delgado, Ph.D.

### **New Findings in the CABAS® Accelerated Independent Learner Model of Instruction**

Chair: JoAnn Pereira Delgado (Teachers College, Columbia University)

#### **Learning How to Learn: CABAS AIL in Kindergarten, First Grade, and Self-Contained Classrooms**

LAURA E. LYONS, Alison Corwin, Janet C. Solorzano-Correia, JoAnn Pereira Delgado, R. Douglas Greer, Melissa Liu, and Vanessa Laurent (Teachers College, Columbia University)

#### **The Application of an Accelerated Independent Learner Model Classroom to a Second and Third Grade Inclusion Classroom**

DEREK JACOB SHANMAN, Joanne Marie Hill, JoAnn Pereira Delgado, R. Douglas Greer, Emily Katz, Jomari Bati, and Carrie Parker (Teachers College, Columbia University)

#### **The Effects of Teaching as Applied Behavior Analysis on the Learning of Fifth Grade Students in a General Education Classroom**

Jessica Neu, Petra Wiehe, JoAnn Pereira Delgado, R. Douglas Greer, EMILIA CLANCY, Elizabeth Snell, Christopher Miller, and Colleen Cumiskey (Teachers College, Columbia University)

#### **Expanding an Accelerated Independent Learner Initiative in a Public School System**

Grant Gautreaux, Dolleen-Day Keohane, MARA KATRA OBLAK, and Lori Hutchinson (Nicholls State University)

## # 239 Symposium

3:30 pm–4:50 pm

616/617 (Convention Center)

EDC/OBM; Applied Research

BACB CE Offered. CE Instructor: Adam Feinberg, Ph.D.

### **School-Wide Positive Behavior Support: Systems Applications of Applied Behavior Analysis in Public School Settings**

Chair: Adam Feinberg (May Institute)

Discussant: Cynthia M. Anderson (University of Oregon)

#### **School-Wide Positive Behavior Support: Effective Implementation and Its Impact in School Settings**

ROBERT F. PUTNAM (May Institute)

#### **Designing Effective Class-wide Behavior Support Interventions**

ADAM FEINBERG (May Institute)

#### **Implementing School-Wide Positive Behavior Support in Urban Alternative School Settings: Reducing Restrictive Procedures**

DEBBORAH EDA SMYTH (University of Southern Mississippi)

## # 240 Symposium

3:30 pm–4:50 pm

603 (Convention Center)

OBM/AUT; Applied Research

BACB CE Offered. CE Instructor: Michele D. Wallace, Ph.D.

### **Current Research on Staff Performance: From Initial Training to Maintenance**

Chair: Michele D. Wallace (California State University, Los Angeles)

Discussant: Keith D. Allen (Munroe-Meyer Institute)

**Staff Training on Naturalistic Teaching Strategies: A Component Analysis**

ROBYN LEE (Autism Behavior Intervention, Inc.), Christine Soliva and Michele D. Wallace (California State University, Los Angeles), and Marla Saltzman (Autism Behavior Intervention, Inc.)

**Using Video Scoring to Train Staff to Implement Three-Step Guided Compliance, Differential Reinforcement, and Extinction**

WING YAN LAM and Daniel B. Shabani (California State University, Los Angeles)

**The Impact of Collecting Performance Feedback Data on the Treatment Integrity of the Data Collector**

MONICA HOWARD (Munroe-Meyer Institute); Raymond V. Burke (The Prevention Group); Janie Peterson, Roger Peterson, and Jessica Wachtler (Behaven Kids); and Keith D. Allen (Munroe-Meyer Institute)

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**# 241 Paper Session**

3:30 pm–4:50 pm

604 (Convention Center)

OBM

**Behavioral Systems Analysis in Novel Settings**

Chair: Julie M. Slowiak (University of Minnesota Duluth)

**Organizational Behavior Management as a Force Multiplier: A Unique Application at Guantanamo Bay Military Detention Center (Service Delivery)**

KENT CORSO (U.S. Department of Defense)

**The Behavioral Applications Regarding Canines Program: An Animal Behavior Analysis Program Spawns a Novel Organizational Behavior Management Initiative (Service Delivery)**

JULIE M. SLOWIAK (University of Minnesota Duluth)

**Measuring the Process of Organizational Change: A Quantitative and Qualitative Analysis of Curricular Change in a Medical School (Applied Research)**

DANIEL REIMER, Ramona Houtmanfar, and Amber Marie Candido (University of Nevada, Reno) and Gwen Shonkwiler, Nicole Jacobs, Robbyn Tolles, and Melissa Piasecki (University of Nevada School of Medicine)

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**# 242 Symposium**

3:30 pm–4:50 pm

204 (TCC)

PRA/EDC; Service Delivery

**Implementing, Managing, and Extending Behavior-Analytic Supports in the Classroom**

Chair: Benjamin N. Witts (University of Nevada, Reno)

Discussant: Elizabeth Sexton (Washoe County School District)

**Managing Teacher Adherence to Behavioral Applications in the Classroom**

ERIN M. CARR, Benjamin N. Witts, Alisha Holder, and Patrick M. Ghezzi (University of Nevada, Reno) and Elizabeth Sexton (Washoe County School District)

**Achieving Generalized Behavior Change in the Classroom**

ALISHA HOLDER, Benjamin N. Witts, Robert M. Schienle, and Patrick M. Ghezzi (University of Nevada, Reno) and Elizabeth Sexton (Washoe County School District)

**The Use of Functional Behavior Analysis and What's Beyond Within the Public School Setting**

EMILY THOMAS JOHNSON (Behavior Attention and Developmental Disabilities Consultants, LLC) and Sheila M. Williamson (School District of DeSoto)

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**# 243 Symposium**

3:30 pm–4:50 pm

202 (TCC)

PRA/DDA; Applied Research

BACB CE Offered. CE Instructor: Deborah A. Napolitano, Ph.D.

**The Role of Indirect Assessments in the Treatment of Problem Behavior**

Chair: Deborah A. Napolitano (University of Rochester)

Discussant: Robert LaRue (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

**A Comparison of Indirect Versus Experimental Functional Analysis for the Assessment of Aberrant Behaviors**

J. HELEN YOO, Jenny E. Tuzikow, Niall James Toner, and Deanna M. Giannini (Institute for Basic Research)

**Comparisons of the Questions About Behavioral Functions and Questions About Behavioral Functions-Mental Illness for Persons Dually Diagnosed With Intellectual Disabilities and Mental Illness**

DAVID MCADAM (University of Rochester); Jamie Deng, Elizabeth Speares, and Ken Peers (Hillside Children's Center); Holly Brown (University of Rochester School of Nursing); Dan Lesinski (Hillside Children's Center); and Deborah A. Napolitano (University of Rochester)

**A Structured Indirect Assessment of Problem Behavior Severity**

NATALIE A. PARKS, Daniel Conine, Briana R. Lopez, and Nathan Call (Marcus Autism Center)

**# 244 Symposium**

3:30 pm–4:50 pm

610 (Convention Center)

TPC/CBM; Theory

**Personality Is Composed of Behaviors That Have Been Learned**

Chair: Donald K. Pumroy (University of Maryland)

Discussant: W. Joseph Wyatt (Marshall University)

**Analysis of Students' Perception of How They Learn**

JUDY G. BLUMENTHAL (Association for Behavior Change)

**What is Not an Acceptable Science of Child Rearing?**

ROGER W. MCINTIRE (University of Maryland)

**Parents Teach Their Children How to Think and Behave**

DONALD K. PUMROY (University of Maryland)

**# 245 Paper Session**

3:30 pm–4:50 pm

605 (Convention Center)

TPC

**Systems, Complexity, and Voting Behavior**

Chair: Ingunn Sandaker (Oslo and Akershus University College)

**Ontogenic Evolution of Behavioral Systems** (Theory)

SIGRID S. GLENN (University of North Texas)

**The Relevance of a Generic Conceptual Framework Addressing Different Levels of Complexity** (Theory)

INGUNN SANDAKER (Oslo and Akershus University College of Applied Sciences)

**Voting Behavior: What Drives the Public and Legislators to Vote the Way That They Do?**

(Applied Research)

JOHN SCIBAK (Massachusetts House of Representatives)

**# 246 Symposium**

3:30 pm–4:50 pm

101 (TCC)

VRB; Theory

**The Verbal Behavior Special Interest Group Honors Jack Michael**

Chair: Sarah A. Lechago (University of Houston, Clear Lake)

Discussant: Caio F. Miguel (California State University, Sacramento)

**How Would I Teach Verbal Behavior If I Didn't Know Jack?**

VINCENT JOSEPH CARBONE (Carbone Clinic)

**The International Impact of Jack Michael's Life Work**

A. CELSO GOYOS (Universidade Federal de São Carlos)

**Jack Michael's Contributions to the Concepts of Automatic Reinforcement and Multiple Control**

DAVID C. PALMER (Smith College)

## # 247 Special Event

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5:00 pm–5:50 pm

6BC (Convention Center)

OTH

### **Why Thinking-by-Numbers Is the New Way to Be Smart**

Chair: Richard W. Malott (Western Michigan University)

IAN AYRES (Yale Law School)



Ian Ayres is a lawyer and an economist. He is the William K. Townsend professor at Yale Law School, the Anne Urowsky professorial fellow in Law, and a professor at Yale's School of Management. Ian has published 11 books (including the *New York Times* best-seller, *Super Crunchers*) and over 100 articles on a wide range of topics. His latest book is *Carrots and Sticks: Unlock the Power of Incentives to Get Things Done*. In 2010, he also published *Lifecycle Investing* (with Barry Nalebuff). Ian is a co-founder of [www.stickK.com](http://www.stickK.com), a web site that helps you stick to your goals. In 2006, he was elected to the American Academy of Arts and Sciences. His book with Greg Klass, *Insincere Promises: The Law of Misrepresented Intent*, won the 2006 Scribes book award "for the best work of legal scholarship published during the previous year." Professor Ayres has been ranked as one of the most prolific and most-cited law professors of his generation. See James Lindgren and Daniel Seltzer, *The Most Prolific Law Professors and Faculties*, 71, CHI.-KENT L. REV. 781 (1996); Fred R. Shapiro, *The Most-Cited Legal Scholars*, 29, J. LEGAL STUD. 409 (2000). *The Chronicle of Higher Education* referred to Ayres as "a law-and-economics guru."

**Abstract:** A new breed of decision number crunchers—call them "super crunchers"—is increasingly calling the shots by harnessing the power of regressions and randomization. By analyzing monstrously large datasets, decision makers can gain greater insights into human behavior and the ability to predict the future with staggeringly accurate results. Super crunching provides new ways to analyze massive amounts of data at lightning speeds and impact decisions in real time.

## # 248 Business Meeting

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6:00 pm–6:50 pm

612 (Convention Center)

### **Behavior Analyst Certification Board: Status and New Developments**

Chair: James E. Carr (Behavior Analyst Certification Board)

This meeting will address important developments within the Behavior Analyst Certification Board (BACB) relating to growth and changes. 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.

## # 249 Business Meeting

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6:00 pm–6:50 pm

605 (Convention Center)

### **Hawaii Association for Behavior Analysis**

Chair: Beau Laughlin (Southern Illinois University)

This meeting is for Hawaii Association for Behavior Analysis members or those interested in hearing more about the Hawaii chapter to meet and share information.



## # 250 Business Meeting

6:00 pm–6:50 pm

610 (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 reentry, 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.

## # 251 Business Meeting

6:00 pm–6:50 pm

602 (Convention Center)

### Autism Knows No Borders; Neither Should We

Chair: Molly Ola Pinney (Global Autism Project)

Back by popular demand! This meeting was well attended and a lot of great contacts were made for those working internationally last year. Chaired by the founder of the Global Autism Project, this meeting offers a unique opportunity to learn more about the work of the Global Autism Project and invites you to meet others working internationally, including a woman running a center of excellence in Kenya and others! We'd love to see you there!

## # 252 Business Meeting

6:00 pm–6:50 pm

608 (Convention Center)

### New York State Association for Behavior Analysis

Chair: Vicki Madaus Knapp (Summit Educational Resources)

The New York State Association for Behavior Analysis represents scientists, scholars, and practitioners in psychology, education, and related fields who reside in and outside of New York State and are interested in the experimental analysis of behavior in all forms. The purpose of this business meeting is to provide members and friends with an update on board activities and initiatives. We hope to see you there.

## # 253 Business Meeting

6:00 pm–6:50 pm

606 (Convention Center)

### History of Behavior Analysis Special Interest Group

Chair: Edward K. Morris (University of Kansas)

This meeting will be our first business meeting. We will discuss our vision and mission, and our objectives for the coming year (e.g., a listserv, membership drive) and the near future (e.g., a website), as well as our organizational structure (e.g., officers, elections).

## # 254 Business Meeting

6:00 pm–6:50 pm

611 (Convention Center)

### Verbal Behavior Special Interest Group

Chair: Traci M. Cihon (University of North Texas)

The Verbal Behavior Special Interest Group (VB 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 VB SIG.

### **# 255 Business Meeting**

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6:00 pm–6:50 pm

607 (Convention Center)

#### **How to Publish in *Behavior Analysis in Practice*, *Education and Treatment of Children*, and *Journal of Behavioral Education***

Chair: Stephanie M. Peterson (Western Michigan University)

This is an open meeting for all interested parties. We invite anyone interested in publishing their work in the behaviorally oriented practitioner journals *Behavior Analysis in Practice*, *Education and Treatment of Children*, and *Journal of Behavioral Education* to attend this meeting. One of the senior editorial board members from each of these journals (Greg Hanley, Stephanie Peterson, and Jennifer McComas, respectively) will be discussing the kinds of articles these journals publish, what the submission/publication process consists of, and tips for publishing in these journals. There will be time for questions and answers so that you can get your questions about how to publish in these journals answered.

### **# 256 Business Meeting**

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6:00 pm–6:50 pm

4C-1 (Convention Center)

#### **Applied Animal Behavior Special Interest Group**

Chair: Christy A. Alligood (Disney's Animal Kingdom)

The Applied Animal Behavior Special Interest Group (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. Membership of the AAB SIG is diverse and includes academicians, researchers, and practitioners from a variety of disciplines dedicated to, affiliated with, or interested in animal behavior in applied settings. All are welcome to attend.

### **# 257 Business Meeting**

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6:00 pm–6:50 pm

4C-4 (Convention Center)

#### **Association for Behavior Analysis India**

Chair: Smita Awasthi (Association for Behavior Analysis of India)

Behavior analysts interested in short-term and long-term assignments for the practice of Association for Behavior Analysis in India will be informed about opportunities. Members of the Indian community present at the conference are invited for discussions on the development of applied behavior analysis in India. An audiovisual presentation on India will be presented.

### **# 258 Business Meeting**

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6:00 pm–6:50 pm

603 (Convention Center)

#### **Behaviorists for Social Responsibility Special Interest Group**

Chair: Michael A. Magoon (NORC at the University of Chicago)

The Behaviorists for Social Responsibility Special Interest Group (BFSR SIG) traditionally gathers 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. Recent meetings have seen an increase in interest and attendance, and this meeting will explore new and innovative ways for the BFSR SIG to create momentum and advance the mission focused on critical and timely social issues.

## # 259 Business Meeting

6:00 pm–6:50 pm

4C-3 (Convention Center)

### **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.

## # 260 Business Meeting

6:00 pm–6:50 pm

604 (Convention Center)

### **Dissemination of Behavior Analysis Special Interest Group**

Chair: Joshua K. Pritchard (Florida Institute of Technology)

This will be the annual meeting for members of the Dissemination of Behavior Analysis Special Interest Group to meet and discuss business.

## # 261 Poster Session

7:00 pm–9:00 pm

Exhibit Hall 4AB (Convention Center)

AUT

**1. Effects of Video Modeling on Social Initiations by Preschool Children** (Applied Research) SAMIA AHMED (Autism Spectrum Therapies)

**2. Predictors of Self-Injurious Behavior Exhibited by 617 Individuals With an Autism Spectrum Disorder** (Applied Research) LAURA MELTON GRUBB, David M. Richman, Lucy Barnard-Brak, Samuel Thompson, Layla Abby, and Amanda Bosch (Texas Tech University)

**3. Teaching a Child With High Functioning Autism to Initiate Play and Conversations in the Natural Environment** (Applied Research) MAGDALENA A. MARKIEWICZ and Alexia Stack (Alexia Stack Behavioural Consulting)

**4. The Effects of Mand Modality Assessment to Select Mand Topographies for Functional Communication Training to Address Multiply Maintained Problem Behavior** (Applied Research) SUMMER G. DUCLOUX and Terry S. Falcomata (University of Texas at Austin) and Jennifer Wilder (Round Rock Independant School District)

**5. Alternating Punishers for Treatment of Motor Stereotypy** (Applied Research) TAMARA L. PERRY and Andrea Clements Stearns (Munroe-Meyer Institute, University of Nebraska Medical Center) and Tiffany Kodak (University of Oregon)

**6. Using Matrix Training to Evaluate Recombinitive Generalization in Children With Autism Spectrum Disorders** (Applied Research) ANDREA CLEMENTS STEARNS (Munroe-Meyer Institute, University of Nebraska Medical Center), Tiffany Kodak (University of Oregon), and Amber R. Paden and Kathryn Boese (Munroe-Meyer Institute, University of Nebraska Medical Center)

**7. The Effects of Delayed Reinforcement on the Acquisition of Skills: Implications for Treatment Integrity Failures in Academic Settings** (Applied Research) Regina A. Carroll (University of Nebraska Medical Center), Tiffany Kodak (University of Oregon), and KARI ADOLF (Munroe-Meyer Institute, University of Nebraska Medical Center)

**8. A Discrete-Trial Functional Analysis of Problem Behavior in Young Children With Autism** (Applied Research) Tiffany Kodak (University of Oregon) and Amber R. Paden, Nitasha Dickes, and MEGAN LEVESQUE (Munroe-Meyer Institute, University of Nebraska Medical Center)

**9. Designing a Safe and Effective Classroom for Kids With Severe Aggressive and Destructive Behaviors** (PRA; Service Delivery) FREDERICK D. KEMP (Quixote Consulting)

- 10. Graphing for Dummies: A Training Program to Teach Graphing of Behaviors to Intervention Staff Using Excel** (PRA; Service Delivery) RYAN GUTTERSON (California State University, Los Angeles)
- 11. An Evaluation of Parent Participation in Social Skills Training With Adolescents With Autism Spectrum Disorders** (PRA; Applied Research) SELA ANN SANBERG, Candice M. Jostad, Therese L. Mathews, and Melissa Lynne King (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 12. The Effects of Intensive Applied Behavior Analysis Therapy on Formative and Summative Assessments of Children With Autism** (PRA; Service Delivery) Adriana I. Sanchez and Melissa Kotarski (Autism Treatment Center) and LEE L. MASON (University of Texas at San Antonio)
- 13. Reinforcing Conversation Skills With Access to a Preferred Topic** (PRA; Applied Research) COREY S. STOCO and Rachel H. Thompson (Western New England University)
- 14. Readiness Services: Preparing Children and Their Families for Intensive Behavioral Intervention** (PRA; Service Delivery) SARAH M. DUNKEL-JACKSON (Kinark Child and Family Services), Jennifer L. Snider (Central East Autism Program), and George Jacob (Kinark Child and Family Services)
- 15. Differentiated Effects of Sensory Activities as Abolishing Operations on Aberrant Behavior and Academic Performance** (PRA; Applied Research) GREGORY R. MANCIL (University of Louisville)
- 16. Increasing the Variety and Texture of Foods Consumed With Texture Shaping and Escape Extinction Procedures** (PRA; Applied Research) THERESA L. MACFARLAND, Dave North, Sally McCance, and Melissa Bell (Firefly Autism House)
- 17. Teaching Discrete Trial Training Skills to Undergraduate Students: A Exploratory Study** (TBA; Applied Research) SHIGEKI SHIMADA (Tokiwa University)
- 18. Investigating Sensory-Oriented Theories of the Effects of Environmental Discriminative Stimuli on People With Autism** (TPC; Theory) WILLIAM V. JUSTICE, Laura Baylot Casey, James Nicholson Meindl, and William McKessy (University of Memphis)
- 19. Vocabulary Expansion via Recombinative Generalization in Children With Intellectual Disabilities** (VRB; Applied Research) TAKAYUKI TANJI and Fumiyuki Noro (University of Tsukuba)
- 20. An Intervention to Increase Eye Contact During Manding** (VRB; Applied Research) JENNIFER MICHELLE NINCI (Texas State University), Katy Davenport and Russell Lang (Texas State University, San Marcos), and Mandy J. Rispoli (Texas A&M University)
- 21. The Effects of Manipulating Conditioned Establishing Operations on the Acquisition of Mands in Children With Autism** (VRB; Applied Research) CLAUDIA TROCONIS and Raymond G. Miltenberger (University of South Florida)
- 22. Exploring the Efficacy of Staff Training Techniques for Teaching Special Educators to Implement the Verbal Behavior Milestones Assessment and Placement Program** (VRB; Applied Research) CLARISSA S. BARNES, Ruth Anne Rehfeldt, and Tracy Tufenk (Southern Illinois University)
- 23. Effectiveness of the iPad in Enhancing the Mand Repertoire for Children With Autism** (VRB; Applied Research) MELISSA LYNNE KING, Ruth Anne Rehfeldt, Kazu Takeguchi, and Shaina Barry (Southern Illinois University, Carbondale)
- 24. Increasing Vocal Variability in Children With Autism** (VRB; Applied Research) KERRY MAISELS (Toronto Partnership for Autism Services) and Tracie L. Lindblad (Four Points Intervention Strategies, Inc.)
- 25. Increasing the Mand Repertoire During Meal Times in a Special Needs School** (VRB; Applied Research) GLADYS WILLIAMS (Centro de Investigación y Enseñanza del Lenguaje) and Stephen John Wuensch (David Gregory School)
- 26. Using Matrix Training to Teach Generativity** (VRB; Applied Research) KELLY STONE, Timothy C. Obertein, and Richard W. Malott (Western Michigan University)
- 27. Comparing the Frequency and Diversity of Mands When Using American Sign Language and Augmentative and Alternative Communication via an iDevice** (VRB; Applied Research) KASEY PHILPOTT, Lindsey Scholl, William Tim Courtney, Lisa Steward, and Mary Rosswurm (Little Star Center)
- 28. Picture Exchange Communication System Training and Echoic Skills in Children With Autism** (VRB; Applied Research) RAFAL J. KAWA and Magdalena Kawa (University of Warsaw)

- 29. Teaching a Learner With Autism to Respond to Group-Based Instructions** (VRB; Applied Research) BROOKE RADERSTORF, William Tim Courtney, Angela Hensley, Lisa Steward, and Mary Rosswurm (Little Star Center)
- 30. Assessing Perseverative Speech in a Teenager With Autism Using Two Types of Contingent Attention** (VRB; Applied Research) CASEY N. MOORE, William Tim Courtney, Lisa Steward, and Mary Rosswurm (Little Star Center)
- 31. Home Based Intervention With a Timeout and Restraint Procedure for a Young Boy With Asperger's and Aggressive Behaviors** (CBM; Applied Research) RICK SHAW (Behavior Issues)
- 32. Differential Reinforcement, Penalty, and Overcorrection Procedures to Modify Behavior in Schools** (EDC; Applied Research) JENNIFER REYNOLDS (The University of Toledo)
- 33. An Evaluation of a Reinforcement-Based Toilet Training Procedure Using the Picture Exchange Communication System** (DDA; Applied Research) Jisan Phillips and CHARLENE STOGREN (Surrey Place Centre)
- 34. Using Eye Gaze Techniques to Increase Manding in a Child With Rett Syndrome** (DDA; Applied Research) KIMBERLY MUHICH and Christina Noelle Giuliano (May Institute)
- 35. An Applications of the Picture Exchange Communication System to Advance Sentence Structure for Children With Autism** (PRA; Applied Research) REI ITOH and Shigeki Sonoyama (University of Tsukuba)
- 36. Reducing Self-Injurious Behavior in an Adult With Autism Through Sensory Extinction With a Fading Design** (EDC; Applied Research) FRANCINE DIMITRIOU, Courtney Gebura, and Aletta Sinoff (The Cleveland Clinic Center for Autism)
- 37. Evaluation of Effectiveness of Training Programs for Parents of Children With Autism** (DDA; Applied Research) ROXANA I. NEDELCO (CUNY -The Graduate Center)
- 38. The Use of Applied Behaviors Analysis Techniques in Reducing Self-Injurious Behaviors in a 3-Year-Old Girl With Autism** (DDA; Applied Research) ANNA BUDZINSKA (Institute for Child Development in Gdansk)
- 39. Issues in Video Modeling for Academic Behavior** (EDC; Applied Research) DENNIS W. MOORE and Angelika Anderson (Monash University)
- 40. Facilitating Joint Attention and Early Communication Skills in Young Children: A Speech-Language Pathologist's Perspective** (VRB; Service Delivery) KATHY M. MURPHY (Newport-Mesa Unified School District)
- 41. How to Develop Prompt Dependence** (EDC; Service Delivery) STEVEN J. WARD (Whole Child Consulting)
- 42. Behavior Intervention Plans for Middle and High School Students With Emotional and Behavioral Disorder** (EDC; Applied Research) RICK SHAW (Behavior Issues), Heidi Maurer (Kent Wood High School), and Joe Potts (Kent School District)
- 43. The Impact of Peer-Implemented Milieu Teaching on the Communication Skills of Young Children With Autism Spectrum Disorder** (EDC; Applied Research) ROBYN JEANNE CHRISTENSEN-SANDFORT (University of West Florida) and Angela R. Bishop (The Shape of Behavior)
- 44. Developing Advanced Verbal Behavior Skills to Teach Inference, Expand Intraverbal Skills, and Make Predictions for Children With Autism** (VRB; Service Delivery) NISSA INTARACHOTE (Behavior Analysts Inc.)
- 45. Outcomes of Intensive Home- and Center-Based Feeding Therapy** (DDA; Applied Research) MELISSA L. OLIVE and Rebecca Ryan (Applied Behavioral Strategies)
- 46. Effects of Response Interruption Redirection and Differential Reinforcement of Other Behaviors on Rates Vocal Stereotypy and Appropriate Vocalizations for Individuals With Autism Spectrum Disorder** (PRA; Applied Research) CARA E. JARED, Gwendolyn Cartledge, and Porsha Robinson-Ervin (The Ohio State University)

## # 262 Poster Session

7:00 pm–9:00 pm

Exhibit Hall 4AB (Convention Center)

CBM

**1. Extinction of Prescription Narcotic-Seeking Behavior Improves Self-Management of Chronic Pain: A Case Study** (BPH; Service Delivery) KENT CORSO (Walter Reed National Military Medical Center) and Ben Krepps (Fort Belvoir Community Hospital)

**2. Increasing Social Activity Attendance in Assisted Living Residents Using Personalized Prompts and Positive Social Attention** (CSE; Applied Research) STEPHEN RAY FLORA and Courtney Polenick (Youngstown State University)

**3. Improving Web Browsing for Community Resources by Clients With Severe Mental Disorders** (CSE; Applied Research) STEPHEN E. WONG and Sheila Vakharia (Florida International University)

**4. Applying Methods for Generalization Gradient Shifts to Melanoma Detection: A Translational Study** (EAB; Basic Research) JONATHAN R. MILLER and Derek D. Reed (University of Kansas); Thomas S. Critchfield (Illinois State University); and Laura Dyan White, Shanté Williams, and Marjorie Cooper (University of Kansas)

**5. An Assessment of a Biofeedback Device for the Treatment of Nocturnal Bruxism** (Applied Research) CHRISTOPHER WALMSLEY and R. Wayne Fuqua (Western Michigan University)

**6. How Nutritional and Energy Expenditure Feedback Affects Selection of Restaurant Food** (Applied Research) ALYSSA FISHER, SungWoo Kahng, and Nicole Lynn Hausman (Kennedy Krieger Institute)

**7. Mindfulness Based Relapse Prevention in a Women's Residential Treatment Setting: Does Mindfulness Augment Relapse Prevention Treatment?** (Service Delivery) CHRISTEINE M. TERRY (Portland Psychotherapy Clinic); Katie Witkiewitz, Connie Stauffer, Kaitlin Warner, Katie Crowley, and Betsy Sully (Washington State University, Vancouver); and Jason Brian Luoma and Brian Thompson (Portland Psychotherapy Clinic)

**8. Brief Screening Intervention for University Students With Mild Dependence on Alcohol: Results at 4 Years** (PRA; Applied Research) HORACIO QUIROGA ANAYA, María Guadalupe Vital Cedillo, and Teresita Cabrera Arteaga (Universidad Nacional Autónoma de México)

**9. The Effects of Differential Reinforcement of Other Behaviors on Adult's Self-Injurious Behaviors During Working** (OBM; Applied Research) HYUNAH CHO (Baruch College, City University of New York) and Jinhyeok Choi (Columbia University, Teacher's College)

**10. Behavioral Modification Program on Employees to Cope With Extraorganizational Stressors** (OBM; Applied Research) MARIA ANDREA BRAVO (Instituto Tecnológico y de Estudios Superiores Monterrey)

**11. A Behavioral Approach to Increase Exercise in Adults With Type 2 Diabetes and Depression** (PRA; Applied Research) BRENNAN RENN, Leilani Feliciano, Mary E. Steers, Allison A. Jay, and Sarah Anderson (University of Colorado, Colorado Springs)

**12. Factors Related to the Drop Out of Marijuana Clients From a Brief Intervention** (PRA; Applied Research) CESAR AUGUSTO CARRASCOZA VENEGAS (FES Iztacala UNAM), Leticia Echeverría (Instituto Nacional de Psiquiatría), and Miguel Angel Medina (Universidad Nacional Autónoma de México)

## # 263 Poster Session

7:00 pm–9:00 pm

Exhibit Hall 4AB (Convention Center)

DDA

**1. Examining the Utility of Evaluating Multiple Treatment Components Within Completing Stimulus Assessments** (AUT; Applied Research) JUSTIN BOYD, Timothy Gray, Ifat Bilitzer, and Patricia F. Kurtz (Kennedy Krieger Institute)

**2. Effects of Reinforcers Identified in a Concurrent Operants on Low Preferred Activities in an Outpatient Clinic** (Applied Research) BROOKE M. HOLLAND, Kelly M. Schieltz, David P. Wacker, and Alyssa N. Suess (University of Iowa)

**3. The Use of a Self-Restraint Preference Assessment on Restraint Fading** (Applied Research) MOLLY GEMP, Natalie Rolider, and Mandy M. Triggs (Kennedy Krieger Institute)

- 4. The Use of Sensory Items and Token Economy on On-Task Behavior of Two Students With Autism (AUT; Applied Research)** CLARE TERESE SYKORA, Anjali Barretto, and Kimberly P. Weber (Gonzaga University)
- 5. Increasing Parental Adherence to Extinction by Providing Parents With an Alternative Activity (Applied Research)** IFAT BILITZER, Patricia F. Kurtz, and Lauren Lloyd Withhart (Kennedy Krieger Institute)
- 6. Motivation Gradients During Response-Independent and Response-Dependent Access to Preferred Stimuli (EAB; Applied Research)** KASEY STEPHENSON, Cy Nadler, and Michael E. Kelley (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 7. Discriminated Functional Communication for Attention: Evaluating Fixed and Random Schedules of Availability of Reinforcement (Applied Research)** KAITLIN BALKA, SungWoo Kahng, Nicole Lynn Hausman, and Erin Ann Schaller (Kennedy Krieger Institute)
- 8. Self-Control Responding in Children With Developmental Delays: Analog Assessment of Subjective Value of High and Low Preferred Stimuli (AUT; Applied Research)** DANA M. GADAIRE (University of Nebraska Medical Center), Mark W. Steege (University of Southern Maine), and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 9. Using Eye Gaze to Identify Reinforcers for an Individual With Severe Multiple Disabilities (EDC; Applied Research)** LINSEY M. SABIELNY, Helen I. Cannella-Malone, and Christopher A. Tullis (The Ohio State University)
- 10. An Evaluation of an Antecedent-Based Intervention to Treat Elopement (AUT; Applied Research)** ERIKA MYLES (California State University, Los Angeles), Carlos Santos and Robert-Ryan S. Pabico (Center for Behavior Analysis and Language Development), and Daniel B. Shabani (California State University, Los Angeles)
- 11. An Examination of Preference Stability for Edible and Leisure Items (EDC; Applied Research)** CHRISTOPHER A. TULLIS, Helen I. Cannella-Malone, and Linsey M. Sabielny (The Ohio State University)
- 12. Use of Initial and Follow-up Error Correction Procedures in Discrete Trial Teaching (AUT; Applied Research)** VICTORIA HOCH, Melissa Nosik, W. Larry Williams, and Benjamin N. Witts (University of Nevada, Reno)
- 13. Comparison of Preference Assessment Outcomes Using Two Response Topographies (EDC; Applied Research)** CHRISTOPHER A AGHJAYAN and Jennifer M. Silber (Evergreen Center) and Robert K. Ross (BEACON Services)
- 14. Three Rs Human Rights Project: Behavioral Indicators of Organizational Support for a Right-Based Service Approach (CSE; Service Delivery)** LAURA E. MULLINS (University of Guelph) and Frances Owen and Dorothy Griffiths (Brock University)
- 15. Errorless Versus Trial and Error Discrete Trial Learning: The Winner Is? (Applied Research)** JANET GOOSSENS, Gordon A. DeFalco, and Jennifer M. Silber (Evergreen Center)
- 16. Restraint Reduction for Persons With Intellectual Disabilities Using an Organizational Behavior Management Approach (OBM; Service Delivery)** DEBORAH L. GROSSETT (The Center) and Don E. Williams (private practice)
- 17. Delaying Access to a Functional Reinforcer Using Tokens Within a Differential Reinforcement of Other Behavior Procedure (Applied Research)** ALISON R. HUSS (The Chicago School of Professional Psychology); Tracy L. Kettering (Bancroft); and Ashley Lynn Lajiness, Susan K. Malmquist, and Nicole Coulardot (The Chicago School of Professional Psychology)
- 18. The Use of Punishment to Address Problem Behaviors in an Applied Setting. (Applied Research)** LISA DAVIES, Sara L. Kuperstein, and Stacey M. McIntyre (The Ivymount School, Inc.)
- 19. A Preliminary Analysis of a Methodology to Determine Preferences for Variations of Play (Applied Research)** SONAM G. DUBAL, Sara Cox, LaToya Kinard, Adam Peyton, Tracy L. Kettering, and Frances A. Perrin (Bancroft)

## # 264 Poster Session

7:00 pm–9:00 pm

Exhibit Hall 4AB (Convention Center)

EAB

- 1. Recognizing Emotion in Conflicting Facial and Contextual Cues** (DEV; Basic Research) AYA TSUCHIYA (Shirayuri College) and Koji Takeuchi (Meisei University)
- 2. Differential Exposition to an Authority in Children's Obedient Behavior** (DEV; Basic Research) NORA RANGEL and Claudia Castillo (University of Guadalajara)
- 3. Effects of Prolonged Exposure to Delayed Reinforcement on Impulsive Choice and Alcohol Consumption in Rats** (Basic Research) JEFFREY S. STEIN, Rochelle R. Smits, Patrick S. Johnson, Renee Renda, and Gregory J. Madden (Utah State University)
- 4. Temporal and Probability Discounting in an Experiential Task: Is Delay Really Uncertainty?** (Basic Research) ANNA GREENHOW, Maree J. Hunt, and David N. Harper (Victoria University of Wellington); Heather L. Peters (The Open Polytechnic of New Zealand); and Lincoln S. Hely (Victoria University of Wellington)
- 5. Do Financial Constraints Affect Delay Discounting of Married Couples?** (Basic Research) FRANK D. BUONO, Sydney Perate, Seth W. Whiting, and Mark R. Dixon (Southern Illinois University)
- 6. Background Income and Discounting** (Basic Research) Anna Greenhow (Victoria University of Wellington), HEATHER L. PETERS (The Open Polytechnic of New Zealand), and Maree J. Hunt (Victoria University of Wellington)
- 7. Influence of Reward Magnitude on Sensitivity of Delay Discounting Task** (Basic Research) JIHYE KIM, Kyong-Mee Chung, and Boo Yeol Choi (Yonsei University)
- 8. Discrimination Trials to Influence Self-Awareness** (Basic Research) KERIN ANN WEINGARTEN and Jay Moore (University of Wisconsin, Milwaukee)
- 9. Effects of Food Distribution in Social Foraging by Rats** (AAB; Basic Research) Luis Alfaro (Universidad de Guadalajara) and ROSALVA CABRERA CASTANON (Universidad Nacional Autónoma de México)
- 10. Relative Preference for Visual Stimuli During Sequential Ranking Trials** (TPC; Basic Research) NOAH EMERY, Richard Grove, Huateng Zhang, Rosa Elena Canez, Araceli Moreno, and Elias Robles (Arizona State University)
- 11. Preference for Self-Regulated Ratio Schedules and Variable Interval Schedules With Linear Feedback Loops** (TPC; Basic Research) ALEXANDER WARD, Michael A. Zelek, and Michelle Ennis Soreth (Rowan University)
- 12. Chicks' Choice Responses Reinforced by Either an Imprinted Stimulus or Food and Matching Law** (Basic Research) FUKUKO HASEGAWA and Tetsumi Moriyama (Tokiwa University)
- 13. Examination of Reinforcer Onset and Duration** (Basic Research) EZRA GARTH HALL (West Virginia University), Alicia Roca (Universidad Nacional de México), and Kennon A. Lattal (West Virginia University)
- 14. Rapid Assessment of Sensitivity to Concurrent Token Reinforcer Ratios Under Fixed- and Random-Ratio Exchange Production Schedules in Rats** (Basic Research) TRAVIS RAY SMITH and Eric A. Jacobs (Southern Illinois University, Carbondale)
- 15. Interdependence and Dissociation of the Mechanisms That Govern Choice and Timing Acquisition** (Basic Research) SHRINIDHI SUBRAMANIAM and Elizabeth Kyonka (West Virginia University) and Randolph C. Grace (University of Canterbury)
- 16. Functional Analytic Psychotherapy: A Single-Case Experimental Design** (PRA; Applied Research) CLAUDIA K. B. OSHIRO and Sonia Beatriz Meyer (Universidade de São Paulo)
- 17. Single Subject Experimental Design for Psychotherapy Evidence** (Applied Research) ALESSANDRA VILLAS-BÔAS, Victor Cardoso dos Santos Mangabeira, Claudia K. B. Oshiro, and Sonia Beatriz Meyer (Universidade de São Paulo)
- 18. Development and Validation of a Computer-Based Tool to Identify Preferred Items** (AUT; Applied Research) GIOVANA ESCOBAL, Nassim Chamel Elias, and A. Celso Goyos (Universidade Federal de São Carlos)



**19. A Preliminary Examination of Motivating Operation and Reinforcer Class Interaction** (AUT; Applied Research) JONATHAN W. IVY (Mercyhurst College), Nancy A. Neef (The Ohio State University), James Nicholson Meindl (University of Memphis), and Neal Miller (The Ohio State University)

**20. Choosing to Repeat or Vary: Preference for a Lag Schedule of Reinforcement in Children With Autism** (AUT; Applied Research) ROBYN FISHER, Tracy L. Kettering, and Diana J. Walker (The Chicago School of Professional Psychology) and Jennifer Goubeaud (Seguin Services, Inc.)

**21. The Sharing Game: Understanding of Task Instructions and Resources Division With Preschool Children** (Basic Research) GIOVANA ESCOBAL, Gabriel De Oliveira Zin, Gabriela Esteves Lopes, Alice Frungillo Lima, and A. Celso Goyos (Universidade Federal de São Carlos) and Stephanie J. Stolarz-Fantino and Edmund J. Fantino (University of California, San Diego)

**22. Detecting Changes in Nonsimulated Events Using Partial-Interval Recording and Momentary Time Sampling: Evaluating False Positives, False Negatives, and Trending** (Basic Research) MEGAN G. SCHMIDT, John T. Rapp, Marissa A. Novotny, and Elizabeth A. Lood (St. Cloud State University)

#### # 265 Poster Session

7:00 pm–9:00 pm

Exhibit Hall 4AB (Convention Center)

EDC

**1. Class-Wide Intervention Targeting Interactive Behavior for the Cooperative Learning Process** (DDA; Applied Research) KENICHI OHKUBO (Hokkaido University of Education)

**2. Use of a Live Dog as a Motivating Prompt for Journaling in a Fourth Grade Classroom** (AAB; Applied Research) VALERI FARMER-DOUGAN and John Majewski (Illinois State University), David Wolfe (Eastern Illinois University), and Amy Schumacher (McLean County Unit School District 5)

**3. An Independent Group Contingency to Maintain Appropriate Behaviors of Middle-School Students With Developmental Disabilities** (DDA; Service Delivery) CAROLYN S. RYAN (Institute for Children with Autism and Related Disorders) and Lauren Perazzo (Carle Place School District)

**4. Applying Applied Behavior Analysis to the American Heart Association Pediatric Advanced Life Support Program: Shaping Behavior of Doctors and Nurses Who Assess and Treat Critically Ill Children** (OBM; Service Delivery) RICHARD COOK (Penn State University)

**5. Repeated Writing and Students With Behavior Disorders** (Applied Research) AMY LYNN EVANS (The Pennsylvania State University)

**6. The Impact of Study Objectives on Exam Performance in Introductory Psychology Courses** (TBA; Applied Research) KATHRYN M. POTOCZAK (Shippensburg University)

**7. Effects of Implementing a Commitment Response on Module-Quiz Taking in College Students** (EAB; Applied Research) WILLIAM J.P. REILLY, Sally Huskinson, and Claire C. St. Peter Pipkin (West Virginia University)

**8. Increasing Service Providers for Individuals With Autism: Outcomes From an Undergraduate Internship** (TBA; Service Delivery) TRACY LOYE MASTERSON (John Carroll University), Francine Dimitriou (Cleveland Clinic Center for Autism), Kristine Turko (Mount Union College), Allison Frazier (Cleveland Clinic Center for Autism), and Lauren Harville (Cuyahoga County Community College)

**9. Semantics Maintained Equivalence Relation for Japanese-Kanji Reading Through Stimulus-Pairing Training for Children With Developmental Disabilities** (DDA; Applied Research) MIKIMASA OMORI and Jun'ichi Yamamoto (Keio University)

**10. An Incentive Program to Improve Instructional Staff Behavior** (OBM; Applied Research) AUDREY ALBERSTADT and Stephanie Kerr (Matthew's Center) and Theodore A. Hoch (George Mason University)

**11. Parental Involvement in the Positive Behavior Support to Address Young Children With Challenging Behaviors: An Overview of the Research Literature** (AUT; Service Delivery) MINKYUNG SUH (University of Washington)

**12. Mastery Versus Fluency** (DDA; Applied Research) POOJA PANESAR (Kaizora Consultants) and Emily Alexandra Winebrenner (Global Autism Project)

- 13. Evaluation of Performance-Based Versus Pre-set Conventional Criterion for Reinforcement in Check-In/Check-Out** (PRA; Applied Research) LAUREN HARPOLE (Kennedy Krieger Institute) and Joe Olmi, Julie Sherman, and Chandler McLemore (University of Southern Mississippi)
- 14. Using Stimulus Equivalence Technology to Teach Research Design Conditional Relations for Undergraduate Students** (VRB; Applied Research) ANA CAROLINA SELLA and Glen W. White (University of Kansas) and Daniela M. Ribeiro (Universidade Federal de São Carlos)
- 15. Decreasing Latency on Hard Math Tasks: Interspersal Using a Laptop Computer** (EAB; Applied Research) WILLIAM J. CALDERHEAD (Murray State University)
- 16. Evaluating and Comparing Two Iterations of the Taped-Problem Procedure on Class-Wide Math Fact Performance** (EAB; Applied Research) Brian C. Poncy, PAUL HANSMANN, and Levita Bui (Oklahoma State University)
- 17. The Properties of Loss and Recovery for Mathematics Fluency** (Applied Research) GARY J. DUHON, Mary Gibley, Brian C. Poncy, Bethany Jordahl, and Cathy Laterza (Oklahoma State University)
- 18. Relationships Among Accuracy and Fluency of Computation Skills, and Mathematics Achievement in Japanese School Children** (TPC; Applied Research) WATARU NODA (Hamamatsu University School of Medicine) and Junko Tanaka-Matsumi (Kwansei Gakuin University)
- 19. Increasing Reading Fluency Using Repeated Readings With Phrase Correction and a Mystery Motivader** (Applied Research) RACHEL LEE (The Ohio State University)
- 20. Group Contingencies to Increase Compliment Statements and Decrease Verbal Aggression Toward Classroom Peers** (PRA; Applied Research) JENNIFER M. KING (The Chicago School of Professional Psychology), Tracy L. Kettering (Bancroft), Susan K. Malmquist (The Chicago School of Professional Psychology), and Laura J. Henderson (Blue Balloon Health Services)
- 21. The Effects of Curriculum Modification on On-Task Behavior and Academic Performance** (DDA; Applied Research) JENNIFER HADDOCK and Robert-Ryan S. Pabico (Center for Behavior Analysis and Language Development) and Daniel B. Shabani (California State University, Los Angeles)
- 22. The Effects of Teacher Implementation of Evidence-Based Practice on Student Outcomes** (Applied Research) BLAKE HANSEN (Brigham Young University)

#### **# 266 Poster Session**

7:00 pm–9:00 pm

Exhibit Hall 4AB (Convention Center)

PRA

- 1. Using the Three-Step Prompting Procedure to Decrease Prompts and Increase Compliance of Preschool Children With and Without Developmental Delays** (EDC; Applied Research) DAVID BICARD (Behavior Analysts of Central Alabama, LLC), T. Gayle McLemore (University of Memphis), Sara C. Bicard (Auburn University), and Laura Baylot Casey (University of Memphis)
- 2. Are We Testing for Stimulus Control or Creating New Stimulus Control?** (Applied Research) LARS INGE HALVORSEN and Jesus Rosales-Ruiz (University of North Texas)
- 3. Achieving Academic Success With Emotionally and Behaviorally Disordered Middle School Students** (EDC; Service Delivery) ROBERT M. SCHIENLE, Benjamin N. Witts, Kaycee Bennett, and Patrick M. Ghezzi (University of Nevada, Reno) and Elizabeth Sexton (Washoe County School District)
- 4. Utilizing a Meta-analysis to Evaluate the Follow Through of Recommendations Given by the *Journal of Applied Behavior Analysis* Authors** (TPC; Theory) JEFFREY B. SMITH, Kimberly Noel Frame, and Laura Baylot Casey (University of Memphis)
- 5. A Review of the Literature on Error Correction Practices in Discrete Trial Training** (AUT; Applied Research) NATALIE P. CROTEAU (Surrey Place Centre), Michelle Turan (University of Windsor), and Lianne M. Moroz (Surrey Place Centre)

**6. Interventions for Self-Injury in Young Children: A Review of the Literature** (EDC; Applied Research) JENNIFER SHUBERT, Amanda L. Little, Ahilya Lakhanpal, and Cindy Gervarter (University of Texas at Austin)

**7. Data Collection: The Next Frontier** (EDC; Service Delivery) RYAN LEE O'DONNELL, Joshua K. Pritchard, and Mark Malady (Florida Institute of Technology)

**8. Intensive Behaviour Intervention for Adults Living With Acquired Brain Injury: Three Case Studies** (TBA; Service Delivery) MARY ROBERTA HOADLEY (Parley Services Limited) and Stephanie Grace Jull and Nadine K. Trotter (University of British Columbia)

#### # 267 Poster Session

7:00 pm–9:00 pm

Exhibit Hall 4AB (Convention Center)

TBA

**1. Evaluating the Effects of Motivating Operations on Student Performance** (EDC; Applied Research) STEPHANIE WACK and Victoria A. Fogel (University of South Florida)

**2. Effects of Contingent Points for Submission and Quality of Writing Assignments** (EDC; Applied Research) CAROLYN S. RYAN (Institute for Children with Autism and Related Disorders)

**3. Outcomes of Training Challenging Behavior Teams Across Iowa in Behavior Analytic Assessments** (Applied Research) KELLY M. SCHIELTZ (University of Iowa), Brenda J. Bassingthwaite (University of Iowa Children's Hospital), Sean D. Casey (Iowa Department of Education), David P. Wacker (University of Iowa), Todd G. Kopelman (University of Iowa Hospitals & Clinics), and John F. Lee and Tory J. Christensen (University of Iowa)

**4. Globalization of Applied Behavior Analysis: Organizational Initiatives and Responses in West African Subregion** (Service Delivery) USIFO EDWARD ASIKHIA (Home-Link Trust Inc)

**5. Teaching Behavior Modification Competences in Psychology Students With a Blended Learning Strategy** (EDC; Applied Research) ANTONIA RENTERIA (Universidad Nacional Autónoma de México)

**6. An Assessment of Group Size During Inter-teaching Sessions** (EDC; Applied Research) MATTHEW GENE SWERDAN and Rocio Rosales (Youngstown State University) and James L. Soldner (Utah State University)

**7. Evaluating the Efficacy of Guided Notes in Undergraduate Student Performance** (EDC; Applied Research) VIVIANA GONZALEZ, Ashlee M. Henrichs, Errity Jones, and Victoria A. Fogel (University of South Florida)

**8. Increasing Participation in Parent Training** (AUT; Applied Research) ANNE LAU (Autism Behavior Consulting Group, Inc.) and Kelly Deacon (ABC Consultants, LLC)

**9. The Use of a Checklist by Staff to Perform Errorless Discrete Trial Programming** (OBM; Applied Research) NICOLE HERZ, Virginia S. Wong, Sandy Shumar Pih, Samantha M. Solow, and Amy J. Davies Lackey (Manhattan Children's Center)

**10. Academic Genealogy of Behavior Analysts** (Theory) MELINE POGOSJANA, Marnie Nicole Shapiro, Amanda Valencia, and Ellie Kazemi (California State University, Northridge)

**11. Training High School Students to Provide Behavioral Instruction to Children With Autism** (AUT; Applied Research) LAURA BELZ, Krista M. Kennedy, and Bethany Gorka (Children's Hospital of Michigan Autism Center)

#### # 268 Poster Session

7:00 pm–9:00 pm

Exhibit Hall 4AB (Convention Center)

VRB

**1. The Effects of a Peer-Yoked Contingency on the Acquisition of Observational Learning** (EDC; Applied Research) Lisa Gold, EMILY KATZ, and Jessica Singer-Dudek (Teachers College, Columbia University)

**2. How Children Learn to Use Rules** (Basic Research) JONAS FERNANDES GAMBA and A. Celso Goyos (Universidade Federal de São Carlos) and Anna I. Pétursdóttir (Texas Christian University)

**3. Teaching Tacting With the Use of Carrier Phrases and Tacting in a Naturalistic Context** (Applied Research) MEGAN KLIEBERT and M. Alice Shillingsburg (Marcus Autism Center)

- 4. Instructional Accuracy and Feedback Frequency Effects on Human Instrumental and Verbal Performance** (EAB; Basic Research) GERARDO A. ORTIZ RUEDA and Yuria Cruz (Universidad de Guadalajara)
- 5. Multiple Exemplars Versus Single Exemplar Teaching for Acquisition of Motor Imitation** (Applied Research) DIANNA M. SHIPPEE, M. Alice Shillingsburg, and Lauren Shibley (Marcus Autism Center)
- 6. Functional Assessment of Drug Trafficking Terms** (CSE; Applied Research) ANGELA SANGUINETTI and Wendy Reyes (University of California, Irvine)
- 7. The Discrimination of Intention: A Misattribution** (TPC; Theory) PAUL D. NEUMAN and Suzanne Nangle (Bryn Mawr College)
- 8. Analysis of Verbal Operants Acquisition of a Child of 18-Months- to 2-Years-Old** (DEV; Basic Research) ADRIANA CRUVINEL and Martha Hübner (Universidade de São Paulo)
- 9. Tact Repertoires and Measures of Efficiency: Comparing the Effects of Two Behavioral Intervention Models With Students With Developmental Disabilities** (DDA; Applied Research) EDWARD D. PARKER (Bluegrass Oakwood)
- 10. The Use of Pause Prompt to Develop Conversational Skills** (AUT; Service Delivery) REUT PELEG, Nicole Metelo Dias, and Rita Goncalves (Centro ABA)
- 11. Analysis of Problem-Solving Communication Among Dyads** (EAB; Basic Research) GREGORY SCOTT SMITH, Ramona Houmanfar, and Carolyn Brayko (University of Nevada, Reno)
- 12. Promoting the Emergence of Intraverbal Responses in Young Adults With Intellectual Disability: Verbal Behavior Topography and Function** (DDA; Applied Research) ANDRESA A. DE SOUZA (Southern Illinois University, Carbondale) and Ruth Anne Rehfeldt and Tracy Tufenk (Southern Illinois University)
- 13. A Partial Replication of the Effects of Intensive Tact Instruction on Young Children With Speech Delays on Pure Tact in Noninstructional Settings** (AUT; Applied Research) JEREMY H. GREENBERG (The Children's Institute of Hong Kong)

#### **# 269 Business Meeting**

9:00 pm–9:30 pm

Metropolitan Ballroom A (Sheraton)

#### ***Journal of Organizational Behavior Management* Editorial Board Meeting**

Chair: Timothy D. Ludwig (Appalachian State University)

In this meeting of the *Journal of Organizational Behavior Management* (JOBM) editorial board, the recent performance of the journal will be reviewed, and attendees will provide input on issues pertaining to the journal. All members of the JOBM editorial board, members of the Organizational Behavior Management Network, and other interested parties are invited to attend.

#### **# 270 Business Meeting**

9:00 pm–9:50 pm

Capitol Hill (Sheraton)

#### **Speech Pathology and Applied Behavior Analysis Special Interest Group**

Chair: Tracie L. Lindblad (Four Points Intervention Strategies, Inc.)

Our Speech Pathology and Applied Behavior Analysis Special Interest Group (SPABA SIG) 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 recipient will also present on the award winning submission. As well, SPABA will present a dissemination award to an ABAI student member for 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 and bring guests.

# 271 Panel Discussion

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9:00 pm–9:50 pm  
Revanna C (Sheraton)  
TBA; Service Delivery

**Celebrating Fred S. Keller's 113th Birthday: A Legend and Good Friend**

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

ALLISON Y. LORD (Asian American Anti-Smoking Foundation)  
C. J. CONRAD (Asian American Anti-Smoking Foundation)  
MARIA TERESA ARAUJO SILVA (Universidade de São Paulo)

# 272 Business Meeting

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9:00 pm–11:00 pm  
Metropolitan Ballroom B (Sheraton)

**The Ogden R. Lindsley Standard Celeration Chart Share**

Chair: Malcolm D. Neely (Standard Celeration Society)

The Ogden R. Lindsley Standard Celeration Chart Share provides an opportunity for all to see, hear, and share data across the behavior spectrum using paper, transparency, and digital daily, weekly, monthly, and yearly Standard Celeration Charts presented rapidly in spirited friendship.

# 273 Reunion

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9:00 pm–11:00 pm  
Everett (Sheraton)

**St. Cloud State University Reunion**

Chair: Gerald C. Mertens (St. Cloud State University)

This will be a fun time for alumni, students, faculty, and friends of St. Cloud State University.

# 274 Reunion

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9:00 pm–11:00 pm  
Redwood A (Sheraton)

**Friends of Brazil 2**

Chair: A. Celso Goyos (Universidade Federal de São Carlos)

The São Paulo School for Advanced Science: Autism has begun an important relationship with international behavior analysis colleagues and students. Participants in the 2012 event held in São Carlos in January and other interested individuals are invited to remember, discuss their experiences, update their ongoing collaborations, and design future joint collaborations in the areas of research projects and service delivery consulting.

# 275 Reunion

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9:00 pm–11:00 pm  
Redwood B (Sheraton)

**University of Florida Reunion**

Chair: Kathryn Guenivere Horton (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.

# 276 Reunion

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9:00 pm–11:00 pm  
Juniper (Sheraton)

**Florida Institute of Technology Behavior Analysis Programs Reunion**

Chair: David A. Wilder (Florida Institute of Technology)

Faculty, current students, and alumni of the behavior analysis programs at the Florida Institute of Technology are invited to attend the reunion.

### **# 277 Reunion**

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9:00 pm–11:00 pm

Grand Ballroom C (Sheraton)

#### **Department of Behavior Analysis at the University of North Texas: A Celebration of More Than 20 Years of Distinguished Programmatic Contributions in Behavior Analysis**

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 as we mark the special occasion of our receipt of the 2012 SABA Award for Enduring Programmatic Contributions in Behavior Analysis. Please join us as we celebrate this very special achievement!

### **# 278 Reunion**

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9:00 pm–11:00 pm

Madrona (Sheraton)

#### **University of Kansas Reunion**

Chair: Edward K. Morris (University of Kansas)

The Kansas reunion is the occasion for the alumni of the Department of Human Development and Family Life (1964–2004) and Applied Behavioral Science (2004–present) to gather, become reacquainted, and meet current and past faculty members and students. We feature a slide show and cash bar.

### **# 279 Reunion**

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9:00 pm–11:00 pm

Ballard (Sheraton)

#### **Reception in Honor of Jerry Shook**

Chair: James E. Carr (Behavior Analyst Certification Board)

Please join us for a celebration of Dr. Jerry Shook's accomplishments in the development of the behavior analysis profession by his founding of the Behavior Analyst Certification Board.

### **# 280 Reunion**

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9:00 pm–11:00 pm

Cedar A (Sheraton)

#### **University of Washington Reunion**

Chair: Ilene Schwartz (University of Washington)

Come celebrate and catch up with your colleagues from the University of Washington.

### **# 281 Reunion**

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9:00 pm–11:00 pm

Willow B (Sheraton)

#### **Behavior Analysis Program at the University of Nevada, Reno Reunion**

Chair: Ramona Houmanfar (University of Nevada, Reno)

This year marks the 22nd anniversary of the Behavior Analysis Program at the University of Nevada, Reno. We look forward to celebrating the following accomplishments with our colleagues and students at the ABAI 2012 annual convention: (1) we received the Award for Enduring Programmatic Contributions in Behavior Analysis by the Society for the Advancement of Behavior Analysis in May 2010; (2) the program has conferred more than 40 Ph.D. degrees; (3) the on-campus master's program has conferred more than 80 master's degrees; and (4) the satellite master's program has conferred more than 100 off-campus master's degrees in multiple locations in the United States and internationally.

# 282 Reunion

9:00 pm–11:00 pm  
Aspen (Sheraton)

**Beacon ABA Services**

Chair: Steven Woolf (BEACON Services)

Beacon ABA Services welcomes current/past staff, friends, and MassABA members to join us for our annual celebration.

# 283 Reunion

9:00 pm–11:00 pm  
Grand Ballroom D (Sheraton)

**The Chicago School of Professional Psychology, B. F. Skinner Foundation, and Cambridge Center for Behavioral Studies Reunion**

Chair: Diana J. Walker (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 for Behavioral Studies, and the applied behavior analysis departments of The Chicago School of Professional Psychology (Chicago and Los Angeles campuses) to get together, get updates on activities, and make plans for the future. This event is a great time to meet a diverse group of behavior analysts and friends of behavior analysis, from students to seasoned faculty to well-known researchers in the field. All ABAI attendees are invited to network, discuss common interests, and have an all-around good time!

# 284 Reunion

9:00 pm–11:00 pm  
Cedar B (Sheraton)

**University of North Carolina Wilmington Reunion**

Chair: Christine E. Hughes (University of North Carolina Wilmington)

This reunion will provide an opportunity for University of North Carolina Wilmington alumni, faculty, students, family, and friends to gather together during this year's convention.

# 285 Reunion

9:00 pm–11:00 pm  
Grand Ballroom B (Sheraton)

**Western Michigan University Reunion**

Chair: R. Wayne Fuqua (Western Michigan University)

This is a social event. It is a reunion for alumni, students, faculty, and friends of Western Michigan University.

# 286 Reunion

9:00 pm–11:00 pm  
Grand Ballroom A (Sheraton)

**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.

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**# 287 Reunion**

9:00 pm–11:00 pm  
Willow A (Sheraton)

**Columbia University and CABAS Reunion**

Chair: R. Douglas Greer (Teachers College, Columbia University)

This event is 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's professionals and friends from around the world.

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**# 288 Business Meeting**

9:30 pm–10:30 pm  
Metropolitan Ballroom A (Sheraton)

**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. Additionally, network officers will present data summarizing the status and development of the organization.

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**# 289 Reunion**

10:00 pm–11:00 pm  
Capitol Hill (Sheraton)

**Speech Pathology and Applied Behavior Analysis Special Interest Group Social**

Chair: Tracie L. Lindblad (Four Points Intervention Strategies, Inc.)

The Speech Pathology and Applied Behavior Analysis Special Interest Group (SPABA SIG) welcomes its members and other ABAI convention attendees for an hour of informal social interaction. This is an opportunity for speech pathologists, behavior analysts, students, and others in these fields 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 SIG business meeting. All current, previous, and future SPABA SIG members welcome. Bring a friend!

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# Monday, May 28

Day Schedule

ABAI Business Meeting

Sessions

Presidential Address

Business Meetings

Reunions

ABAI Social



## Washington State Convention Center; Monday, May 28

[illegible]

Washington State Convention Center; Monday, May 28

4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am		Room	Level 6
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
#404 cont. Ch. Alavosius	†																	6A	
		#411 Presidential Address																6BC	
																		6E	
																		601	
#396 cont. Ch. Bone				#415 Behavior & Social Issues														602	
				#412 BACB International Day														603	
				#414 Multicultural Alliance of BAs														604	
#408 cont. Ch. Morris				#419 Direct Instruction SIG														605	
#400 cont. Ch. Farmer-Dougan																		606	
																		607	
#399 cont. Ch. Snyder																		608	
																		609	
#407 cont. Ch. Toney	†																	610	
#403 cont. Ch. Ward																		611	
																		612	
				#417 Teaching BA SIG														613/614	
																		615	
#402 cont. Ch. Johnson	†																	616/617	Level 4
#401 EDC Ch. Kourba																		618/619	
#389 AAB Ch. Coulter																		620	
Exhibits, Bookstore, and Posters						Poster Session V												4AB	
Registration																		South Lobby	
				#418 Clinical SIG														4C-1	
																		4C-2	
#395 cont. Ch. Jacobelli				#420 Developmental SIG														4C-3	
#394 cont. Ch. Yi				#413 Edu. & Trnmt. of Children														4C-4	
				#416 STEP SIG														401	Level 3
																		302	
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																		205	
																		206	
																		211	
																		212	
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																		214	Level 2
																		2A	
																		2B	

LEGEND

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Special and  
Invited Events

=

B. F. Skinner  
Lecture Series

=

ABAI Services

=

Student  
Committee  
Events

†

=

Continuing  
education credit  
available for  
behavior analysts

‡

=

Continuing  
education credit  
available for  
psychologists

Ch.

=

Chairperson

Sheraton Seattle; Monday, May 28

	Room	4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Third Floor	Everett																		
	Capitol Hill																		
	Ballard																		
	Metropolitan Ballroom A																		
	Metropolitan Ballroom B																		
	Ravenna C																		
	Ravenna B																		
	Ravenna A																		
	Medina																		
	Leschi																		
	Kirkland																		
	Issaquah A																		
	Issaquah B																		
	Greenwood																		
	Freemont																		
Second Floor	Aspen																		
	Cedar A																		
	Cedar B																		
	Juniper																		
	Madrona																		
	Spruce																		
	Redwood A																		
	Redwood B																		
	Grand Ballroom A																		
	Grand Ballroom B																		
	Grand Ballroom C																		
	Grand Ballroom D																		
First Floor	Willow A																		
	Willow B																		
	Diamond A																		
	Diamond B																		
	Chelan																		
	Eagle																		

**LEGEND**

= Special and Invited Events

†

= Continuing education credit available for behavior analysts

‡

= Continuing education credit available for psychologists

Ch.

= Chairperson

#435 ABAI Social

## The Conference Center; Monday, May 28

	Room	8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		3 pm		4 pm	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Level 3	301			#299 AUT Ch: Durand		#324 AUT Ch: Shapiro								#368 AUT Ch: Scott		#390 AUT Ch: Persson			
	302			#296 AUT Ch: Karsten		#323 AUT Ch: Nissen								#365 AUT Ch: Mruzek		#391 AUT Ch: Asmus			
	303/304													#362 PRA Dorsey	#387 VRB Saunders	#409 DDA Miltenberger			
	305			#297 AUT Ch: Charlop		#326 AUT								#366 AUT Ch: Hirst		#393 AUT Ch: Persicke			
Level 2	202			#311 PRA Ch: Richman		#337 PRA Ch: Fritz								#383 PRA Ch: Tosclair-Lasserre		#406 PRA Ch: Streff			
	204			#310 PRA Ch: Allen		#336 PRA Ch: Nosik								#382 PRA Ch: Woods		#405 PRA Ch: Crosland			
Level 1	101			#316 VRB Ch: Valentino		#342 VRB Ch: Koelker								#385 VRB Ch: Ming			#410 VRB Ch: Dlouhy		
Lower Level	LL02			#298 AUT Ch: Long		#325 AUT Ch: Yoo								#367 AUT Ch: Sainato		#392 AUT Ch: Beaulieu			
	LL03			#315 VRB Ch: Rehfeldt		#341 VRB Ch: Paden													
	LL04			#304 DDA Ch: Klatt		#322 DDA Ch: Spooner								#373 DDA Ch: Kahng		#397 DDA Ch: Tiger			
	LL05			#303 DDA Ch: Davis		#330 DDA Ch: Roane								#374 DDA Ch: Rodriguez		#398 DDA Ch: Walker			





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## # 290 Special Event

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8:00 am–8:50 am

401 (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)

LINDA J. HAYES (Education Board Coordinator)

PHILIP N. HINELINE (Membership Board Coordinator)

RAMONA HOUMANFAR (Annual Convention Program Committee Senior Co-Chair)

MARIA E. MALOTT (Chief Executive Officer/Secretary Treasurer)

M. CHRISTOPHER NEWLAND (Science Board Coordinator)

**Abstract:** This is the annual ABAI Business Meeting where the leadership of the Association will provide an update of ongoing activities and major developments in the Association. Attendees will learn from ABAI's president the directions of the ABAI Council and from ABAI's CEO the status of finances and administration. Attendees will also hear from all of the board coordinators including science, education, practice, program, membership, affiliated chapters, and publications.

## # 291 Paper Session

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9:00 am–9:20 am

618/619 (Convention Center)

EDC

### **Dispelling Myths about Behavior Analysis in Education**

Chair: George H. Buck (University of Alberta)

#### **Myths and Marginalization: Misconceptions Hindering the Application of Behavior Analysis to Education (Theory)**

GEORGE H. BUCK and Judy Cameron (University of Alberta)

## # 292 Panel Discussion

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## Student Committee Event

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9:00 am–9:50 am

611 (Convention Center)

EDC; Theory

### **Professional Development Series: On Being a Post-Doc**

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

MARANDA TRAHAN (Johns Hopkins University)

JOSLYN CYNKUS MINTZ (Munroe-Meyer Institute, University of Nebraska Medical Center)

DAVID P. JARMOLOWICZ (Virginia Tech Carilion Research Institute)

## # 293 Invited Tutorial

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9:00 am–9:50 am

6A (Convention Center)

OBM; Service Delivery

PSY CE Offered. CE Instructor: Judy L. Agnew, Ph.D.

### **Taking the Luck out of Safety: A Behavioral Approach to Safety Leadership**

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

JUDY L. AGNEW (Aubrey Daniels International)



Dr. Judy Agnew is senior vice president of safety solutions at Aubrey Daniels International. With 20 years of consulting experience and a Ph.D. in applied behavior analysis, Judy partners with clients to create behavior-based interventions that lead to optimal and sustainable organizational change. Judy has worked in a variety of industries including oil and gas, industrial chemical, mining, forest products, utilities, food and nonfood manufacturing, distribution, insurance, banking, and retail. In addition to her consulting, project management and instructional design work, Judy is recognized as a thought leader in the field of behavioral safety. She has presented at major safety conferences including the National Safety Council and Behavioral Safety

Now as well as other key corporate conferences. Judy is the author of *Removing Obstacles to Safety* (with Gail Snyder) and *Safe by Accident? Take the Luck Out of Safety: Leadership Practices That Build a Sustainable Safety Culture* (with Aubrey Daniels). She is the recipient of the 2011 Organizational Behavior Management Network Outstanding Contribution Award.

**Abstract:** On the surface, many industrial organizations have what look like good safety records, logging months—often years—without accidents. However, in many cases those accident-free streaks are based, at least to some extent, on luck. In most cases unsafe behaviors still exist at all levels of many organizations, therefore creating exposure. Until organizations adopt behavioral strategies to ensure the consistency of safe practices, they will continue to gamble with safety. This tutorial will review the critical role of leader behavior in safety improvement. The role of leaders has historically been poorly defined and is most typically described in vague terms such as “making safety a priority,” or “creating a safety culture.” In addition, few contingencies exist for leaders to engage in the high-impact behaviors that will lead to improvement. This tutorial will provide a behavior analysis of six common safety leadership practices that are ineffective. Examples of more effective leader behaviors will be presented along with a discussion of creating contingencies to support those behaviors.

## # 294 Invited Presenter

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9:00 am–9:50 am

6BC (Convention Center)

OTH; Basic Research

### **A Pigeon Model of Human Gambling Behavior**

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

THOMAS ZENTALL (University of Kentucky)



Thomas R. Zentall is DiSilvestro professor of arts and sciences in psychology. He was a Fulbright visiting professor at the Université de Lille, France, and was a visiting professor at the Universidad de Sevilla, Spain, and Keio University, Tokyo, Japan. Dr. Zentall received his Ph.D. from the University of California at Berkeley. He is currently associate editor of the *Journal of the Experimental Analysis of Behavior* and has served on the executive committee of Division 25 (the analysis of behavior) of the American Psychological Association. He has also served as president of Midwestern Psychological Association, president of Divisions 3 (experimental psychology) and 6 (behavioral neuroscience and comparative psychology) of the American Psychological Association, chair of

the governing board of the Psychonomic Society, and president of the Comparative Cognition Society. He has served on the board of directors of the Eastern Psychological Association (EPA), and in 2010, he gave the Fred Keller Distinguished Lecture at EPA. Dr. Zentall has published research in concept learning, social learning, timing, memory, and choice behavior in humans, pigeons, and dogs. Much of his recent research has focused on paradoxical human behavior such as cognitive dissonance and suboptimal gambling and their explanation in simpler behavioral terms.

**Abstract:** When humans engage in organized gambling, they are generally choosing suboptimally. That is, losses are almost always greater than gains. We have developed a model of suboptimal gambling in which animals prefer an occasional signalled high payoff (10 pellets 20% of the time; 2 pellets on average) rather than a reliable alternative with a signal for a lower payoff (3 pellets 100% of the time). This effect appears to result from the strong conditioned reinforcement associated with the stimulus that is followed by a high payoff. Surprisingly, although it is experienced four times as much, the stimulus that is never followed by reinforcement does not appear to result in significant conditioned inhibition. Similarly, human gamblers tend to overvalue wins and undervalue losses. We have also found that pigeons gamble less when food is less restricted (rich people gamble less than poor people) and they also gamble less when they have been exposed to an enriched environment rather than being kept in an individual cage (for humans, gambling is said to be a form of entertainment). This animal model may provide a useful analog to human gambling behavior, one that is free from the influence of human culture, language, social reinforcement, and other experiential biases.

#### # 295 Invited Presenter

9:00 am–9:50 am

6E (Convention Center)

TBA; Applied Research

BACB CE Offered. CE Instructor: Nicole Luke, Ph.D.

#### **Behaviour Analysis in Educational Settings: Consulting With the Whole School Instead of Just the Child**

Chair: Grant Gautreaux (Nicholls State University)

NICOLE LUKE (Surrey Place Centre)



Nicole Luke completed a doctoral degree in applied behaviour analysis at Columbia University where she studied teaching as a strategic science. She holds an assistant research scientist rank with CABAS® and is a board certified behaviour analyst as well as a state certified teacher in special education. Dr. Luke has worked as a classroom teacher, a program supervisor, a clinical director, and a consultant. She has worked in a variety of educational settings, both public and private, in the United States, Canada, and Europe. She has lectured at several universities in the United States and Canada. Dr. Luke has published articles in peer-reviewed journals and has presented frequently at professional conferences in the past ten years on the topics of verbal behaviour, early verbal capabilities, verbal

developmental theory, teacher training, teaching as a strategic science, and the CABAS® model of schooling. Currently, Dr. Luke is a clinical supervisor at Surrey Place Centre in Toronto, Ontario, Canada, in the Toronto Partnership for Autism Services (TPAS) division. The publicly funded TPAS program provides intensive behavioural intervention for more than 300 students in the Toronto area.

**Abstract:** When behaviour analysts are called to school settings as consultants they are often asked to “put out fires.” They often arrive late on the scene, after the school has exhausted all other resources. Very often, the behaviour analyst’s role is seen by the school as one that is briefly involved and only specifically focused on a behaviour problem of a specific, individual child. The behavior analyst may need to navigate multiple and sometimes conflicting priorities by different stakeholders. It’s unheard of for a behaviour analyst to be requested by the specific child for whom s/he may be intended. This can create additional challenges for the school and the behaviour analyst, forcing reactive patterns, rather than allowing for proactive planning and solutions. This presentation will approach the application of behaviour analytic practice to the school setting as a system, identifying some of the tactics that have been used, and sharing some of the lessons that have been learned.

## # 296 Symposium

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9:00 am–10:20 am

302 (TCC)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Amanda Karsten, Ph.D.

### **Assessment and Treatment of Adults Diagnosed With Autism Spectrum Disorder or Related Behaviors**

Chair: Amanda Karsten (Western New England University)

Discussant: Linda A. LeBlanc (Auburn University)

#### **Meeting the Social Needs of Young Adults With High Functioning Autism: A Review of the Literature**

APRIL N. KISAMORE and Amanda Karsten (Western New England University)

#### **Teaching Adults With High-Functioning Autism Spectrum Disorders to Serve as Applied Behavior Analysis Therapists for Young Children With Autism**

RACHEL HOFFMAN Dorothea C. Lerman, Lynn Hawkins, Mia Caccavale, and Melania Ruth Brown (University of Houston-Clear Lake)

#### **Improving Conversational Skills of a College Student Diagnosed With a Learning Disability**

LAUREN BEAULIEU (University of Massachusetts, Lowell) and Gregory P. Hanley and Joana L. Santiago (Western New England University)

## # 297 Symposium

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9:00 am–10:20 am

305 (TCC)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Denise Grosberg, MA

### **Enhancing Social Skills Development in Children With Autism**

Chair: Marjorie H. Charlop (Claremont McKenna College)

Discussant: Deborah Berry Malmberg (California State University, Northridge)

#### **Teaching Persistence in Social Initiations to Children With Autism: A Portable Video Modeling Intervention**

DENISE GROSBERG and Marjorie H. Charlop (Claremont McKenna College)

#### **Using Video Modeling to Decrease the Obsessive Behavior and Increase the Appropriate Play of Children With Autism**

Sienna Whitham (University of California, Los Angeles) and Marjorie H. Charlop and MATTHEW DUBIN (Claremont Graduate University)

#### **Examining the Efficacy of a Social Skills Group Intervention**

Abbey Hye (University of California, San Diego) and Marjorie H. Charlop and BRENDA MIRANDA (Claremont Graduate University)

## # 298 Symposium

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9:00 am–10:20 am

LL02 (TCC)

AUT/OBM; Service Delivery

BACB CE Offered. CE Instructor: Ethan S. Long, Ph.D.

### **Evaluation of Three Comprehensive Training Models for Staff Working With Students With Autism and Developmental Disabilities**

Chair: Ethan S. Long (Virginia Institute of Autism)

Discussant: Coby J. Lund (Integrated Behavioral Solutions, Inc.)

#### **Utilizing a Multimodal Competency Based Training Package at the Virginia Institute of Autism to Increase Effective Implementation of Evidence-Based Teaching and Clinical Practices**

CRESSE MORRELL, Aurore M. Hutter, and Ethan S. Long (Virginia Institute of Autism)

**The Classroom Achievement Project: An Experimental Analysis of a Comprehensive Staff Training Package**

MICHELLE A. HICKMAN, Vicki Madaus Knapp, Jennifer Toomey, Stephen R. Anderson, Amy Jablonski, and Kathleen B. Honer (Summit Educational Resources)

**Maintaining Effective Teaching Behavior of Direct Service Staff**

KRISTI L. MILLER (Therapeutic Pathways)

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**# 299 Paper Session**

9:00 am–10:20 am

301 (TCC)

AUT

**Concepts and Models in the Treatment of Autism Spectrum Disorder**

Chair: Mark Durand (University of South Florida, St. Petersburg)

**The Concession Process: Understanding Challenging Behavior in Autism Spectrum Disorders**

(Applied Research)

MARK DURAND (University of South Florida, St. Petersburg)

**Applied Behavior Analysis and Floortime: Divergent Approaches With Common Characteristics?**

(Theory)

Rachel S. Findel-Pyles (The Chicago School, Los Angeles), ASHLEY E. BENNETT GOLOMB (Intercare Therapy Inc.), and Amos Anderson (The Chicago School of Professional Psychology)

**Early Intensive Behavior Intervention: Results for the 2010 Florida Atlantic University Survey of Parents With Home Programs** (Service Delivery)

JACK SCOTT and Linda Peirce (Florida Atlantic University) and Toby J. Honsberger (The Renaissance Learning Center)

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**# 300 Symposium**

9:00 am–10:20 am

4C-4 (Convention Center)

CBM; Applied Research

**Does It Matter How We Measure Values? Evaluating and Modifying the Personal Values Questionnaire and Modified Valued Living Questionnaire**

Chair: Melissa L. Connally (University of North Texas)

Discussant: Emily Kennison Sandoz (University of Louisiana at Lafayette)

**Measuring Values in Veteran Population: The Modified Valued Living Questionnaire**

AMANDA C. ADCOCK (Togus VA Medical Center), Kevin L. Polk and Jerold Hambricht (Veterans Affairs Hospital), and Chad E. Drake (University of South Carolina Aiken)

**The Assessment of Valuing Among Undergraduates: Importance, Time, Difficulty, and Anxiety**

CHAD E. DRAKE (University of South Carolina, Aiken) and Amber Keusch (Aiken Regional Medical Centers)

**Valuing in College Students: A Closer Look at the Personal Values Questionnaire**

NIKKI CHRISTINE HERNANDEZ, Jonathan Schmalz, and Amy Murrell (University of North Texas)

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**# 301 Symposium**

9:00 am–10:20 am

4C-3 (Convention Center)

CBM/DDA; Applied Research

BACB CE Offered. CE Instructor: Laura J. Seiverling, Ph.D.

**Current Advances in the Treatment of Pediatric Feeding Problems**

Chair: Keith E. Williams (Penn State Hershey Medical Center)

**A Comparison of Plate A/Plate B, Taste Exposure Sessions, and Escape Extinction in Treating Food Refusal and Food Selectivity in Two Children With Autism**

CHRISTOPHER J. PERRIN, Amanda E. Guld, and Timothy Nipe (Melmark, Inc.); John J. Schadler (Florida Institute of Technology); and Kate Langston, Amy Fredrick, and David Dragone (Melmark, Inc.)

**Comparison of Sequential Presentation of Preferred Foods With and Without Modeling on Child Food Acceptance of Nonpreferred Foods**

LAURA J. SEIVERLING (Penn State University), Whitney Harclerode (Pennsylvania Counseling), and Keith E. Williams and Katherine Riegel (Penn State Hershey Medical Center)

**Using Stimulus Fading in the Form of Bolus Size Manipulation to Increase Acceptance of Nonpreferred Foods**

KATHARINE GUTSHALL, Robert N. Davidson, and Taira Lanagan (Center for Autism and Related Disorders)

**A Method for Increasing Caloric Intake in Children With Feeding Disorders**

SUZANNE M. MILNES (Munroe-Meyer Institute, University of Nebraska Medical Center), Jason R. Zeleny (Munroe-Meyer Institute, University of Nebraska Medical Center), Rebecca A. Groff (Munroe-Meyer Institute, University of Nebraska Medical Center), Molly Klum (Alegent Health), Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)

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**# 302 Symposium**

9:00 am–10:20 am

602 (Convention Center)

CSE/EDC; Applied Research

**Teaching Environmentally Responsible Behaviors in Educational Settings**

Chair: Emily Michelle Leeming (University of Nevada, Reno)

Discussant: Susan M. Schneider (University of the Pacific)

**Evaluating Strategies to Improve Energy Conservation in a University Setting**

ELENI CANISZ, Richard G. Smith, and Chinedu P. Eni (University of North Texas)

**Three More Green Projects From Fresno State**

CRISS WILHITE, Angelica A. Aguirre, Laura Nomicos, Michelle Britten, Kevin Loewen, and Heather Faith Waldron (California State University, Fresno)

**Teaching Preschool Children Recycling Behaviors: An Evaluation of Behavioral Components Within Public Service Announcements**

CHELSEA WILHITE and W. Larry Williams (University of Nevada, Reno)

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**# 303 Symposium**

9:00 am–10:20 am

LL05 (TCC)

DDA; Applied Research

BACB CE Offered. CE Instructor: Tonya Nichole Davis, Ph.D.

**Treatment of Stereotypical and Challenging Behaviors Associated With Developmental Disabilities**

Chair: Tonya Nichole Davis (Baylor University)

Discussant: Wendy A. Machalicek (University of Oregon)

**Treatment of Behavioral Inflexibility in Children With Autism**

LESLIE NEELY and Mandy J. Rispoli (Texas A&M University)

**Treatment of Self-Injurious Behaviors Utilizing Replacement Behaviors**

LAURA COVIELLO, Tonya Nichole Davis, Sharon Dacus, and Erica Strickland (Baylor University)

**Latency Functional Analysis of Elopement**

MARY WALTER and Tonya Nichole Davis (Baylor University); Shannon Durand (University of North Texas); Erica Strickland (Baylor University); Kara Blenden (University of Texas at Austin); and Sharon Dacus, Alyssa C. Hannig, and Megan Hauptert (Baylor University)

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**# 304 Symposium**

9:00 am–10:20 am

LL04 (TCC)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Joseph M. Vedora, Ed.D.

**Interventions for Teaching Receptive Language Skills to Children With Developmental Disabilities**

Chair: Kevin P. Klatt (University of Wisconsin, Eau Claire)

Discussant: Robert K. Ross (BEACON Services)

**Investigating the Use of a Blocked Trial Procedure to Teach Discriminations to Young Children With Autism**

KEVIN P. KLATT, Nicholas Kyle Reetz, Ashley Niebauer, Brittany Degner, Valerie Lynn Van Tussi, and Trevor Goldsmith (University of Wisconsin, Eau Claire) and Paula Petit and Karen Renee Norman (ABIS, LLC)

**A Comparison of Methods for Teaching Receptive Labeling to 2-Year-Olds With Autism**

JOSEPH M. VEDORA (BEACON Services), Laura L. Grow (University of British Columbia), and Katrina Grandelski (BEACON Services)

**A Comparison of Two Procedures for Teaching Receptive Labeling Skills to a Child With Autism Spectrum Disorders**

LAURA L. GROW (University of British Columbia), Tiffany Kodak (University of Oregon), and James E. Carr (Behavior Analyst Certification Board)

**# 305 Symposium**

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9:00 am–10:20 am

607 (Convention Center)

EAB; Basic Research

**Analysis of Timing and Temporal Control in Multiple Experimental Paradigms**

Chair: Nathan Rice (West Virginia University)

Discussant: Federico Sanabria (Arizona State University)

**Pigeon Responding on Fixed-Interval and Response-Initiated Fixed-Interval Schedules**

ADAM E. FOX and Elizabeth Kyonka (West Virginia University)

**Acquisition of Temporal Control to Signaled and Unsignaled Interval Changes**

NATHAN RICE and Elizabeth Kyonka (West Virginia University)

**Analysis of Interval Timing in Two Discounting Procedures**

ANDREW MARSHALL and Kimberly Kirkpatrick (Kansas State University)

**# 306 Symposium**

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9:00 am–10:20 am

609 (Convention Center)

EAB/AUT; Basic Research

**The Expansion of Equivalence Classes**

Chair: Lyndsey Nunes (Simmons College)

Discussant: Russell W. Maguire (Simmons College)

**The Expansion of Equivalence Classes via Simple Discrimination Training With Complex Stimuli**

LYNDESEY NUNES and Russell W. Maguire (Simmons College)

**The Formation of Equivalence Class Following Matching-to-Complex Samples**

FRANCESCA C. PERSSON and Russell W. Maguire (Simmons College)

**The Formation of Antonym and Synonym Equivalences**

CHERYL GOFF and Russell W. Maguire (Simmons College)

**# 307 Symposium**

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9:00 am–10:20 am

606 (Convention Center)

EAB; Basic Research

**Conditional Discriminations: Different Stimuli and Differential Payoffs, but Different Processes?**

Chair: Christopher A. Podlesnik (University of Auckland)

Discussant: John A. Nevin (University of New Hampshire)

**Delays as Conditional Cues in Remembering**

GEOFF WHITE (University of Otago)

**Reinforcer Magnitude and Resistance to Disruption of Forgetting Functions**

MEREDITH S. BERRY and Amy Odum (Utah State University)

**Selective Control Over Choice by Prior Stimuli Versus Prior Contingencies**

MICHAEL C. DAVISON, Christopher A. Podlesnik, and Douglas Elliffe (University of Auckland)

### # 308 Symposium

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9:00 am–10:20 am

608 (Convention Center)

EAB/AUT; Basic Research

BACB CE Offered. CE Instructor: Amy Kenzer, Ph.D.

#### **Advances in Basic Experimental Research With Children With Autism: Implications for Applied Practice**

Chair: Amy Kenzer (Center for Autism and Related Disorders, Inc.)

Discussant: Patrick M. Ghezzi (University of Nevada, Reno)

##### **Establishing Conditioned Reinforcers in Children With Autism**

MICHELE R. BISHOP and Amy Kenzer (Center for Autism and Related Disorders, Inc.)

##### **Habituation and Dishabituation in Operant Responding With Children**

AMY KENZER and Michele R. Bishop (Center for Autism and Related Disorders, Inc.)

##### **The Effects of Video Modeling on Self-Control and Impulsivity in Children With Autism**

HEATHER GIORDANO and Jonathan J. Tarbox (The Chicago School, Los Angeles)

### # 309 Symposium

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9:00 am–10:20 am

616/617 (Convention Center)

EDC/OBM; Service Delivery

BACB CE Offered. CE Instructor: Pamela G. Osnes, Ph.D.

#### **The Intersection of Classroom Technologies and Effective Instruction in Global Markets: A Role for Behavior Analysts**

Chair: Karen L. Mahon (DYMO Mimio Interactive Teaching Technologies)

Discussant: Ray Myers (United States Department of Education)

##### **Global Access to and Implementation of Effective Digitized Content, a Needs Analysis**

KAREN L. MAHON (DYMO Mimio Interactive Teaching Technologies)

##### **Approaching Instructional Design and Localization for Digitized Content for Global Markets**

MARTA LEON (DYMO Mimio Interactive Teaching Technologies)

##### **Implementing Interactive Classroom Technology Solutions: Multinational Integration of Hardware Tools and Effective Instruction**

BORIS BERENFELD (International Laboratory of Advanced Education Technologies)

### # 310 Symposium

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9:00 am–10:20 am

204 (TCC)

PRA/TPC; Applied Research

BACB CE Offered. CE Instructor: Jeff Kupfer, Ph.D.

#### **Welcome Back, MY LOVELY! Cumulative Graphs in the Analysis of Behavior**

Chair: Ronald F. Allen (Simmons College)

Discussant: Kennon A. Lattal (West Virginia University)

##### **Using Cumulative Graphs to Evaluate the Effects of Medication Adjustments Combined With Extinction Procedures to Decrease Aggression**

JEFF KUPFER (Jeff Kupfer, Professional Association) and Dixie Eastridge, Randall Buzan, and Jill Castro (Learning Services Neurobehavioral Institute)

##### **Differential Reinforcement of Alternative Behavior From Caregiver Attention in the Social Networking Website Facebook**

ZACH MAPLE and Leigh Schrimpf (Imagine! Behavioral Health Services)

##### **Competing Reinforcement Contingencies and the Myth of Replacement Behaviors**

TERESA CAMILLE KOLU, Amanda Ryan, Zach Maple, and Jennifer McLaughlin (Imagine! Behavioral Health Services)



### # 311 Symposium

9:00 am–10:20 am

202 (TCC)

PRA; Applied Research

BACB CE Offered. CE Instructor: David M. Richman, Ph.D.

#### **Extensions of Analogue Functional Analysis Methodology: Novel Topographies and Longitudinal Measurement**

Chair: David M. Richman (Texas Tech University)

Discussant: Jennifer R. Zarcone (Kennedy Krieger Institute)

##### **Functional Analysis and Treatment for Rule Breaking Behaviors**

ELIZABETH SPEARES and Ken Peers (Hillside Children's Center), Megan Norris (Nationwide Children's Hospital), Holly Brown (University of Rochester School of Nursing), and Deborah A. Napolitano (University of Rochester School of Medicine)

##### **A Functional Analysis of Crying**

Lynn G. Bowman and SAMANTHA L. HARDESTY (Kennedy Krieger Institute) and Amber Mendres Smith (University of Maryland, Baltimore County)

##### **Longitudinal Analogue Functional Analysis Outcomes of 17 Young Children With Developmental Delays in Lima, Peru**

LAYLA ABBY (Texas Tech University); Stephen R. Schroeder (University of Kansas); David M. Richman (Texas Tech University); Rosa Oyama-Ganiko and Liliana Mayo (Centro Ann Sullivan del Peru); and Judith M. LeBlanc, Andrea B. Courtemanche, and Janet Marquis (University of Kansas)

### # 312 Symposium

9:00 am–10:20 am

612 (Convention Center)

TBA/EDC; Applied Research

#### **Recent Innovations in Teaching ABA Online**

Chair: Michelle Turan (University of Windsor)

Discussant: Thomas L. Zane (Institute for Behavioral Studies)

##### **Overview of the Center for Applied Behavior Analysis Laboratory**

BENJAMIN C. MAURO (The Center for Applied Behavior Analysis at The Sage Colleges)

##### **Evidence for Analytical Pragmatism in an Online Translational Research Course**

BENJAMIN C. MAURO and Jennifer Lipton-O'Connor (The Center for Applied Behavior Analysis at The Sage Colleges)

##### **A Behavior Analysis of Effective Teaching Procedures in an Online Graduate Program**

DANA R. REINECKE (The Center for Applied Behavior Analysis at The Sage Colleges), Michelle Turan (University of Windsor), and Jennifer Lipton-O'Connor and Lori Finn (The Center for Applied Behavior Analysis at The Sage Colleges)

### # 313 Symposium

9:00 am–10:20 am

610 (Convention Center)

TPC/VRB; Theory

#### **Behaviorism and Reality: What is the Nature of the “Real World?”**

Chair: M. Jackson Marr (Georgia Institute of Technology)

Discussant: M. Jackson Marr (Georgia Institute of Technology)

##### **Realist Behaviorism**

JOSE E. BURGOS (Universidad de Guadalajara)

##### **Behavior Analysis, Radical Behaviorism, Pragmatism, and Reality**

SAM LEIGLAND (Gonzaga University)

##### **Pragmatic Skepticism About the Real World**

WILLIAM M. BAUM (University of California, Davis)

Monday, May 28

### # 314 Paper Session

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9:00 am–10:20 am

605 (Convention Center)

TPC

#### Aspects of Learning

Chair: Timothy C. Fuller (University of Nevada, Reno)

##### **The Learn Unit: A Revised Conceptualization** (Theory)

BRANDON HERSCOVITCH and Ronald F. Allen (Simmons College) and Amber Greenwood and Alaina C Valentine (ABA Consultation and Services)

##### **Learning Without Awareness: A Dissociation of Saying and Doing** (Theory)

FRANK HAMMONDS (Troy University)

##### **Respondent Contributions Revisited: The Role Stimulus Correlation Plays in Derived Stimulus Relations** (Theory)

TIMOTHY C. FULLER and Linda J. Parrott Hayes (University of Nevada, Reno)

##### **Value-Gradient Learning: Where Temporal Difference Learning and Operant Learning Meet** (Theory)

EDUARDO ALONSO (City University London)

### # 315 Symposium

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9:00 am–10:20 am

LL03 (TCC)

VRB/EDC; Applied Research

BACB CE Offered. CE Instructor: Ruth Anne Rehfeldt, Ph.D.

#### Teaching for Generative Responding

Chair: Ruth Anne Rehfeldt (Southern Illinois University)

##### **A Computer-Based Instructional Program to Teach Braille Reading to Sighted Individuals: A Large Scale Replication**

MINDY CHRISTINE SCHEITHAUER (Louisiana State University), Jeffrey H. Tiger (University of Wisconsin, Milwaukee), and Sarah J. Miller (Louisiana State University)

##### **The Effects of Instructor Feedback on the Emergence of Derived Categorical Relations**

TARA LOUGHREY and Alison M. Betz (Florida Institute of Technology), Katie Nicholson (The Scott Center for Autism Treatment), and Lina Majdalany (Florida Institute of Technology)

##### **An Evaluation of Multiple Exemplar Instruction to Establish Comparative Relations**

CLARISSA S. BARNES, Ruth Anne Rehfeldt, and James R. Mellor (Southern Illinois University)

##### **Using a Stimulus Equivalence Paradigm to Teach Numeracy in English, Ojibwe, and Dakota to Preschool-Aged Children**

KATIE HAEGELE and Jennifer J. McComas (University of Minnesota) and Mark R. Dixon (Southern Illinois University)

### # 316 Symposium

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9:00 am–10:20 am

101 (TCC)

VRB/PRA; Applied Research

BACB CE Offered. CE Instructor: Amber L. Valentino, Psy.D.

#### Strategies to Assess and Develop Verbal Behavior in Children With Autism

Chair: Amber L. Valentino (Marcus Autism Center)

Discussant: Matthew P. Normand (University of the Pacific)

##### **An Evaluation of the Picture-Word Problem in Sight Reading With Individuals With Autism Spectrum Disorders**

CARA L. PHILLIPS and Timothy R. Vollmer (University of Florida)

**Acquisition of Tact Behavior Through Embedding Visual Stimuli in Intraverbal Teaching**

CRYSTAL N. BOWEN, M. Alice Shillingsburg, and Caitlin H. Delfs (Marcus Autism Center)

**Differential Reinforcement With and Without the Cues Pause Point Procedure as Treatments for Echolalia**

AMBER L. VALENTINO, Daniel Conine, and M. Alice Shillingsburg (Marcus Autism Center)

**# 317 Symposium**

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9:30 am–10:50 am

620 (Convention Center)

AAB/PRA; Applied Research

BACB CE Offered. CE Instructor: Jennifer L. Sobie, Ph.D.

**Questioning Conditioned Reinforcement**

Chair: Jennifer L. Sobie (University of Illinois)

Discussant: Susan G. Friedman (Utah State University)

**The Many Facets of Secondary Reinforcers**

KATHY SDAO (Bright Spot Dog Training)

**Blazing Clickers**

SUSAN G. FRIEDMAN (Utah State University)

**Conditioned Reinforcer Technology in Applied Settings**

JENNIFER L. SOBIE (University of Illinois)

**# 318 Paper Session**

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10:00 am–10:20 am

4C-1 (Convention Center)

DEV

**Early Intervention With Children Under Three: Developmental and Statistical Results**

Chair: Maricel Cigales (Florida International University)

**Early Intervention With Children Under Three: Developmental and Statistical Results** (Applied Research)

KATHRYN LELAURIN (private practice)

**# 319 Invited Presenter**

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10:00 am–10:50 am

6BC (Convention Center)

BPH; Service Delivery

BACB CE Offered. CE Instructor: Jonathan W. Pinkston, Ph.D.

**Information and Behavioral Technology to Promote Drug Abstinence**

Chair: Jonathan W. Pinkston (University of North Texas)

JESSE DALLERY (University of Florida)



Jesse Dallery is an associate professor in the Department of Psychology at the University of Florida. He is a principal investigator with the Center for Technology and Health at the National Development and Research Institutes in New York City, and a licensed psychologist in the state of Florida. Dr. Dallery received his Ph.D. in clinical psychology at Emory University in 1999, and completed a postdoctoral fellowship at the Johns Hopkins University School of Medicine in Behavioral Pharmacology. Dr. Dallery's research involves translational research on nicotine and smoking in animal and human laboratories. His work also focuses on novel applications of internet-based behavioral interventions for cigarette smoking and other health-related behavior. In collaboration with

colleagues, he is also involved in extending these applications to high-risk groups such as adolescents, pregnant women, and rural smokers. His research has been supported by the National Institutes of Health. Dr. Dallery is a special topics associate editor (substance abuse) for the *Journal of Applied Behavior Analysis*, a former associate editor for *Behavioural Processes*, and he serves on the editorial boards of the *Journal of the Experimental Analysis of Behavior* and *Behavioural Processes*.

**Abstract:** Information technology permeates our everyday lives. Until recently, it has been relatively neglected as a medium to deliver contingencies of reinforcement to change behavior. In this talk, I will discuss a variety of methods to harness technology to change problem behavior such as cigarette smoking and medication nonadherence. I will discuss methods to deliver contingency management to promote smoking cessation at the national level and to high-risk groups, reduce the costs associated with treatment, and integrate social consequences to promote and potentially sustain behavior change. These innovations may address many of the limitations (access, cost, sustainability, dissemination potential) inherent in traditional contingency management delivery models. Information technology offers unprecedented and rapidly expanding opportunities to facilitate behavior change.

#### # 320 B. F. Skinner Lecture Series

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10:00 am–10:50 am

6E (Convention Center)

EDC; Applied Research

PSY/BACB CE Offered. CE Instructor: Cynthia M. Anderson, Ph.D.

#### **Conjoint Behavioral Consultation: Two Decades of Research on Family-School Partnerships and Problem-Solving**

Chair: Cynthia M. Anderson (University of Oregon)

SUSAN SHERIDAN (University of Nebraska-Lincoln)



Dr. Susan M. Sheridan is a George Holmes University Professor and Willa Cather emeritus professor of educational psychology at the University of Nebraska-Lincoln. She is the director of the Nebraska Center for Research on Children, Youth, Families and Schools and the National Center for Research on Rural Education. Her research revolves around the identification of effective interventions to support children's learning and development, most typically through partnerships among families and schools. Specific lines of inquiry include investigations of parent-teacher (conjoint) behavioral consultation, parent engagement and partnerships, social-emotional learning, early childhood intervention, and school readiness. Dr. Sheridan has written more than 100 books,

chapters, and journal articles on these and related topics. She is a fellow of Division 16 of APA and past president of the Society for the Study of School Psychology. Dr. Sheridan was bestowed the 1993 Lightner Witmer Award by APA's Division of School Psychology for early career accomplishments, the 1995 University of Wisconsin School of Education's Outstanding Young Alumnus award, and the 2005 Presidential Award from the National Association of School Psychologists.

**Abstract:** Methods to support students' competencies often target isolated contexts or activate individual treatment agents. Conjoint behavioral consultation (CBC; Sheridan, Kratochwill & Bergan, 1996; Sheridan & Kratochwill, 2008), on the other hand, is an indirect intervention focused on the attainment of students' goals through (a) collaborative and consistent implementation of evidence-based interventions across home and school settings, and (b) data-based problem solving with parents and teachers as partners. CBC is an indirect intervention wherein family members and school personnel work with a consultant to promote social-behavioral and academic competencies through coordinated problem solving, co-constructed intervention plans, shared responsibility for plan implementation, and progress monitoring of children's goals. Empirical investigations over the past two decades have documented CBC's efficacy for promoting behavioral, social-emotional, and academic competencies among children facing a range of developmental and learning challenges. This presentation will chronicle the research base that has established the efficacy of the CBC intervention, including studies using single-case experimental methods and randomized control trials. Outcomes at the child, parent, and teacher levels will be presented. New directions in the CBC trajectory will be discussed, including recent findings uncovering mechanisms responsible for its effects and conditions under which desired outcomes are maximized.

## # 321 Invited Symposium

10:00 am–11:20 am

6A (Convention Center)

OTH

PSY/BACB CE Offered. CE Instructor: Kevin J. Munson, Ph.D.

### **Branding Behavior Analysis Globally**

Chair: Kevin J. Munson (Sears Holdings Corporation)

Discussant: Kevin J. Munson (Sears Holdings Corporation)

### **Developing New Paradigms and Cultural “Brands”**

JULIE SMITH (Continuous Learning Group, Inc.)



As a co-founder of CLG (Continuous Learning Group, Inc.), a global consulting company, Dr. Julie Smith has helped Fortune 500 companies apply CLG's unique behavior-based Change Catalyst methodology to execute wildly challenging strategic initiatives. She also has developed innovative, personal change tools to help individuals enact change in their lives, to become truly change-resilient. As a lead seller and consultant, and as a coach to Fortune 100 executives, Julie knows the challenges of positioning behavior analysis with seasoned buyers every day. She has a deep understanding of the competitive challenges we face as a discipline, and a deep desire to ensure that we do not miss this unique window of opportunity to reposition ourselves as the most contemporary, pragmatic, and proven approach to behavior change available today.

**Abstract:** The last century has given birth to numerous influential paradigms which have evolved to the point where they have become cultural brands that are recognized globally (e.g., American Cuisine, Six Sigma). The development of these brands follows a typical pattern, from first being invented by “disruptive gurus” to being positioned effectively in the market by pioneers, to becoming embedded in educational institutions as the “way to do things,” to eventually becoming global and well-respected. This pattern of brand development will be applied to illustrate one powerful way to create a paradigm shift among the general public in how behavior analysis is viewed relative to other behavior change methodologies. A new, contemporary model for behavior analysis will be presented, based on the applications of key learnings from how other paradigm shifts occurred globally.

### **The “Social Networking Test” of a Behavior Analysis Model**

KEVIN J. MUNSON (Sears Holdings Corporation)



Dr. Kevin Munson is the chief learning officer at Sears Holdings Corporation (SHC). Prior to SHC, Kevin held numerous leadership roles—most recently director of leadership development for Blue Cross & Blue Shield of Michigan, and prior to that the director of learning and development for Pfizer Global Manufacturing. Kevin is also currently an adjunct faculty member for Western Michigan University. After receiving his BS in psychology and organizational communication from Western Michigan University, Kevin attained his MA and Ph.D. in psychology (behavior analysis) from West Virginia University.

**Abstract:** The results of a “social networking test” of the newer, more contemporary model for behavior analysis will be presented. Volunteer behavior analysts have agreed to test the model in the first quarter of 2012, across a variety of constituents and clients to see if the terms, positioning, and value proposition for a “contemporary” view of behavior analysis resonate. The premise is that nothing is wrong with our science; the trouble lies in how we talk about it and how we discuss the brand promises. The results of this test will be presented, and the audience will be asked to provide further input and data.

Monday, May 28

## Understanding the Path Forward

BILL O'CONNOR (Damen Jackson)



Bill has finally figured out something constructive to do with his curiosity. In the company of ethnographers, anthropologists, psychologists, social scientists, semioticians, marketers, pollsters, trend spotters and fortune tellers, he's looking for the values in the culture that influence choice and behavior. He's even more fascinated by how the values that define the culture get expressed by it—the things that Hollywood makes movies about, the notions that inspire magazines and blogs and press conferences and sermons, and what we eat and how we dress and where we shop and, of course, what we buy. “Successful brands and the culture are wound like the DNA helix,” he has been heard to say, predictably, and on cue. Bill's undergraduate degree is in

psychology from Loyola University. He's been back in the classroom for business and branding sessions at Northwestern University and Harvard Business School.

**Abstract:** A branding professional will help us understand the path forward. He will describe the components of a brand strategy plan to reposition behavior analysis in the value context of today's market. Such a plan will deliver a profile of the re-positioned, re-valued brand and will suggest communications plans for delivering the new brand message. He will help us understand what we would need to do to support such a collective effort, and what the benefits will be for all behavior analysts.

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### # 322 Symposium

10:30 am–11:50 am

LL04 (TCC)

DDA/EDC; Applied Research

#### **Innovations in Literacy and Science Instruction for Students With Severe Disabilities**

Chair: Fred Spooner (University of North Carolina, Charlotte)

Discussant: John J. McDonnell (University of Utah)

##### **Teaching Science to Elementary Students With Severe Disabilities**

FRED SPOONER and Bethany Smith (University of North Carolina, Charlotte), Bree Jimenez (University of North Carolina, Greensboro), and Diane Browder (University of North Carolina, Charlotte)

##### **Using Peer-Delivered System of Least Prompts Intervention Package and Adapted Academic Read-Alouds to Teach Comprehension**

MELISSA HUDSON, Diane Browder, and Fred Spooner (University of North Carolina, Charlotte)

##### **Using iPads to Teach Science to Students With Autism Spectrum Disorder**

BETHANY SMITH and Fred Spooner (University of North Carolina, Charlotte)

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### # 323 Symposium

10:30 am–11:50 am

302 (TCC)

AUT/VRB; Applied Research

#### **Effective Methods for Teaching Mands to Individuals With Autism**

Chair: Melissa Nissen (University of Houston-Clear Lake)

##### **An Explicit Technology to Teach Item-Specific Replacement Mands to Children With Developmental Delays**

KELLY MCCARTHY (Carbone Clinic)

##### **Manipulating Motivating Operations to Facilitate Emergence of Mands**

BARBARA JANINE DAVIS (University of Maryland, Baltimore County)

##### **Assessing the Effects of Extinction and Antecedent Interventions on Mand Variability in Preschool Children With Autism**

TYRA P. SELLERS (STE Consultants)

##### **Teaching Children With Autism Two Response Topographies for the “How?” Mand for Information**

SARAH A. LECHAGO (University of Houston, Clear Lake)

### # 324 Symposium

10:30 am–11:50 am

301 (TCC)

AUT/VRB; Service Delivery

#### **The Application of Behavior Analytic Methodologies at a Center for Children and Adolescents Diagnosed With Autism**

Chair: Janine Shapiro (The Applied Behavior Center for Autism)

##### **Moving Beyond 1:1 Instruction: Creating a Transitional Classroom for Learners Approaching Integration Into Preschool**

LAURA GRANT, Courtney Schinbeckler, and Jenny Lanham (The Applied Behavior Center for Autism)

##### **Beyond Please and Thank You: Important Social Skills for the Real World**

Janine Shapiro, Laura Grant, and JENNIFER J. LANHAM (The Applied Behavior Center for Autism)

##### **Unconventional but Effective Behavioral Methods for Improving Speech Intelligibility**

JANINE SHAPIRO (The Applied Behavior Center for Autism)

##### **Functional Communication Training: Increasing Mands**

ALYSIA FUHRMANN and Michelle Stimley (The Applied Behavior Center for Autism)

### # 325 Symposium

10:30 am–11:50 am

LL02 (TCC)

AUT/DDA; Service Delivery

BACB CE Offered. CE Instructor: J. Helen Yoo, Ph.D.

#### **Taking Behavior Analysis to NYC: Using Classroom-Based Functional Analysis and Adjunctive Assessments for Challenging Behaviors**

Chair: J. Helen Yoo (Institute for Basic Research)

Discussant: Maria G. Valdivinos (Drake University)

##### **Using Differential Reinforcement of Alternative Behavior and Differential Reinforcement of Other Behavior With Competing Items to Decrease Sensory-Maintained Self-Injury in an Adolescent With Autism**

NIALl JAMES TONER and Jenny E. Tuzikow (Institute for Basic Research)

##### **A Comparison of Differential Reinforcement Procedures Used to Reduce Self-Injurious Behavior**

JENNY E. TUZIKOW and Niall James Toner (Institute for Basic Research)

##### **A Comparison Between the Aberrant Behavior Checklist Community and Objective Data on Evaluating Problem Behaviors in Students With Autism**

DEANNA M. GIANNINI, Jenny E. Tuzikow, Niall James Toner, and J. Helen Yoo (Institute for Basic Research)

### # 326 Symposium

10:30 am–11:50 am

305 (TCC)

AUT/CSE; Service Delivery

#### **Behavior Analytic Instruction to Promote Community Immersion for Adolescents and Adults With Autism**

Discussant: Peter F. Gerhardt (The McCarton School)

##### **Use of Prompting Through Personal Technology to Promote Independent Functioning in Showering and Reduce Stigma in Community-Based Instructional Settings**

AVI GLICKMAN, Gloria M. Satriale, Jennifer Morrison, Murphy Harmon, Rickiesha March, and Ben Kaliner (Preparing Adolescents and Adults for Life)

##### **Use of Blue Tooth Technology to Promote Staff Competence in Implementing Community-Based Training of Adolescents and Adults With Autism**

JESSICA ZAWACKI, Avi Glickman, Gloria M. Satriale, and Emily Rosen (Preparing Adolescents and Adults for Life) and Thomas L. Zane (Institute for Behavioral Studies)

##### **Using Technology to Teach Safe Street Crossing**

HELEN BLOOMER (Aspire Programs) and Peter F. Gerhardt (The McCarton School)

## # 327 Symposium

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10:30 am–11:50 am

4C-3 (Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Becky Penrod, Ph.D.

### **New Directions in Research and Treatment of Feeding Problems in Children**

Chair: Becky Penrod (California State University, Sacramento)

Discussant: Katharine Gutshall (Center for Autism and Related Disorders, Inc.)

#### **An Evaluation of a Progressive High-Probability Instructional Sequence Combined With Low-Probability Demand Fading in the Treatment of Food Selectivity**

BECKY PENROD, Laura Gardella, and Jonathan Fernand (California State University, Sacramento)

#### **Increasing the Pace of Self-Feeding in Children With Feeding Problems**

ALLYNE MARCON-DAWSON, Becky Penrod, and Colleen Whelan (California State University, Sacramento)

#### **Flavor Conditioning and the Implications for the Treatment of Feeding Difficulties**

JAMIE JOHNSTON (Autism Spectrum Therapies) and Mitch Fryling (California State University, Los Angeles)

## # 328 Symposium

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10:30 am–11:50 am

4C-4 (Convention Center)

CBM; Applied Research

### **Investigating the Psychometric Properties of the Valued Living Questionnaire**

Chair: Ann Branstetter-Rost (Missouri State University)

Discussant: Ann Branstetter-Rost (Missouri State University)

#### **Refining the Valued Living Questionnaire for College Student Samples**

BRANDON SANFORD, Ann Branstetter-Rost, David Houghton, Michael Rosen, and Alyssa Byers (Missouri State University)

#### **Scoring the Valued Living Questionnaire: Variety May Not Be the Spice of Life**

MICHAEL ROSEN, Ann Branstetter-Rost, and Brandon Sanford (Missouri State University); Christopher C. Cushing (University of Kansas); and David Houghton (Missouri State University)

#### **The Valued Living Questionnaire: A Psychometric Evaluation Comparing Distressed and Normative Samples**

SCOTT T. GAYNOR and David Denham Cotter (Western Michigan University), Marchion Hinton (Boys Town), and Jean L. Clore (University of Illinois College of Medicine)

## # 329 Symposium

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10:30 am–11:50 am

602 (Convention Center)

CSE/OBM; Applied Research

### **Approaching a Sustainable Culture: Green Programs in Business and Society**

Chair: Thomas Wade Brown (University of Nevada, Reno)

Discussant: William L. Heward (The Ohio State University)

#### **Driving Green: Toward the Prediction and Influence of Efficient Driving Behavior**

WILLIAM D. NEWSOME and Mark P. Alavosius (University of Nevada, Reno)

#### **Sustainability in the Field: Lake Tahoe Hospitality and Environmental Protection**

EMILY MICHELLE LEEMING (University of Nevada, Reno), David Hansen (Embassy Suites Lake Tahoe Hotel & Ski Resort), and Mark P. Alavosius (University of Nevada, Reno)

#### **Distributing Green Practices: Sustainability in a Supply Chain**

SANDY KNOTT and Don Kernan (Supervalu, Inc.) and Molli Luke and Mark P. Alavosius (University of Nevada, Reno)



### # 330 Symposium

10:30 am–11:50 am

LL05 (TCC)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Henry S. Roane, Ph.D.

#### **The Legacy of Joe Lalli and Current Research in Applied Behavior Analysis**

Chair: Henry S. Roane (State University of New York, Upstate Medical University)

Discussant: F. Charles Mace (Nova Southeastern University)

##### **Modifications of Response Class Hierarchies Through Differential Reinforcement of Extinction-Induced and Signaled Mands**

HENRY S. ROANE, Heather Kadey, Niamh Doyle, and Christie McCarthy (State University of New York, Upstate Medical University)

##### **Clinical Extensions of Dr. Lalli's Research**

JOEL RINGDAHL (Southern Illinois University)

##### **Evaluating and Integrating Positive Reinforcers Into Assessments and Treatments for Destructive Behavior Reinforced by Escape Among Children With Autism**

MICHAEL E. KELLEY and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center) and Joanna Lomas (Louisiana State University)

### # 331 Symposium

10:30 am–11:50 am

4C-1 (Convention Center)

DEV/VRB; Basic Research

BACB CE Offered. CE Instructor: Robert Douglas Greer Douglas Greer, Ph.D.

#### **Emergence of Preverbal and Verbal Developmental Cusps as a Function of Interventions**

Chair: R. Douglas Greer (Teachers College, Columbia University)

##### **The Induction of Emergent Relations in Language Disordered Children**

MATTHEW HOWARTH and R. Douglas Greer (Teachers College, Columbia University)

##### **Establishment of Conditioned Reinforcement for Visual Observing and the Emergence of Generalized Visual Identity Matching and Preference for Books With Three Kindergarteners With Autism Spectrum Disorder**

HELENA SONG-A HAN and R. Douglas Greer (Teachers College, Columbia University)

##### **Establishment of Audience Reinforcement and Emergence of Complex Social Verbal Interaction in Nursery School Children**

VICTORIA STERKIN and R. Douglas Greer (Teachers College, Columbia University)

##### **Induction of Metaphorical Responses in Fourth-Grade Students as a Function of Multiple Exemplar Instruction**

PETRA WIEHE and R. Douglas Greer (Teachers College, Columbia University)

### # 332 Symposium

10:30 am–11:50 am

606 (Convention Center)

EAB; Basic Research

#### **Recent Empirical Studies of Gambling in Natural and Laboratory Settings**

Chair: Charles A. Lyons (Eastern Oregon University)

Discussant: Patrick M. Ghezzi (University of Nevada, Reno)

##### **Investigating the Conditions Under Which Online Poker Players Hold 'Em or Fold 'Em**

BENJAMIN N. WITTS (University of Nevada, Reno) and Charles A. Lyons (Eastern Oregon University)

##### **Derived Rule Stating and Following on a Slot Machine**

ALYSSA N. WILSON (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

##### **Gambling for a Reason: The Relationship Between Gambling Functional Assessment-Revised Scores and Discounting of Gains and Losses**

JEFFREY N. WEATHERLY and Adam Derenne (University of North Dakota)

### # 333 Symposium

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10:30 am–11:50 am

609 (Convention Center)

EAB; Applied Research

BACB CE Offered. CE Instructor: Tracy L. Kettering, Ph.D.

#### **Operant Response Variability: Further Examination of Lag Reinforcement Schedules**

Chair: Tracy L. Kettering (Bancroft)

Discussant: Allen Neuringer (Reed College)

##### **Increasing Response Variability With a Second-Order Lag Schedule**

JONATHAN W. IVY (Mercyhurst College), Julie Payne and Nancy A. Neef (The Ohio State University)

##### **Establishing Stimulus Control Over Variable Responding in Humans Through Negative Reinforcement**

NEAL MILLER and Nancy A. Neef (The Ohio State University), James Nicholson Meindl (University of Memphis), and Jonathan W. Ivy (Mercyhurst College)

##### **Stimulus Control Over Operant Response Variability: Generalization of Discriminated Variable Responding**

MEGAN MIMS, Tracy L. Kettering, and Diana J. Walker (The Chicago School of Professional Psychology)

### # 334 Symposium

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10:30 am–11:50 am

616/617 (Convention Center)

EDC/DEV; Applied Research

BACB CE Offered. CE Instructor: Marcie Desrochers, Ph.D.

#### **From Simple to Complex: Methods for Assessing and Shaping Students' Behavior**

Chair: Richard Hennigan (Salem State University)

##### **Teaching Functional Assessment: The Ins, the Outs, and the Arounds**

MARCIE DESROCHERS (State University of New York at Brockport)

##### **Exploring Student Development of Grant Proposal Review and Evaluation Skills in a Graduate-Level Grant-Writing Course**

WESLEY H. DOTSON, David M. Richman, and Chrystal E. R. Jansz (Texas Tech University)

##### **Teaching by Task Analysis: Using Our Science to Teach It**

DARLENE E. CRONE-TODD (Salem State University)

##### **Scoring Graduate-School Admissions Essays Using the Model of Hierarchical Complexity**

PATRICE MARIE MILLER, Darlene E. Crone-Todd, Richard Hennigan, and Rachel Lucas (Salem State University)

### # 335 Symposium

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10:30 am–11:50 am

611 (Convention Center)

EDC/PRA; Applied Research

#### **An Examination of Various Intervention Components With Explicit Timing Procedures to Increase Math Fact Fluency**

Chair: Gary J. Duhon (Oklahoma State University)

Discussant: Christopher Skinner (University of Tennessee)

##### **The Effect of Math Fact Set Size on Student Learning Rates**

BRIAN C. PONCY and Megan Purdum (Oklahoma State University)

##### **A Comparison of Three Types of Goal Setting and Performance Feedback on Math Fact Fluency Scores**

GARY J. DUHON, Mary Giblet, and Colleen Mocco (Oklahoma State University)

##### **The Effect of Math Fact Accuracy Feedback on Digit Correct per Minute Scores**

GARY J. DUHON and Kim Wiechmann Hastings (Oklahoma State University)

### # 336 Symposium

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10:30 am–11:50 am

204 (TCC)

PRA/DDA; Applied Research

BACB CE Offered. CE Instructor: Melissa Nosik, MS

#### **The Standard Celeration Chart: From Training to Application**

Chair: Melissa Nosik (University of Nevada, Reno)

Discussant: Kendra L. Brooks Rickard (Center for Advanced Learning)

##### **Use of Behavior Skills Training to Teach Direct Care Staff to Use a Standard Celeration Chart**

MELISSA NOSIK, Stuart Law, Alison Szarko, and Vanessa Willmoth (University of Nevada, Reno)

##### **A Retroactive Comparison of Clinical Data on the Standard Celeration Chart and Standard Line Graphs**

STUART LAW, Melissa Nosik, Vanessa Willmoth, and Alison Szarko (University of Nevada, Reno)

##### **Twin Case Study of Precision Teaching Outcomes for Language Acquisition Targets**

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

### # 337 Symposium

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10:30 am–11:50 am

202 (TCC)

PRA; Applied Research

BACB CE Offered. CE Instructor: Jennifer N. Y. Fritz, Ph.D.

#### **Parent Training: Effective Practice, Acceptability, and Preference**

Chair: Jennifer N. Y. Fritz (University of Houston, Clear Lake)

##### **Effects of a Strength-Based Video Feedback Parenting Program on Parenting Skills**

RHONDA NESE, Cynthia M. Anderson, and Philip Fisher (University of Oregon)

##### **A Comparative Analysis of Extinction, Time-Based Visiting, and Bedtime Pass in Decreasing Sleep Interfering Behaviors in Young Children**

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

##### **Caregiver Preference for Reinforcement-Based Behavioral Interventions**

ANNE SHROYER, Jennifer N. Y. Fritz, and Denise A. Salazar (University of Houston, Clear Lake)

##### **Parental Choice Between Teaching Manual Sign and Picture Exchange Communication**

LILLIE WILSON and Dorothea C. Lerman (University of Houston, Clear Lake)

### # 338 Symposium

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10:30 am–11:50 am

612 (Convention Center)

TBA/EDC; Basic Research

#### **Research on Online Instruction in Behavior Analysis**

Chair: David J. Fischer (Rutgers University)

##### **Developing Research Strategies for Studying the Effects of Blended Instruction**

LISE RENAT ROLL-PETTERSSON (Stockholms Universitet) and Shahla S. Ala'i-Rosales (University of North Texas)

##### **Innovative Approaches to Online Instruction at Florida Tech**

JOSE A. MARTINEZ-DIAZ, Carelle A. D. Harris-Fortune, and Joshua K. Pritchard (Florida Institute of Technology)

##### **Vodcasts, Podcasts, and Discussion Forms—Oh My! The Role of Various Online Course Delivery Capabilities and Their Impact on Student Learning and Participation**

MALCOM PATTERSON (Endicott College), Thomas L. Zane (Institute for Behavioral Studies), Michael F. Dorsey and Mary Jane Weiss (Endicott College), and Philip N. Chase (Cambridge Center for Behavioral Studies)

##### **A Comparative Analysis of the Certified Applied Behavior Analysis Technician Online Program to the Classroom Program**

EMILY WHITE and Michael F. Dorsey (Endicott College)

### # 339 Symposium

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10:30 am–11:50 am

610 (Convention Center)

TPC/DEV; Theory

#### **Perspectives on Emotion**

Chair: Matthew Lewon (University of Nevada, Reno)

Discussant: Michael J. Dougher (University of New Mexico)

##### **The Use of Emotion in Therapy: Shaping Intimate Interpersonal Repertoires With Functional Analytic Psychotherapy**

BARBARA S. KOHLENBERG (University of Nevada School of Medicine)

##### **The Thrill is Gone: Anhedonia, Emotion, and Motivating Operations**

MATTHEW LEWON and Linda J. Parrott Hayes (University of Nevada, Reno)

##### **Towards a Behavioral Interpretation of Emotion Regulation**

ANN F. HAYNOS and Alan E. Fruzzetti (University of Nevada, Reno)

### # 340 Paper Session

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10:30 am–11:50 am

605 (Convention Center)

TPC

#### **Considerations in Applied Work**

Chair: Liliane DeAguiar-Rocha (Queens College and The Graduate Center, The City University of New York)

##### **Behavioral Economics and the Methodological Challenge of Studying Income in the Animal Laboratory** (Theory)

ANA CAROLINA TROUSDELL FRANCESCHINI and Maria Helena Hunziker (Universidade de São Paulo)

##### **Trauma-Informed Behavior Analysis: Effective Treatment With a History** (Theory)

JASON CRAIG and Kimberly Sanders (Grafton Integrated Health Network)

##### **No Pain, No Gain: Mastering Motor Skills** (Theory)

PARSLA VINTERE (Queens College, The City University of New York)

##### **Prompting a Change** (Theory)

LILIANE DEAGUIAR-ROCHA and Julianne Guadalupe (Queens College and The Graduate Center, The City University of New York) and Anna Schneider (Queens College, The City University of New York)

### # 341 Symposium

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10:30 am–11:50 am

LL03 (TCC)

VRB/EAB; Applied Research

BACB CE Offered. CE Instructor: Amber R. Paden, MS

#### **Examinations of Emergent Verbal Behavior**

Chair: Amber R. Paden (Munroe-Meyer Institute, University of Nebraska Medical Center)

Discussant: Caio F. Miguel (California State University, Sacramento)

##### **Effects of Visual Equivalence Class Formation on the Emergence of Novel Intraverbals in Children**

CHARLOTTE LYNN CARP, Tori Verploeg, and Anna I. Pétursdóttir (Texas Christian University)

##### **Evaluating Behavior That Facilitates the Emergence of Speaker or Listener Repertoires in Children Diagnosed With Autism**

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

##### **Evaluating Whether Bidirectional Intraverbals Emerge Following Intraverbal Training With Children With an Autism Spectrum Disorder**

NITASHA DICKES (Munroe-Meyer Institute, University of Nebraska Medical Center), Tiffany Kodak (University of Oregon), and Andrea Clements Stearns and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

## # 342 Symposium

10:30 am–11:50 am

101 (TCC)

VRB/AUT; Applied Research

BACB CE Offered. CE Instructor: Rachel Lee Koelker, MS

### **Assessing Prerequisite Skills and Teaching Conditional Discriminations via Blocked Trials to Children Diagnosed With Autism**

Chair: Rachel Lee Koelker (Child Study Center)

Discussant: James E. Carr (Behavior Analyst Certification Board)

#### **Measuring Prerequisite Skills for Teaching Auditory-Visual Conditional Discriminations to Children With Autism**

TIFFANY KODAK (University of Oregon); Andrea Clements Stearns (Munroe-Meyer Institute, University of Nebraska Medical Center); Joslyn Cynkus Mintz (Marcus Autism Center); and Nitasha Dickes, Amber R. Paden, and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

#### **An Evaluation of Blocked-Trials Procedure to Teach Conditional Discriminations to a Child With Autism**

SARAH K. SLOCUM (University of Florida), Sarah J. Miller (Louisiana State University), and Jeffrey H. Tiger (University of Wisconsin, Milwaukee)

#### **An Evaluation of the Blocked-Trial Procedure to Establish Conditional Discriminations During Intraverbal Training**

EINAR T. INGVARSSON (University of North Texas), Rachel Lee Koelker (Child Study Center), and Heather Macias (University of North Texas)

## # 343 B. F. Skinner Lecture Series

11:00 am–11:50 am

6E (Convention Center)

AAB; Applied Research

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

### **Measuring Canine Behavior by Proxy: Benefits and Limitations**

Chair: Kennon A. Lattal (West Virginia University)

JAMES SERPELL (The University of Pennsylvania)



James Serpell is the Marie A. Moore professor of humane ethics and animal welfare at the School of Veterinary Medicine, University of Pennsylvania, where he also directs the Center for the Interaction of Animals & Society. He received his bachelor's degree in Zoology from University College London, UK in 1974, and his Ph.D. in animal behavior from the University of Liverpool, UK in 1980. In 1985, he established the Companion Animal Research Group at the University of Cambridge before moving in 1993 to his current position at the University of Pennsylvania where he lectures on veterinary ethics, applied animal behavior and welfare, and human-animal interactions. His research focuses on the behavior and welfare of dogs and cats, the development of

human attitudes to animals, and the history of human-animal relationships. In addition to publishing more than 100 articles and book chapters on these and related topics, he is the author, editor or co-editor of several books including *Animals & Human Society: Changing Perspectives* (1994), *The Domestic Dog: Its Evolution, Behavior & Interactions with People* (1995), *In the Company of Animals* (1986, 1996), and *Companion Animals & Us* (2000).

**Abstract:** Because most dogs live inside people's homes where they are difficult, and sometimes impossible, to observe for extended periods of time, they are generally inaccessible to most of the standard methods of behavioral measurement. It is therefore necessary to develop different kinds of measurement techniques in order to study or evaluate their behavior. These techniques fall into two main categories: Behavioral tests that record dog's responses to specific sets of standardized stimuli, and questionnaire surveys that record indirect behavioral information provided by the dog's

owner or handler. This presentation describes the development of one such survey method, The Canine Behavioral Assessment and Research Questionnaire (C-BARQ), and its various applications. Since its initial deployment in 2006, the C-BARQ has come to be widely used by working dog organizations, animal rescue groups, trainers and applied animal behaviorists, dog breeders, and behavioral researchers as a means of measuring individual differences in the behavior of dogs. Examples of some of the advances in our understanding of canine behavior that have emerged from this work will be presented and discussed.

#### # 344 Invited Presenter

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11:00 am–11:50 am

6BC (Convention Center)

EAB; Basic Research

PSY/BACB CE Offered. CE Instructor: Federico Sanabria, Ph.D.

#### **Linking Psychological Constructs to Behavioral Performance Using Generative Models**

Chair: Matthew C. Bell (Santa Clara University)

FEDERICO SANABRIA (Arizona State University)



Dr. Sanabria is an assistant professor of psychology at Arizona State University and principal investigator at the Basic Behavioral Processes laboratory. He is also affiliated to the neuroscience program in Arizona State University. Dr. Sanabria received his professional degree in psychology from the Universidad de los Andes in Bogotá (Colombia), where he spent a few years as marketing research analyst. He received his doctoral degree in experimental psychology in 2004 from Stony Brook University, where he worked on self-control under the guidance of Dr. Howard Rachlin. He was a postdoctoral research associate under the supervision of Dr. Peter Killeen (2004–2008) and Dr. Janet Neisewander (2008) in Arizona State University. He has published over 30 peer-reviewed publications in journals

such as the *Journal of the Experimental Analysis of Behavior*, *Behavioural Brain Research*, and *Psychopharmacology*. His research is primarily concerned with the development and evaluation of quantitative models that specify the role of basic behavioral processes (learning, timing, choice, and regulation) in psychiatric disorders (mainly, substance abuse, and attention deficit hyperactivity disorder). The National Institute on Drug Abuse currently funds Dr. Sanabria's research.

**Abstract:** Behaviorists often eschew explanations of performance (response rates and locations) that are based on psychological constructs (learning, preference, memory, impulsivity, etc.), for such constructs often lead to dualisms, homunculi, and pseudoexplanations. Their primary interest is in explaining behavior. For many others, however, this diet is too lean. Neuroscientists, for instance, often invoke psychological constructs to interpret performance. Their primary interest is psychological constructs, not behavior. Can there be a principled integration of these approaches? The conventional solution is to operationalize constructs (e.g., define preference as proportion of choices, memory as percent successes), but this often results in arbitrary and misleading indices that constrain commensurability to “procedure fetishism.” An alternative solution, advanced in this talk, consists of identifying constructs with hidden parameters, states, and processes defined with quantitative precision in generative models. These models specify random processes that generate instances of performance, thus providing the basis for explaining performance from psychological constructs, and for reverse engineering the principles that govern behavior. Basic psychological research, according to this approach, should focus on developing and testing generative models, and on estimating the sensitivity of model parameters to relevant manipulations. Empirical research on memory, learning, and impulsivity in animal models illustrate these ideas.

#### # 345–358 Poster Sessions

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12:00 pm–2:00 pm

Exhibit Hall 4AB (Convention Center)

**Posters in these sessions are published separately and available onsite**

## # 359 Panel Discussion

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2:00 pm–2:50 pm

602 (Convention Center)

CSE; Service Delivery

BACB CE Offered. CE Instructor: Peter F. Gerhardt, Ed.D.

### Utilizing Technology to Maximize Behavior Analytic Services

Chair: Peter F. Gerhardt (The McCarton School)

EMALEY B. MCCULLOCH (Autism Training Solutions)

SUSAN WILCZYNSKI (Ball State University)

STEVE MAHER (Data Makes the Difference, Inc.)

## # 360 B. F. Skinner Lecture Series

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2:00 pm–2:50 pm

4C-2 (Convention Center)

DEV; Applied Research

PSY/BACB CE Offered. CE Instructor: Wendy Stone, Ph.D.

### From Early Detection to Early Intervention for Autism: How to Bridge the Gap

Chair: Martha Peláez (Florida International University)

WENDY STONE (University of Washington)



Dr. Stone's primary clinical and research interests focus on early identification and early intervention for children with autism spectrum disorders. Her research involves the characterization of early-emerging behavioral features of autism, with the dual goals of understanding the core deficits and mechanisms underlying development of the disorder, and designing targeted interventions to prevent or attenuate the expression of symptoms. Her current research projects address the social-emotional development of infant siblings of children with autism, the identification of social-communicative markers in children under 24 months, and the evaluation of a parent-implemented intervention for young children at risk for autism. She has studied several

aspects of early social-communicative development, including social orienting, motor imitation, and prelinguistic communication, examining their contributions to later behavioral and diagnostic outcomes. She is particularly interested in identifying developmental pathways and risk/protective factors that contribute to variability in social, learning, and behavioral outcomes for children at elevated risk for autism. Dr. Stone is committed to translational science, and has worked to enhance knowledge and service capacity within community settings, through development of the Screening Tool for Autism in Two-Year-Olds (STAT) and provision of training and outreach activities for pediatricians, teachers, and other community professionals.

**Abstract:** Dr. Stone's presentation will focus on early identification and early intervention for children with autism spectrum disorders. Her research involves the characterization of early-emerging behavioral features of autism, with the dual goals of understanding the core deficits and mechanisms underlying development of the disorder, and designing targeted interventions to prevent or attenuate the expression of symptoms. Her presentation will address the social-emotional development of infant siblings of children with autism, the identification of social-communicative markers in children under 24 months, and the evaluation of a parent-implemented intervention for young children at risk for autism. She has studied several aspects of early social-communicative development, including social orienting, motor imitation, and prelinguistic communication, examining their contributions to later behavioral and diagnostic outcomes. She is particularly interested in identifying developmental pathways and risk/protective factors that contribute to variability in social, learning, and behavioral outcomes for children at elevated risk for autism.

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2:00 pm–2:50 pm

611 (Convention Center)

EDC; Basic Research

**Professional Development Series: Applying to Graduate School in Behavior Analysis**

Chair: Aimee Moore (Eastern Michigan University)

JAMES T. TODD (Eastern Michigan University)

ERICK M. DUBUQUE (University of Nevada, Reno)

PATRICK M. GHEZZI (University of Nevada, Reno)

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**# 362 Invited Presenter**

2:00 pm–2:50 pm

303/304 (TCC)

PRA; Service Delivery

PSY/BACB CE Offered. CE Instructor: Michael F. Dorsey, Ph.D.

**The Profession of Applied Behavior Analysis: What We Are and What We Are Not**

Chair: John Scibak (Massachusetts House of Representatives)

MICHAEL F. DORSEY (Endicott College)



Michael F. Dorsey is a licensed psychologist and board certified behavior analyst. Dr. Dorsey is a professor of education, director of the Institute for Behavioral Studies at Endicott College, and the director of clinical services at the Vinfen Corporation in Cambridge, MA. Dr. Dorsey attended Western Michigan University, earning his Ph.D. in 1979. Dr. Dorsey has been active in ABAI from the earliest days, having served as a student member of the Michigan Association for Behavior Analysis Program Committee, and as a member of the ABAI Accreditation Committee and Practice Board. Dr. Dorsey has authored many professional publications, including assisting in the initial development of the functional analysis methodology. Dr. Dorsey has devoted

much of his time to consumer advocacy, including having been a gubernatorial appointee to the Developmental Disabilities Councils (DDC) of both Florida and Massachusetts; chairing the Massachusetts DDC Governmental Affairs Committee for over 6 years; serving as a U.S. representative to the First Papal Congress on Developmental Disabilities; and advocating/testifying at both the federal and state level concerning proposed legislation, policies and budgets effecting persons with disabilities. Dr. Dorsey is a registered lobbyist in Massachusetts, where he has co-authored several bills related to the protection of applied behavior analysis (ABA) consumers and the practice of behavior analysis.

**Abstract:** The profession of applied behavior analysis is currently the subject of an unwarranted hostile take-over by both organizations and individuals representing the profession of psychology. Recent actions of the American Psychological Association (APA), along with those of numerous APA state-affiliated chapters, suggest that they have identified a need to lay claim to the field of applied behavior analysis, which they claim is unique to the profession of psychology. These actions by APA are correlated with the recent rise in popularity of behavior analytic treatment techniques, especially with children diagnosed with autism. Given the recent reduction in fee structure of psychologists for more typical “psychological services” by many of the major members of the insurance industry, their demands to require that those practicing applied behavior analysis work under the supervision of a psychologist appear to be “guild” in nature, motivated by concerns related to the financial implications for psychologists. This has been exacerbated over the past few years with the number of states that have passed not only behavior analyst licensing bills, but also autism insurance mandates that require providers of ABA services to be board certified behavior analysts (BCBAs). The paper will review the history of the development of the field of behavior analysis in relation to that of psychology, specifically noting factors that support the hypothesis that behavior analysis is an independent and unique profession that should not be assumed to be subordinate to psychology. Data supporting this hypothesis will be presented, along with a review of the changes in the relationship between the



professions of psychology and behavior analysis over the past 20 years in which the members of the profession of psychology has distanced itself from behavior analysis. Additionally, the paper will attempt to respond to many of the criticisms raised by members of the profession of psychology concerning the inadequate training of applied behavior analysis to serve as independent practitioners. Finally, the negative impact on both consumers as well as the insurance industry, if such a take-over is successful, will be reviewed.

### # 363 Invited Presenter

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2:00 pm–2:50 pm

6BC (Convention Center)

TPC; Theory

PSY/BACB CE Offered. CE Instructor: Philip N. Heline, Ph.D.

#### **Tacting, Describing, Naming and Explaining: The Interpretive Status of Behavior-Analytic Principles**

Chair: Marleen T. Adema (Dutch Association for Behavior Analysis)

PHILIP N. HINELINE (Temple University)



With a BA from Hamilton College and a Ph.D. from Harvard University, Philip N. Heline spent 3 years at the Walter Reed Army Institute of Research before moving to Temple University, where he progressed through the ranks and is now an active professor emeritus. With Saul Axelrod, he co-founded Temple's Interdisciplinary Master's Program in Applied Behavior Analysis. Experimenting over the years with behaviorally based teaching methods, he devised the interteach format, which has been adopted and evaluated at several universities. He has served as associate editor, as editor, and as review editor of the *Journal of the Experimental Analysis of Behavior*. He has been president of ABAI, of Division 25 of the American Psychological Association, of the

Eastern Psychological Association, and of the Society for the Experimental Analysis of Behavior. He has received several awards for excellence in teaching, in research, and in service to the field. His conceptual writing has addressed the characteristics of explanatory language and the controversies that have confronted behavior analysis. His basic research has focused upon temporal extension in behavioral/psychological processes, with recent applied work evaluating behavioral interventions and addressing skill acquisition for persons who implement those interventions.

**Abstract:** Skinner and other behavior analysts appear to have conceded that the conceptual system of behavior analysis is “merely descriptive,” perhaps to evade the disputes that might arise from claiming explanatory status for our unconventional approach to psychological science. In contrast, I propose that our approach is at least as explanatory as is any other. My basic premise is that all explanations are descriptions, but that not all descriptions are acceptable as explanations. Technically, the descriptions arise as tacts with adduction of additional functions that have been identified with naming. Then, what are the characteristics that result in a description being viewed as an explanation? First, it must be generic; a criterion that often is conflated with that of familiarity. Carefully construed, however, generality includes the important characteristic of parsimony. Second, separate—or basic—descriptive concepts must be interrelated to comprise a network that, along with generality, breaks the constraints of circularity. These characteristics are most commonly achieved through reductionistic strategies, while behavior analysis is best implemented through a multiscaled approach, whereby the same principles can apply irrespective of the size of the behavioral unit.

### # 364 Symposium

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2:00 pm–3:20 pm

620 (Convention Center)

AAB/EAB; Applied Research

#### **Contingencies of Natural and Social Reinforcement in Animals**

Chair: Chris Varnon (Oklahoma State University)

Discussant: Christy A. Alligood (Disney's Animal Kingdom)

##### **Teaching Dogs to Share Toys**

Chase Owens, SEAN WILL, and Jesus Rosales-Ruiz (University of North Texas)

**Operant Analysis of Imprinting in Human-Reared Pigeons**

CHRIS VARNON (Oklahoma State University), Jesus Rosales-Ruiz (University of North Texas), and Charles Abramson and Shellyn Long (Oklahoma State University)

**Functions of Human Social Interaction for Domestic Dogs and Hand-Reared Wolves**

ERICA FEUERBACHER and Clive D. L. Wynne (University of Florida)

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**# 365 Symposium**

2:00 pm–3:20 pm

302 (TCC)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Daniel W. Mruzek, Ph.D.

**Early Intensive Behavioral Intervention for Children With Autism: Predictors of Outcome**

Chair: Daniel W. Mruzek (University of Rochester Medical Center)

Discussant: Tristram Smith (University of Rochester Medical Center)

**Prediction of Outcome After 1 Year and 2 Years of Early Intensive Behavioral Intervention**

DANIEL W. MRUZEK (University of Rochester Medical Center), Rafael Klorman (University of Rochester), and Tristram Smith (University of Rochester Medical Center)

**Children With Autism Receiving Early Intensive Behavioral Intervention in Mainstream Preschool and Kindergarten Settings**

SVEIN EIKESETH and Lars Klintwall (Oslo and Akershus University College of Applied Sciences), Erik Jahr (Akershus University Hospital), and Peter Karlsson (Psykologpartners)

**Early Detection of Differential Responsiveness to Intensive and Long-Term Behavior Treatment**

ERIK JAHR (Akershus University Hospital) and Sigmund Eldevik (Oslo and Akershus University College of Applied Sciences)

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**# 366 Symposium**

2:00 pm–3:20 pm

305 (TCC)

AUT/EAB; Applied Research

**Temporal and Probabilistic Discounting of Autism Service Delivery Options and Outcomes**

Chair: Jason M. Hirst (University of Kansas)

Discussant: Frank D. Buono (Southern Illinois University)

**Wanting More but Taking Less: Discounting and the Paradox of Choice**

BRENT KAPLAN and Derek D. Reed (University of Kansas)

**Discounting of Autism Severity and the Need for Physical Restraints**

MARK R. DIXON (Southern Illinois University)

**Discounting of Applied Behavior Analysis Based Treatment Outcomes by Caregivers of Children With Autism**

NATHAN CALL, Andrea R. Reavis, and Caitlin H. Delfs (Marcus Autism Center)

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**# 367 Symposium**

2:00 pm–3:20 pm

LL02 (TCC)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Diane M. Sainato, Ph.D.

**Interventions Supporting On-Task Behavior, Pretense Play, and Functional Skills for Young Children**

Chair: Diane M. Sainato (The Ohio State University)

Discussant: Constance McLaughlin (Virginia Institute of Autism)

**The Effects of Physical Activity on On-Task Behavior in Young Children With Autism**

SHANE K. HERRIOTT and Ilene Schwartz (University of Washington)

**Preliminary Results of Montana's Children's Autism Wavier**

ANN N. GARFINKLE (University of Montana)

**Effects of Generative Play Instruction on Pretense Play Behavior In Young Children With Autism**

SENNY SCHNELL (Intercare Therapy), Diane M. Sainato (The Ohio State University)

### # 368 Symposium

2:00 pm–3:20 pm

301 (TCC)

AUT/EDC; Service Delivery

BACB CE Offered. CE Instructor: Theresa L. MacFarland, M.Ed.

#### **Implementing the Early Start Denver Model in an Early Childhood Program for Children With Autism**

Chair: Carrie A. Scott (Firefly Autism House)

Discussant: Diane E. Osaki (The Aspen Center for Autism)

##### **Foundations of the Early Start Denver Model**

LAURIE A. VISMARA (University of California, Santa Barbara) and Diane E. Osaki (The Aspen Center for Autism)

##### **Developing Frames for Teaching Through Joint Action Routines**

THERESA L. MACFARLAND and Sally McCance (Firefly Autism House)

##### **Implementing the Early Start Denver Model in a Group Setting for Young Children With autism**

ANNE ANDREWS (Firefly Autism House)

### # 369 Symposium

2:00 pm–3:20 pm

4C-4 (Convention Center)

CBM; Applied Research

#### **Translational Behavior Analytic Research in Tourette Syndrome: From Bedside to Bench and Back**

Chair: Douglas W. Woods (University of Wisconsin, Milwaukee)

Discussant: R. Gregory Nunn (San Diego City Schools)

##### **Comprehensive Behavioral Intervention for Tics: A New and Improved Habit Reversal-Based Intervention**

DOUGLAS W. WOODS (University of Wisconsin, Milwaukee)

##### **DRO-Maintained Tic Suppression During Engagement in “Stressful” and “Unstressful” Tasks**

BRYAN BRANDT (University of South Florida), Christine A. Conelea (Brown University), Douglas W. Woods (University of Wisconsin, Milwaukee)

##### **Temporal Dynamics of Urge-to-Tic Ratings and Escape-Maintained Responding During**

##### **Differential Reinforcement of Other Behavior-Maintained Tic Suppression**

MATTHEW CAPRIOTTI (University of Wisconsin, Milwaukee), Bryan Brandt (University of South Florida), and Douglas W. Woods (University of Wisconsin, Milwaukee)

### # 370 Symposium

2:00 pm–3:20 pm

4C-3 (Convention Center)

CBM/DDA; Applied Research

BACB CE Offered. CE Instructor: Henry S. Roane, Ph.D.

#### **Current Research on the Treatment of Pediatric Feeding Disorders: From Individual Results to Clinical Outcome Data**

Chair: Henry S. Roane (State University of New York, Upstate Medical University)

Discussant: Valerie M. Volkert (Munroe-Meyer Institute)

##### **Using a Behavioral Hierarchy Procedure as an Assessment Tool for Treating Food Selectivity**

HEATHER KADEY, Janet Diaz, and Henry S. Roane (State University of New York, Upstate Medical University)

##### **Use of Negative Reinforcement to Increase Self-Feeding in Two Children With Feeding Disorders**

KATHRYN M. PETERSON, Valerie M. Volkert, Cathleen C. Piazza, and Jana Frese (Munroe-Meyer Institute, University of Nebraska Medical Center) and Heather Kadey (State University of New York Upstate Medical University)

##### **Outcomes of an Intensive Outpatient Behavioral Feeding Program at the University of Iowa**

Melanie H. Bachmeyer (University of North Carolina Wilmington) and BROOKE M. HOLLAND and Linda J. Cooper-Brown (University of Iowa)

## # 371 Symposium

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2:00 pm–3:20 pm

401 (Convention Center)

CBM; Applied Research

### **Contact With Values: Research and Applications of Constructing Valued Patterns of Living**

Chair: Lindsey Clark (University of Mississippi)

Discussant: Amy Murrell (University of North Texas)

#### **The Relative Effects of Mindfulness and Values on Therapeutic Relationship: Developing Methods of Manipulating Alliance**

REGAN M. SLATER, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

#### **Asking About What Really Matters: A Comparison of Different Methods of Generating Values-Related Stimuli**

VICTORIA BOUDOIN, Samantha K. Marks, Emmie Hebert, Shelley Greene, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

#### **The Effects of a Values and Goal Setting Intervention on Academic-Related Outcomes in College Students**

SOLOMON KURZ, Maureen Kathleen Flynn, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

## # 372 Invited Symposium

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2:00 pm–3:20 pm

6A (Convention Center)

CSE

PSY CE Offered. CE Instructor: Richard F. Rakos, Ph.D.

### **Behavior Analysis for a Sustainable World**

Chair: Mark P. Alavosius (University of Nevada, Reno)

Discussant: Richard F. Rakos (Cleveland State University)

### **Climate Change and the Global Need for Sustainable Practices: Opportunities, Challenges, and Responsibilities for Behavior Analysts**

WILLIAM L. HEWARD (The Ohio State University)



William L. Heward, Ed.D., BCBA-D, is professor emeritus in the College of Education and Human Ecology at The Ohio State University. He has been a senior Fulbright scholar in Portugal, a visiting professor of psychology at Keio University in Tokyo and at the University of São Paulo, a visiting scholar at the National Institute of Education in Singapore, and lectured in 14 other countries. His many publications include the text, *Applied Behavior Analysis* (2nd ed., 2007, co-authored with John Cooper and Tim Heron), which has been translated into several languages. A fellow and past president of the ABAI, Bill has received numerous awards recognizing his contributions to behavior analysis, including the Fred S. Keller Behavioral Education Award

from the American Psychological Association's Division 25, the Distinguished Psychology Department Alumnus Award from Western Michigan University, and the Ellen P. Reese Award for Communication of Behavioral Concepts from the Cambridge Center for Behavioral Studies. Bill currently serves as chair of the program planning committee for ABAI's Behavior Change for a Sustainable World conference to be held August 3–5, 2012.

**Abstract:** For decades, scientists who study the Earth's atmosphere, waterways, and the ground have issued fact-filled warnings about our planet's declining health and its ability to continue to sustain human activity. Human behavior is responsible for the Earth's rapidly changing climate and the depletion of some of its limited resources to dangerously levels. While behavior analysts have contributed to at least partial solutions to many problems faced by society—improving education, helping people achieve healthier life styles, making highways and factories safer, caring for people exhibiting challenging and life-threatening behavior, and treating individuals with autism to name just a few—our field has paid scant attention to the impact of human behavior on the environment. However, this is changing. Behavior analysis is uniquely poised to contribute to a broad range of interventions to promote the husbandry of

our planet's resources, restore damaged eco-systems, and perhaps prepare us to adapt and be resilient in the face of inevitable changes to come. This talk will survey some of the initiatives developing within the behavior analysis community in response to climate change and challenges to sustaining a healthy planet for future generations.

### **The Earth May Be Warm Later, but I'm Cold Now: Motivating Sustainable Consumer Choices**

DONALD A. HANTULA (Temple University)



Donald A. Hantula (Ph.D., University of Notre Dame), is an organizational psychologist, associate professor of psychology, member of the Interdisciplinary Master's Program in Applied Behavior Analysis and director of the Decision Laboratory at Temple University. Previous positions include occupational health promotion at the Johns Hopkins University School of Medicine, appointments in business schools at King's College (human resource management) and St. Joseph's University (MIS), and as a visiting scholar in behavior analysis at University of Nevada, Reno. He is the past executive editor of *the Journal of Social Psychology*. Currently, he serves as associate editor of the *Journal of Organizational Behavior Management*, where

he recently guest edited two special issues on *Consumer Behavior Analysis*. He has also edited special issues of *Psychology & Marketing* and *IEEE Transactions* on topics such as experiments in e-commerce, evolutionary perspectives on consumption, and Darwinian perspectives on electronic communication. Professor Hantula served on the National Science Foundation's Decision Risk and Management Sciences Review Panel and remains an ad hoc reviewer for government and private research funding agencies. He is a trustee of the Cambridge Center for Behavioral Studies. Don has published in many high-impact journals in computer and information sciences, economics, management, marketing, medicine, organizational behavior psychobiology, and public health. His research in evolutionary behavioral economics combines behavior analytic and Darwinian theories to focus on questions in financial and consumer decision-making and the escalation of commitment. He also maintains active research and application projects in performance improvement and human/technology interactions. He has a forthcoming book titled *Consumer Behavior Analysis: A Rational Approach to Consumer Choice*.

**Abstract:** "Sustainable" consumer choices pose a paradox: A sustainable choice may pay off in the future, but most likely has no immediate positive impact. Punishing "nonsustainable" consumer choices through taxes and surcharges is politically unpopular, regressive, and often unfeasible. Instead, the challenge for motivating sustainable consumption choices is to make the payoff for these choices fairly immediate and certain. These payoffs may not necessarily be monetary or material; they can also be social. The Behavior Perspective Model differentiates between informational and utilitarian reinforcement; an important concept in understanding and motivating sustainable consumer choices. Strategies involved in increasing the immediate informational reinforcement of consumer goods, immediate economic incentives or "green choices" and manipulating motivating operations for such choices are promising beginnings. The challenge here is to develop "set and forget" interventions that will nudge consumers towards sustainable choices. Interventions based on a behavioral economic analysis of consumer choice, combined with a deft use of technology will lead the way in changing consumer choices from destructive overconsumption to constructive sustainable choices.

### **Countercultural Paths to Sustainability**

LYLE K. GRANT (Athabasca University)



Lyle Grant is professor of psychology at Athabasca University in Alberta, Canada. His areas of research and application have included concept learning, instructional materials development for distance learners, the behavior analysis of narratives, and sustainability. He is co-author of the text *Principles of Behavior Analysis*. After teaching behavior analysis for many years, he came to realize that the forces of economic growth enlist behavioral principles in service of increasing material consumption despite the harmful effects this has on climate change and resource depletion. His recent work has therefore emphasized the necessity of a transition from an economic age to a cultural age in which the arts, sports, and recreation take precedence over continued

growth and success defined in terms of increasing material consumption.

**Abstract:** The problems of sustainability are deeply woven into the fabric of modern society. Current attempts to address problems like climate change and energy depletion are mainly centered on making energy use more efficient and maintaining an economy of perpetual growth on a planet of finite resources. An alternative set of solutions emerges from cultural reinvention in which work time is reduced and non-economic reinforcers assume greater individual and societal importance. This type of cultural reinvention is inherent in B. F. Skinner's *WaldenTwo*, Tibor Scitovsky's proposal for an arts-based society, Paul Schafer's call for a cultural renaissance to supplant our current economic age, in the voluntarysimplicity movement, and in bohemian subcultures. Potential examples of behavior-analysis applications and research to facilitate cultural reinvention are provided.

### # 373 Symposium

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2:00 pm–3:20 pm

LL04 (TCC)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: SungWoo Kahng, Ph.D.

#### **Extensions of Functional Analysis Methodology**

Chair: SungWoo Kahng (Kennedy Krieger Institute)

##### **A Functional Analysis Screening for Problem Behavior Maintained by Automatic Reinforcement**

ANGIE CHRISTINE QUERIM and Brian A. Iwata (University of Florida), Eileen M. Roscoe and Kevin J. Schlichenmeyer (New England Center for Children), and Javier Virués-Ortega (University of Manitoba)

##### **The Utility of a Task Preference Hierarchy Based on Response Latency**

ERIN ANN SCHALLER, SungWoo Kahng, Megan B. Black, and Joshua Jessel (Kennedy Krieger Institute)

##### **Test-Specific Control Conditions in Functional Analysis Methodology**

TARA A. FAHMIE, Brian A. Iwata, Angie Christine Querim, and Jill Marie Harper (University of Florida)

##### **Evaluating Methods for the Identification of Idiosyncratic Variables in Functional Analyses**

KEVIN J. SCHLICHENMEYER and Eileen M. Roscoe (New England Center for Children) and William V. Dube (University of Massachusetts E. K. Shriver Center)

### # 374 Symposium

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2:00 pm–3:20 pm

LL05 (TCC)

DDA/PRA; Applied Research

#### **Recent Advances in Functional Analysis and Treatment of Problem Behavior**

Chair: Nicole M. Rodriguez (Munroe-Meyer Institute, University of Nebraska Medical Center)

Discussant: Dorothea C. Lerman (University of Houston, Clear Lake)

##### **Clarification of Undifferentiated Functional Analysis Outcomes: A Summary of 95 Cases**

GRIFFIN ROOKER, Louis P. Hagopian, Joshua Jessel, and Iser Guillermo DeLeon (Kennedy Krieger Institute)

##### **Behavioral Assessment and Treatment of Two Forms of Elopement: Bolting and Wandering**

MELISSA BOWEN, Wayne W. Fisher, Nicole M. Rodriguez, Sean Peterson, and Andrea Clements Stearns (Munroe-Meyer Institute, University of Nebraska Medical Center) and Alison M. Betz (Florida Institute of Technology)

##### **Conducting Functional Analyses of Problem Behavior: An Increasing Trend in Iowa Schools**

BRENDA J. BASSINGTHWAITE (University of Iowa Children's Hospital), David P. Wacker (University of Iowa), and Sean D. Casey (Iowa Department of Education)

### # 375 Symposium

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2:00 pm–3:20 pm

608 (Convention Center)

EAB; Basic Research

#### **Relapse and Behavioral Momentum**

Chair: Duncan Pritchard (Aran Hall School)

Discussant: Iser Guillermo DeLeon (Kennedy Krieger Institute)

##### **Clinical Demonstration of the Renewal Model of Treatment Relapse**

DUNCAN PRITCHARD (Aran Hall School); Marguerite L. Hoerger (Bangor University); F. Charles Mace (Nova Southeastern University); and Brian Harris, Heather Penney, Llio Eiri (Aran Hall School)

##### **Effects of Combining Stimulus Contexts on Resistance to Change**

CHRISTOPHER A. PODLESNIK, John Bai, and Douglas Elliffe (University of Auckland)

##### **Mechanisms of Resurgence**

MARY MARGARET SWEENEY and Timothy A. Shahan (Utah State University)

### # 376 Symposium

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2:00 pm–3:20 pm

607 (Convention Center)

EAB/TPC; Basic Research

BACB CE Offered. CE Instructor: Caio Miguel, Ph.D.

#### **Variations of Simple Discrimination Procedures and Implications for Emergent Responding**

Chair: Paula Debert (Universidade de São Paulo)

Discussant: Carol Pilgrim (University of North Carolina Wilmington)

##### **Stimulus Control and Acquisition of Reversal Learning Set in Children With Autism**

KAREN M. LIONELLO-DENOLF (University of Massachusetts E. K. Shriver Center) and William J. McIlvane (University of Massachusetts Medical School)

##### **Functional Classes and Equivalence Classes Evaluated After Simple Discrimination Training in Preschool Children**

DANIELA DE SOUZA CANOVAS and Paula Debert (Universidade de São Paulo)

##### **The Effects of Tact Training in the Development of Equivalence-Equivalence**

SARAH DICKMAN and Caio F. Miguel (California State University, Sacramento), Nassim Chamel Elias (Universidade Federal de São Carlos), Charisse Ann Lantaya (California State University, Sacramento), and Danielle LaFrance (BEST Consulting, Inc.)

### # 377 Symposium

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2:00 pm–3:20 pm

606 (Convention Center)

EAB/TPC; Basic Research

#### **Recent Developments in the Study of Derived Relational Responding With Nonhumans**

Chair: Manish Vaidya (University of North Texas)

Discussant: Mark Galizio (University of North Carolina Wilmington)

##### **A Methodological Strategy to Assess Emergent Relations in Pigeons**

SAULO MISSIAGGIA VELASCO and Gerson Yukio Tomanari (Universidade de São Paulo)

##### **Does Stimulus Location Matter for Emergent Performances on Go/No-Go Symmetry Tests?**

MELISSA J. SWISHER and Peter Urcuioli (Purdue University)

##### **Systematic Manipulations of the Go/No-Go Procedure: Effects on Discrimination Ratios and Symmetry**

JAY HINNENKAMP and Manish Vaidya (University of North Texas)

### # 378 Symposium

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2:00 pm–3:20 pm

616/617 (Convention Center)

EDC/OBM; Service Delivery

#### **Changing School Cultures as Part of Education Reform**

Chair: Ronnie Detrich (Wing Institute)

Discussant: Teri Lewis (Oregon State University)

##### **A Descriptive Approach to Measuring a School Culture**

RONNIE DETRICH (Wing Institute)

##### **Principals as Agents of Change**

JOHN E. STATES (The Wing Institute)

##### **You Believe *What?* The Influence of Macro/External Contingencies on Individual School Cultures**

RANDY KEYWORTH (The Wing Institute)

### # 379 Symposium

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2:00 pm–3:20 pm

618/619 (Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Claire C. St. Peter, Ph.D.

#### **Treatment Integrity in Educational Contexts**

Chair: Claire C. St. Peter (West Virginia University)

Discussant: Tiffany Kodak (University of Oregon)

##### **Evaluation of Treatment Integrity Errors on Mand Acquisition**

SACHA T. PENCE and Claire C. St. Peter Pipkin (West Virginia University)

##### **Consistency of Noncontingent Reinforcement and Differential Reinforcement of Other Behavior Schedules Implemented by Direct Care Staff During Discrete Trial Instruction**

YANERYS LEON, Meagan Gregory, Amanda Watts, and Aurelia Ribeiro (Florida Institute of Technology)

##### **Effects of Performance Feedback and Directed Rehearsal on Teacher Implementation of Consequent Components of Behavior Support Plans**

SHANTEL PUGLIESE and Allyson Ross Kearney (Florida Institute of Technology), Andrew John Houvouras (Applying Behavior Concepts), and Mark T. Harvey (Florida Institute of Technology)

### # 380 Symposium

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2:00 pm–3:20 pm

604 (Convention Center)

OBM/CSE; Applied Research

BACB CE Offered. CE Instructor: Timothy D. Ludwig, Ph.D.

#### **A Review of Management Practices That Produce Results in Behavioral Safety**

Chair: Timothy D. Ludwig (Appalachian State University)

Discussant: Cloyd Hyten (ADI)

##### **Management Practices That Influence the Success of Behavioral Safety: A Comparison of Company Process and Outcome Measures**

GRAINNE A. MATTHEWS (Quality Safety Edge)

##### **Turning Ownership Over to the Employees: A Management “Practice” That Yielded Results**

TIMOTHY D. LUDWIG (Appalachian State University) and John Austin (Western Michigan University)

##### **If Only We Would Craft Programs for Managers as Well as We Do for Workers**

JUDITH L. KOMAKI (Baruch College)



### # 381 Symposium

2:00 pm–3:20 pm

603 (Convention Center)

OBM; Applied Research

#### **Recent Research From the Laboratory: Implications for Organizations**

Chair: Byron J. Wine (AdvoServ)

Discussant: Heather M. McGee (Western Michigan University)

##### **The Effects of Progressively Thinning High-Preference Stimulus Delivery on Responding in Employees**

BYRON J. WINE (AdvoServ) and Saul Axelrod (Temple University)

##### **An Examination of Generalized-Conditioned Reinforcers in Stimulus Preference Assessments**

CARA GUGLIEMELLA and Byron J. Wine (AdvoServ) and Saul Axelrod (Temple University)

##### **The Use of Videos and Behavioral Skills Training to Shape Low Opportunity Behavior in Employees**

MELANIE H. REIS and Byron J. Wine (AdvoServ)

### # 382 Symposium

2:00 pm–3:20 pm

204 (TCC)

PRA/TBA; Applied Research

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

#### **Toward Competent and Practical Functional Behavior Assessment of Severe Problem Behavior**

Chair: Jessica Woods (Melmark, Inc.)

Discussant: Gregory P. Hanley (Western New England University)

##### **Functional Analysis Skills Training for Recently Credentialed Board Certified Behavior Analysts**

JAMES T. CHOK, Andrew Shlesinger, Lisa A. Studer, and Frank L. Bird (Melmark New England)

##### **Developing Capacity for Functional Behavioral Assessments 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), Kelly M. Schieltz and Tory J. Christensen (University of Iowa), Todd G. Kopelman (University of Iowa Hospitals & Clinics), and John F. Lee and Jennifer Kuhle (University of Iowa)

##### **Trial-Based Functional Analysis: Changes of Methodology and Data Analysis**

TRACI LANNER and Brandon Scott Nichols (School at Springbrook), Sean Field (Western Michigan University), Michele D. Brock and Cheryl J. Davis (Crossroads School for Children), and Thomas L. Zane (Endicott College)

### # 383 Symposium

2:00 pm–3:20 pm

202 (TCC)

PRA/AUT; Service Delivery

BACB CE Offered. CE Instructor: Nicole M. Trosclair-Lasserre, Ph.D.

#### **Behavioral Intervention Applied in Multiple Settings**

Chair: Nicole M. Trosclair-Lasserre (GNO Resource Center on Developmental Disabilities)

##### **Combining Clinical and Parent Led Home-Based Skills Training in Early Intensive Behavior Intervention Services**

KATHRYN BARLOW and Brian Esteve (Baton Rouge Speech and Hearing Foundation)

##### **Implementing a Classwide Program to Target School Readiness Behaviors in Preschoolers With Autism While Continuing to Incorporate Individual Targets**

EMILY HULL BELLACI and Jessica Lefever (Within Reach—Center for Autism)

##### **Training Public School Teachers to Implement a Modified Errorless Prompting Procedure**

DANA M. BAMFORD, Dana Zavatkay, Lauren Gianino, and Chiara M. Cunningham (Marcus Autism Center)

##### **Training Public School Teachers to Use Data-Based Decision Analysis With Discrete Trial Training**

DANA ZAVATKAY, Dana M. Bamford, Lauren Gianino, and Chiara M. Cunningham (Marcus Autism Center)

## # 384 Panel Discussion

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2:00 pm–3:20 pm

612 (Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: Mary Ellen McDonald, Ph.D.

### **Supervision of BCBA Candidates: Trials and Tribulations**

Chair: Mary Ellen McDonald (Hofstra University)

PEGGY W. HALLIDAY (Virginia Institute of Autism)

DANIEL ADAM OPENDEN (Southwest Autism Research & Resource Center)

SHARON A. REEVE (Caldwell College)

ANYA K. SILVER (Bilinguals, Inc.)

## # 385 Symposium

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2:00 pm–3:20 pm

101 (TCC)

VRB/AUT; Applied Research

BACB CE Offered. CE Instructor: Siri Morris Ming, M.A.

### **Assessing and Training Derived Relational Responding Skills**

Chair: Siri Morris Ming (VB3)

Discussant: Ruth Anne Rehfeldt (Southern Illinois University)

#### **Testing and Developing a Protocol for Training and Assessment of Relational Precursors and Abilities**

LAURA MORAN and Ian T. Stewart (National University of Ireland, Galway)

#### **Teaching for Generativity: Training Derived Relational Responding Abilities for Children With Autism**

SIRI MORRIS MING (VB3) and Ian T. Stewart (National University of Ireland, Galway)

#### **An Evaluation of Multiple Exemplar Instruction on Perspective-Taking in Young Adults With Autism**

SADIE L. LOVETT and Ruth Anne Rehfeldt (Southern Illinois University)

## # 386 Invited Presenter

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3:00 pm–3:50 pm

6BC (Convention Center)

EAB; Theory

PSY/BACB CE Offered. CE Instructor: A. Charles Catania, Ph.D.

### **The Concept of Inhibition in the Analysis of Behavior**

Chair: Robert W. Allan (Lafayette College)

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



A. Charles Catania is emeritus professor of psychology at University of Maryland, Baltimore County and has served as editor of the *Journal of the Experimental Analysis of Behavior* and as president of ABAI and of Division 25 of the APA. He has had the good fortune to sit (literally) in both Darwin's and Skinner's chairs, but in 1993 missed a chance to sit in Pavlov's chair during a visit to Pavlov's apartments in St. Petersburg, Russia. He began his career in behavior analysis at Columbia in fall 1954 in Fred Keller's introductory psychology course, which included a weekly rat laboratory, and later served as teacher's assistant in Nat Schoenfeld's experimental psychology sequence. He earned his Ph.D. at Harvard and conducted postdoctoral work in Skinner's

pigeon laboratory. He has examined behavior engendered and maintained by a variety of reinforcement schedules and has had an enduring interest in relations between nonverbal and verbal behavior. His research on inhibitory interactions among operant classes was inspired by analogous interactions in sensory systems, especially as demonstrated in research by Ratliff, Hartline, and von Békésy. Over subsequent years, he has become increasingly impressed by striking parallels between accounts in terms of Darwinian natural selection and those in terms of the selection of behavior by its consequences. Taken together, these topics place behavior analysis solidly within the purview of the biological sciences.

**Abstract:** In the early days of behavior analysis, extinction was seen not as failed maintenance following from discontinued reinforcement but as an active inhibition of responding. Pavlov had treated respondent extinction in inhibitory terms. In that tradition, extinguished operant behavior was viewed as “there all the time, but inhibited.” What was inhibited was clear enough, but what did the inhibiting was inferred and unmeasurable. This way of talking persisted partly because phenomena like spontaneous recovery, often accompanying extinction, had not been adequately analyzed. Later, when extinguished responding in one component of a multiple schedule increased responding in the other unchanged component, the phenomenon, called behavioral contrast, was attributed to an excitatory side effect of inhibited responding in extinction. Skinner criticized this concept of inhibition and this inhibitory interpretation. However, a different variety of inhibition operates within sensory and other biological systems, as when increased neural firing produced by one photoreceptor reduces the firing of neighboring cells. Recasting schedule interactions as inhibitory effects of reinforcement rather than excitatory side effects of extinction makes operant interactions analogous to receptor interactions within sensory systems. The language of inhibition and contrast remains appropriate but the direction of effect is inverted, and the interactions become consistent with similar ones in concurrent schedules, typically seen as reductions of one response by increased reinforcement of others. Experimental explorations of contrast and related effects illustrate the productivity of this approach, but imply that behavioral contrast does not work as assumed when it is used to increase responding in applied settings.

### # 387 Invited Presenter

3:00 pm–3:50 pm

303/304 (TCC)

VRB; Applied Research

BACB CE Offered. CE Instructor: Anna I. Pétursdóttir, Ph.D.

### Considerations in the Instructional Programming of Early Reading Skills

Chair: Anna I. Pétursdóttir (Texas Christian University)

KATHRYN SAUNDERS (University of Kansas)



Kate is a senior scientist in the Life Span Institute at the University of Kansas. She is a member of two National Institute of Health funded research centers at the University of Kansas: the Intellectual and Developmental Disabilities Research Center and the Biobehavioral Neurosciences in Communication Disorders Center. She also directs a postdoctoral training program on translational research. Currently funded research focuses on (a) the computerized instruction of early reading skills, (b) improving procedures for assessing phonemic awareness in individuals with disabilities, (c) improving one-to-one discrimination-teaching procedures, and (d) developing procedures to teach children with cochlear implants (i.e., children who have no history of

auditory stimulus control) to take a hearing test. Dr. Saunders is a fellow of the American Psychological Association. She has served several terms on the editorial boards of *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior* (JEAB), and *The Behavior Analyst* (TBA). She has served as associate editor of JEAB and TBA.

**Abstract:** Some children have difficulty learning to read despite phonics instruction. Considerable progress has been made in identifying the prerequisite and component skills that underpin success. I will characterize these skills in terms of the stimulus control involved, and tie this characterization to effective instructional programming. The critical skills are in two domains, auditory, and visual. In the auditory domain, there is incontrovertible evidence that children who demonstrate “phonemic awareness” are more likely to succeed in learning to read. Phonemic awareness is the abstraction of individual sounds from spoken syllables, for example, recognizing that “can,” “cut,” and “cod” all begin with the same sound, or that “cat” and “cab” have the same middle sound. Phonemic abstraction does not automatically result from typical phonics instruction, yet it is crucial to success. In the visual domain, the number of printed letters that a child names at the beginning of reading instruction is a strong predictor of instructional success, as is the speed with which letters are named. Although these facts may seem prosaic, they are sometimes overlooked. Moreover, a child may have difficulty discriminating printed words despite mastery of individual letters. Ample evidence supports the explicit instruction of these auditory and visual skills.

### # 388 Paper Session

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3:00 pm–4:20 pm

615 (Convention Center)

BPH

#### **Advances in Behavioral Pharmacology: Dimensions of Reinforcement**

Chair: Jonathan W. Pinkston (University of North Texas)

##### **Novel Approaches to Quantifying Ethanol Consumption: Data and Theory** (Basic Research)

JONATHAN W. PINKSTON (University of North Texas)

##### **Conditioned Reinforcer Controls Response in the “Cue-Induced” Model of Drug Relapse**

(Basic Research)

MIRIAM GARCIA-MIJARES, Fernanda Libardi Galesi, and Maria Teresa Araujo Silva (Universidade de São Paulo)

##### **Rimonabant Increases Sensitivity to Reinforcement Rates in Lean and Obese Zucker Rats**

(Basic Research)

JESSICA L. BUCKLEY and Erin B. Rasmussen (Idaho State University)

### # 389 Panel Discussion

### Student Committee Event

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3:30 pm–4:50 pm

620 (Convention Center)

AAB; Service Delivery

#### **Professional Development Series: Graduate Study in Applied Animal Behavior**

Chair: Laura Coulter (University of North Texas)

TERRI M. BRIGHT (Simmons College)

ERICA FEUERBACHER (University of Florida)

KATHRYN L. KALAFUT (Brown University)

INDYA N. WATTS (The Chicago School of Professional Psychology)

### # 390 Symposium

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3:30 pm–4:50 pm

301 (TCC)

AUT/EDC; Applied Research

#### **The Use of Stimulus Equivalence Technology to Teach Typical Academics Within Typical Setting to Children With Autism Spectrum Disorders**

Chair: M. Joyce Persson (Simmons College)

Discussant: Ronald F. Allen (Simmons College)

##### **Establishing Equivalence Relations of Treatment Options: Parents With Children With Mental Illness and Developmental Delays**

M. JOYCE PERSSON and Russell W. Maguire (Simmons College)

##### **Using Stimulus Equivalence to Teach Vocabulary**

BRIAN MACAULEY and Russell W. Maguire (Simmons College)

##### **Stimulus Equivalence With Third Grade Science Stimuli**

EMILY LEONARD and Russell W. Maguire (Simmons College)

### # 391 Symposium

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3:30 pm–4:50 pm

302 (TCC)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Stephanie M. Peterson, Ph.D.

#### **Applications of Self-Management Strategies Across School and Clinic Settings for Elementary Aged Children**

Chair: Jennifer M. Asmus (University of Wisconsin-Madison)

Discussant: Stephanie M. Peterson (Western Michigan University)

##### **Evaluation of the Use of Self-Management Strategies During Academic Tasks in an Outpatient Clinic**

KELLY M. SCHIELTZ, David P. Wacker, Brooke M. Holland, and Alyssa N. Sues (University of Iowa)

**Supporting Teachers in Developing and Implementing Self-Monitoring Interventions for Children With Autism**

BERENICE DE LA CRUZ (Autism Community Network), Jeffrey S. Sigafos (Victoria University of Wellington), and David P. Wacker (University of Iowa)

**The Effects of a Self-Evaluation and Self-Recording Package to Increase Use of Social Skills in Children With Autism Spectrum Disorder**

MEAGHAN MCCOLLOWS and Carol Ann Davis (University of Washington)

**# 392 Symposium**

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3:30 pm–4:50 pm

LL02 (TCC)

AUT; Applied Research

BACB CE Offered. CE Instructor: Lauren Beaulieu, Ph.D.

**Teaching Life Skills to Individuals With and Without a Diagnosis of Autism**

Chair: Lauren Beaulieu (University of Massachusetts Lowell)

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

**Computerized Behavioral Skills Training to Teach Abduction Prevention Skills to Young Children**

NICHOLAS VANSELOW and Gregory P. Hanley (Western New England University)

**The Effect of Response Effort on Compliance Among Children**

ANTHONY T. FISCHETTI, David A. Wilder, Kristin K. Myers, Yanerys Leon, Stephanie A. Sinn, and Rebecca Rodriguez (Florida Institute of Technology)

**Assessing and Enhancing States of Engagement During Social Interactions for Individuals Diagnosed With Autism Spectrum Disorder**

TRACEY TORAN (Western New England University) and Pamela Ann Sinclair, Hillary Balog, Kristel Arauz, Michael McSweeney, and William H. Ahearn (New England Center for Children)

**# 393 Symposium**

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3:30 pm–4:50 pm

305 (TCC)

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: Angela M. Persicke, MA

**Innovations in Teaching Social Behavior to Children With Autism**

Chair: Angela M. Persicke (Center for Autism and Related Disorders, Inc.)

Discussant: Thomas S. Higbee (Utah State University)

**Teaching Children With Autism to Detect and Respond Appropriately to Sarcasm**

ANGELA M. PERSICKE, Jonathan J. Tarbox, and Jennifer Ranick (Center for Autism and Related Disorders, Inc.)

**Teaching Socially Appropriate Deception to Children With Autism**

RYAN BERGSTROM, Adel C. Najdowski, and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

**Improving Sportsmanship Skills in Children With Autism Spectrum Disorder Using Wii Sports**

MELINA SEVLEVER, Jennifer M. Gillis Mattson, and Bill Ferguson (Auburn University)

**# 394 Symposium**

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3:30 pm–4:50 pm

4C-4 (Convention Center)

CBM/EAB; Applied Research

**Using Delay Discounting to Better Characterize Clinically Relevant Phenomena**

Chair: Richard Yi (University of Maryland)

**Effects of Laboratory-Induced Anxiety on Impulsive Choice in Socially Anxious and Nonanxious Adults**

CHARLES JENKS and Steven R. Lawyer (Idaho State University)

**Future Time Orienting and Intertemporal Discounting**

ALISON PICKOVER and Victoria Layfield (University of Maryland, College Park) and Richard Yi (University of Maryland)

**Instructional Control of Attention Deficit Hyperactivity Disorder Symptomatology**

ROBIN M. KUHN, Michael D. Hixson, John R. Smethells, and Mark P. Reilly (Central Michigan University)

**Temporal and Psychological Discounting of Events Related to Social Anxiety**

THOMAS J. WALTZ (Center for Mental Healthcare and Outcomes Research) and William C. Follette (University of Nevada, Reno)

**# 395 Symposium**

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3:30 pm–4:50 pm

4C-3 (Convention Center)

CBM; Applied Research

**Contextual Behavioral Science as a Framework for Understanding Binge Eating and Obesity**

Chair: Jillian Jacobelli (University Of Louisiana at Lafayette)

Discussant: Adria Pearson (University of Colorado, Denver)

**A Contextual Approach to the Obesity Epidemic**

LINDSAY MARTIN, Evan Forman, and Meghan Butryn (Drexel University)

**Perceived Pressure for Appearance and the Conceptualized Self: A Study of Avoidant Eating Pathology**

JILLIAN JACOBELLI and Emily Kennison Sandoz (University of Louisiana at Lafayette) and Robert D. Zettle and Angie Hardage-Bundy (Wichita State University)

**Comparing Thought Suppression and Acceptance as Coping Techniques for Food Cravings**

SAMANTHA CORDOVA (University of Louisiana at Lafayette), Nic Hooper (Swansea University), Emily Kennison Sandoz (University of Louisiana at Lafayette), and Louise A. Mchugh (Swansea University)

**# 396 Symposium**

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3:30 pm–4:50 pm

602 (Convention Center)

CSE/PRA; Applied Research

**Applied Behavior Analysis in Child Welfare**

Chair: Amanda Rone (University of Florida)

Discussant: Richard G. Smith (University of North Texas)

**Utilizing Probabilistic Reinforcement to Enhance Participation in Behavioral Parent Training**

ERRITY JONES and Kimberly Crosland (University of South Florida)

**Placement Outcomes Following Parent Training for Families With a History of Child Protective Services Involvement**

EMILY SHUMATE and Jennifer L. Crockett (Kennedy Krieger Institute)

**Evaluation of Placement and Activity Preference in Child Welfare: Potential Implications for Placement Matching**

CRISTINA M. WHITEHOUSE, Timothy R. Vollmer, and Bennie Colbert (University of Florida)

**# 397 Symposium**

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3:30 pm–4:50 pm

LL04 (TCC)

DDA/EDC; Applied Research

BACB CE Offered. CE Instructor: Jeffrey H. Tiger, Ph.D.

**Current Issues in Behavioral Measurement**

Chair: Jeffrey H. Tiger (University of Wisconsin, Milwaukee)

Discussant: Gina Green (Association of Professional Behavior Analysts)

**The Application of Time and Motion Study Methods to Determine the Representativeness of Duration Measures in Observation Samples**

REBECCA SHARP, Oliver C. Mudford, and Douglas Elliffe (University of Auckland)

**The Utility of Interobserver Agreement and Calibration in Assessing Quality of Behavioral Data**

KATRINA J. PHILLIPS, Oliver C. Mudford, and Douglas Elliffe (University of Auckland)

**Objective Measure of Motor Movements**

ANDREA R. REAVIS (Marcus Autism Center), Nils Y. Hamnerla (Newcastle University), Nathan Call (Marcus Autism Center), and Thomas Plötz and Agata Rozga (Georgia Institute of Technology)

## # 398 Symposium

3:30 pm–4:50 pm

LL05 (TCC)

DDA; Applied Research

BACB CE Offered. CE Instructor: Jorge Rafael Reyes, Ph.D.

### **Sex Offending: Prevention and Intervention**

Chair: Stephen F. Walker (University of Florida)

Discussant: Jorge Rafael Reyes (Westfield State University)

#### **Evaluating the Effectiveness of an Abduction Prevention Program for Older Children With Intellectual Disabilities**

SINDY SANCHEZ and Raymond G. Miltenberger (University of South Florida)

#### **The Effects of Interviewer Behavior on the Accuracy of Children's Responses**

Jessica Hart Sparling, David A. Wilder, Jennifer Kondash, MEGAN A. BOYLE, and Megan Compton (Florida Institute of Technology)

#### **Treatment of High-Risk Behavior in Sex Offenders With Intellectual Disabilities**

Stephen F. Walker, Timothy R. Vollmer, Cristina M. Whitehouse, and RAY JOSLYN (University of Florida)

## # 399 Panel Discussion

## Student Committee Event

3:30 pm–4:50 pm

608 (Convention Center)

EAB; Applied Research

### **Professional Development Series: Bridging the Gap Between Basic and Applied Research**

Chair: Katie Snyder (Utah State University)

F. CHARLES MACE (Nova Southeastern University)

ISER GUILLERMO DELEON (Kennedy Krieger Institute)

MARK R. DIXON (Southern Illinois University)

DEREK D. REED (University of Kansas)

## # 400 Symposium

3:30 pm–4:50 pm

606 (Convention Center)

EAB/TPC; Basic Research

### **Competition and Predator Threat in the Golden and Siberian Hamsters: Hamsters Are *Not* Rats**

Chair: Valeri Farmer-Dougan (Illinois State University)

Discussant: Eric S. Murphy (University of Alaska Anchorage)

#### **Effects of Fixed-Interval Schedules and Predator Odor on Operant Responding in Dwarf Hamsters (*Phodopus campbelli*)**

GWEN LUPFER-JOHNSON, Candace R. Lewis, and Eric S. Murphy (University of Alaska Anchorage)

#### **Differences in Reward Sensitivity and Social Interactions When Sprague Dawley Rats, Long Evans Rats, and Syrian Hamsters Forage for Food in an Open Field Paradigm**

LESLIE M. WISE (University of Illinois) and Valeri Farmer-Dougan (Illinois State University)

#### **Behavioral Contrast and Competition in Syrian Hamsters: It's the Food Pouching That Matters**

VALERI FARMER-DOUGAN (Illinois State University) and Leslie M. Wise (University of Illinois)

## # 401 Symposium

3:30 pm–4:50 pm

618/619 (Convention Center)

EDC/PRA; Service Delivery

### **Improving Social and Academic Outcomes via Multi-leveled Behavioral Analytic Strategies With Youngsters at Risk and With Disabilities**

Chair: Lefki Kourea (European University, Cyprus)

Discussant: Lefki Kourea (European University, Cyprus)

**Effects of Secondary-Level Social Skills Intervention on the Disruptive Behavior of Elementary-Age Students**

ANASTASIA MAGIDOU (Ministry of Education and Culture, Cyprus)

**Effects of Secondary-Level Repeated Readings on Student Reading Fluency and Comprehension**

IOULIA PAPANICOLAOU (Ministry of Education and Culture, Cyprus)

**Effects of Secondary-Level Peer Tutoring on Student Word Reading Accuracy and Completion**

MARIA ARGYRIDE (Ministry of Education and Culture, Cyprus)

**# 402 Symposium**

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3:30 pm–4:50 pm

616/617 (Convention Center)

EDC/PRA; Service Delivery

BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

**Blending Direct Instruction With Precision Teaching for Generative Instruction**

Chair: Kent Johnson (Morningside Academy)

**Applying Precision Teaching to a Direct Instruction Language Arts Program to Increase Essay Composition Performance**

SHILOH ISBELL and Kent Johnson (Morningside Academy)

**Progress Monitoring Using the Standard Celeration Chart: Essay Writing and Comprehension Skills Across the Curriculum**

MARIANNE DELGADO and Kent Johnson (Morningside Academy)

**Maximizing the Motivational Operations Involved in School Lunchtime and Recess**

PAUL MICHAEL MENG, Julian Gire, and Joanne K. Robbins (Morningside Academy)

**Analyzing Instruction to Pleasantly Build Direct Instruction Performances With Precision Teaching of Pervasively Delayed Learners**

WILLIAM J. HELSEL (AGILE Learner's Program/PLEA)

**# 403 Symposium**

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3:30 pm–4:50 pm

611 (Convention Center)

EDC/OBM; Applied Research

**Impact of Behavioral Technology on Decision Making in Education, Human Service, and Military Settings**

Chair: Todd A. Ward (University of Nevada, Reno)

Discussant: Jennifer L. Austin (University of Glamorgan)

**A University-Wide System for Improving Undergraduate Students' Academic Success**

DOUGLAS ROBERTSON and Martha Peláez (Florida International University)

**Acceptance and Commitment Therapy Goes to War: Values-Clarification Training in a Military Combat Simulation**

TODD A. WARD and Ramona Houmanfar (University of Nevada, Reno)

**Evaluating a Brief Online Values Clarification Procedure to Improve Outcomes in a Human Service Organization**

JARED A. CHASE (Chrysalis) and Todd A. Ward and Gregory Smith (University of Nevada, Reno)



## # 404 Invited Symposium

3:30 pm–4:50 pm

6A (Convention Center)

OBM

PSY CE Offered. CE Instructor: Mark P. Alavosius, Ph.D.

### **Bill Hopkins: A Model for Dissemination**

Chair: Mark P. Alavosius (University of Nevada, Reno)

Discussant: Mark P. Alavosius (University of Nevada, Reno)

### **Bill Hopkins and the Organizational Behavior Management Culture: Doing Good on a Grand Scale**

THOMAS C. MAWHINNEY (University of Detroit Mercy)



Professor Mawhinney teaches organizational behavior, organizational theory and design, human resource management, and strategic management. He has published research concerning reinforcement, work motivation, and leadership in the *Journal of the Experimental Analysis of Behavior* and *Journal of Organizational Behavior Management* (JOBM); conceptual analysis of work motivation and reinforcement processes in the *Academy of Management Review*, *Journal of Applied Psychology*, *Organizational Behavior*, and *Human Performance*, *Performance Improvement Quarterly*; and applied research concerning performance improvement in the *Journal of Business and Psychology* and JOBM. Mawhinney received his BA and MS degrees from the University of South Florida

and his Ph.D. from The Ohio State University. He joined the University of Detroit in 1987.

**Abstract:** Bill Hopkins was an accomplished overt and behind the scenes leader within the organizational behavior management (OBM) culture. Upon reflection, I can see that his work with and contributions to our culture were presaged by his history of work with a “mental” health hospital. His contribution to *Control of Human Behavior: From Cure to Prevention* (Ulrich, Stachnik & Mabry, 1970) entitled “The First 20 Years Are the Hardest,” leaves no doubt that Bill “cared” for the quality of life among others and the effects of large scale institutional practices on the quality of those lives. It should come as no surprise, therefore, that Bill used his expertise in applied behavior analysis (i.e., OBM) to create large-scale, high-impact contingencies of reinforcement resulting improved rates of safe behavior among working people and thereby reducing accidents and injuries among them (Fox, Hopkins, & Anger, 1987). I believe, based on what he expressed in JOBM, that Bill’s interest in large-scale interventions arose from (among other things) a belief that improvements in organizational members’ productivity should be shared fairly. If so, then pay plays a role in the OBM “equation.” Bill saw to it that we paid attention to the issue of pay practices (Hopkins & Mawhinney, 1992). In this talk, I review and express my appreciation of Bill’s unique contributions to the OBM culture in the pages of JOBM as well other venues (e.g., Cambridge Center for Behavior Studies), time permitting.

### **Bill Hopkins’ Legacy Leading the Italian Behavior-Based Safety Community**

FABIO TOSOLIN (Association for the Advancement of Radical Behavior Analysis)



Ever since the 1980s, Fabio Tosolin was the pioneer of the organizational behavior management (OBM) and performance management (PM) methodologies in Italy. In the 1990s, he applied the Lindsley’s Precision Teaching (PT) and Fluency Building Approach to the rapidly growing up e-learning in the workplace. Finally, he introduced the behavior-based safety (B-BS) protocol in the Italian and European industries. Dr. Tosolin is the president of Fabio Tosolin & Associates, an Italian company for behavioral performance management, behavior-based safety and pt/e-learning. He is currently professor of health, safety, environment, and quality at the Milan Polytechnic, Faculty of Engineering of the Industrial Processess. He is also a professor at

the University of Ferrara, Faculty of Medicine. Dr. Tosolin is president of the Association for Advancement of Radical Behavior Analysis (AARBA)—the Italian chapter of ABAI—and the Italian project leader in the European ManuVAR Consortium for the development of industrial work in Europe. Additionally, he serves as advisor of the Cambridge Center for Behavior Studies, Massachusetts, which is the main independent Institute for behavior analysis and behavior-based safety.

Monday, May 28

**Abstract:** Bill Hopkins began to be a reference for the Italian OBM community since the early 1980s. His article on “Managing Behavior for Productivity” has been a must-read for the very few OBmers (B. L. Hopkins & J. Sears, in *Handbook of Organizational Behavior Management*, edited by L.W. Frederiksen, 1982). Nevertheless, the growth of behavior analysis applied to the workplace became suddenly wide and pervasive starting with his speech at the Sconnd European Conference on Behavior-Based Safety in 2007. As an invited speaker, Bill delighted an audience of entrepreneurs with his colloquial, simple, and direct approach. However, nobody knew how much his contribution would be after the conference, much more so than during it! During his sojourn, he simply planned to change the world of safety in Italy. Consequently, he asked to meet the people active in the field of behavior analysis in Italy: the country’s most prominent authorities able to change the widest contingencies and the European safety managers and consultants. He managed to get in touch with the local committees involved in safety and in making decisions about it, and he agreed on becoming a member of some of these committees. Furthermore, he compelled the Italian applied behavior analysis community to change its view in marketing BBS (e.g. warning the Italian behaviorists to train engineers, not psychologists). Simultaneously, he began to support the development of regulations and legislative initiatives based on the principles of behavior, aware of the fact that teaching and presenting alone would only pale antecedents, leading to a small number of apostles and nothing more. Finally, he understood the local environment and culture, prompting and mentoring his Italian colleagues in order to get a rigorous BBS accreditation and certification, while being careful to avoid abuses and misconceptions. As a result, Italian Association for Behavior Analysis was awarded two medals by the president of the Italian Republic for spreading BBS, and the Senate asked for a formal presentation of the principles of our science applied to the work safety. Bill was better than anyone else in evaluating the effects of large-scale institutional practices and in arranging circumstances for a broad dissemination of OBM and BBS. His ability to look ahead and prepare the conditions to change the culture of an entire nation has been incredible. The fruits of his strategic mind will continue to be for many years to come.

#### **Bill Hopkins' Outreach to Improve the Lives of Workers Through Safety**

SANDY KNOTT (Supervalu, Inc.)



Sandy Knott is the risk control manager for SuperValu's Advanced Logistics Management Decision Research Center's (MDRC) Illinois distribution center. She has received the Principles of Behavior Based Safety Accreditation from the Cambridge Center for Behavioral Studies. The accreditation was earned after MDRC successfully implemented SuperValu's Critical Activities Management (CAM) Program, which uses systematic feedback and positive reinforcement to strengthen safe workplace practices. Following CAM implementation, MDRC noted a reduction in OSHA frequency rates from 13.1 to 0.0 and a reduction in severity rates from 1.6 to 0.0. The Cambridge Center's accreditation process evaluates before and after measures of workplace safety following implementation of programs and evaluates that data for effectiveness.

**Abstract:** SuperValu's Advanced Logistics MDRC's Illinois distribution center has been accredited by the Cambridge Center for Behavioral Studies since 2005 for application of behavioral principles within management of worker safety. The accreditation was earned after MRDC successfully implemented SuperValu's Critical Activities Management (CAM) program, which uses systematic feedback and positive reinforcement to strengthen safe workplace practices. Following CAM implementation, MRDC noted a reduction in OSHA frequency rates from 13.1 to 0.0 and a reduction in severity rates from 1.6 to 0.0. This extraordinary achievement was made possible by the many efforts of Dr. Bill Hopkins, who advised and mentored us. His work with the Commission for the Accreditation of Behavioral Applications to Safety within the Cambridge Center for Behavioral Studies guided our efforts to develop safety management at the Advanced Logistics MDRC's Illinois distribution center. Since 2005, Bill's extensive volunteer efforts with SuperValu went far beyond the distribution center outside Chicago. More sites within SuperValu's vast supply chain are following the lead of MRDC. In 2010, Dr. Hopkins organized and led a think-tank on disseminating innovation throughout SuperValu (180,000 employees) that was attended by 20 corporate executives. His actions have made a lasting impact on our organization.

## # 405 Symposium

3:30 pm–4:50 pm

204 (TCC)

PRA/CSE; Applied Research

BACB CE Offered. CE Instructor: Kimberly Crosland, Ph.D.

### **Behavior Skills Training. It's Not Just for Kids Anymore**

Chair: Kimberly Crosland (University of South Florida)

Discussant: Merrill Winston (Professional Crisis Management, Inc.)

#### **Professional Crisis Management Association's BehaviorTools™ Training for Parents of Children With an Autism Spectrum Disorder: Love Like Water**

BYRON ROBERT NEFF and Mark T. Harvey (Florida Institute of Technology)

#### **Analyzing the Effects of Repeated Practice Using the BehaviorTools™ Training Model With Parents of Children With Developmental Disabilities**

TRISTAN MARRIOT (California State University, Chico)

#### **An Evaluation of a Behavior Tools Booster Training Using Video Modeling With Foster Parents**

Anna Katie Caravello and KIMBERLY CROSLAND (University of South Florida)

## # 406 Symposium

3:30 pm–4:50 pm

202 (TCC)

PRA/CBM; Applied Research

BACB CE Offered. CE Instructor: John M. Guercio, Ph.D.

### **Clinical Utilization of the Technology of Positive Reinforcement in the Applied Setting**

Chair: Todd M. Streff (Great Strides Behavioral Consulting, Inc.)

Discussant: Jolene R. Sy (Saint Louis University)

#### **A Comparison of the Effects of the Transition From Immediate to Delayed Reinforcement via the Use of a Token System in Dually Diagnosed Males With Severe Aggressive Behavior**

PATRICK ADAM BONNER (AWS, Inc.)

#### **A Self-Control Procedure Using Conditional Discrimination Training With Children Who Have Impulsive Behaviors**

AUTUMN N. MCKEEL (Southern Illinois University Carbondale) and Mark R. Dixon (Southern Illinois University)

#### **A Comparison of the Effects of Both Immediate and Delayed Reinforcement on the Display of Severe Aggression in Dually Diagnosed Adults**

JOHN M. GUERCIO (AWS, Inc.)

## # 407 Symposium

3:30 pm–4:50 pm

610 (Convention Center)

TPC/VRB; Theory

BACB CE Offered. CE Instructor: Deric E. Toney, M.A.

### **Complex Verbal Processes**

Chair: Deric E. Toney (University of Nevada, Reno)

Discussant: Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

#### **Say You're Sorry... A Behavioral Analysis of Apologies and Forgiveness**

DERIC E. TONEY (University of Nevada, Reno)

#### **The Role of Verbal Behavior in Perspective-Taking**

GENEVIEVE M. DEBERNARDIS (University of Nevada, Reno)

#### **Self-Knowledge: Past and Future**

LINDA J. PARROTT HAYES (University of Nevada, Reno)

## # 408 Paper Session

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3:30 pm–4:50 pm

605 (Convention Center)

TPC

### Historical Investigations

Chair: Edward K. Morris (University of Kansas)

#### **The Consequences of the Human Origins of B. F. Skinner's Theory of the Operant** (Theory)

KRISTJAN GUDMUNDSSON (Reykjavik College of Women)

#### **Why I Am Not a Rationalist: Parallels Between Hume's Empiricism and Radical Behaviorism** (Theory)

ANDREW ERNEST NUZZOLILLI and James W. Diller (Eastern Connecticut State University)

#### **Crozier's Relationship to Loeb: Literal, Figurative, and Rhetorical** (Theory)

EDWARD K. MORRIS (University of Kansas)

## # 409 Invited Tutorial

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4:00 pm–4:50 pm

303/304 (TCC)

DDA; Applied Research

BACB CE Offered. CE Instructor: Raymond G. Miltenberger, Ph.D.

### Teaching Safety Skills to Individuals With Disabilities

Chair: Anjali Barretto (Gonzaga University)

RAYMOND G. MILTENBERGER (University of South Florida)



Ray Miltenberger received his Ph.D. in clinical psychology from Western Michigan University in 1985. He is the director of the Applied Behavior Analysis Master's Program at the University of South Florida. Dr. Miltenberger is a fellow and past president of ABAI. He serves (or has served) on the editorial boards of the *Journal of Applied Behavior Analysis*, *Journal of Behavioral Education*, *Behavioral Interventions*, *The Behavior Analyst*, and *Journal of Positive Behavioral Interventions* and is the literature review editor for *Education and Treatment of Children*. Dr. Miltenberger's research focuses on safety skills, staff training and management, behavior analysis in sports and fitness, and functional assessment and treatment of problem behaviors. He has published

over 185 journal articles and chapters, has coedited a text on analysis and treatment of tics and repetitive behavior disorders, and has written a behavior modification textbook, now in its fifth edition. Dr.

Miltenberger has received a number of awards for his teaching and research including the 2008 APA Division 25 Award for Distinguished Contributions to Applied Behavioral Research and the 2009 Outstanding Mentorship Award from the Association for Behavior Analysis International.

**Abstract:** Children and adults with disabilities may be exposed to various safety threats in their lifetimes. These include the threat of abduction, sexual abuse, firearm injury, poisoning, and pedestrian injuries to name a few. This presentation will discuss best practices in assessment and training of safety skills for the various safety threats faced by individuals with disabilities. Topics covered in this tutorial will include strategies for valid and reliable assessment of safety skills with an emphasis on the use of naturalistic or in situ assessments, the selection of target behavior and stimuli needed for successful training, the successful use of behavioral skills training procedures and variations for the acquisition of safety skills, and strategies for promoting generalization and maintenance of the safety skills to the environments and circumstances where the safety skills are needed. Finally, issues of cost, efficiency, and accessibility of training will be discussed.

## # 410 Paper Session

4:00 pm–4:50 pm

101 (TCC)

VRB

### Analyzing Complex Verbal Behavior

Chair: Robert Dlouhy (Western Michigan University)

#### **Controlling Variables and Response Topographies Across Languages: A Behavior-Analytic Study of Tense** (Basic Research)

ROBERT DLOUHY (Western Michigan University)

#### **Verbal Behavior in Short-Term Romantic Interactions: Playing the “Dating Game”** (Applied Research)

JENNIFER A. WADE (Temple University)

## # 411 Special Event

5:00 pm–5:50 pm

6BC (Convention Center)

OTH

### ABAI Presidential Address: Now What Shall We Do?

Chair: Richard W. Malott (Western Michigan University)

KURT SALZINGER (Hofstra University)



Kurt Salzinger, Ph.D. is Senior Scholar in Residence at Hofstra University in Hempstead, N.Y. since January 2003. He was executive director for science at the American Psychological Association (APA) from 2001 to 2003. He has been president of the New York Academy of Sciences, has served on the board of directors of the APA, and 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 from 1986–1988, subsequently as a member until 1991 and again a member of the board from 2004–2007. He is author or editor of 12 books and over 120 articles and book chapters. The most recent book was edited with M. R. Serper in

2009: *Behavioral Mechanisms and Psychopathology* (Washington, DC: American Psychological Association). He has varied research interests, including behavior analysis applied to human beings, dogs, rats, and goldfish, schizophrenia, verbal behavior of children and adults and history of psychology. He has both given grants (when a program officer at the National Science Foundation) and received them (when professor of psychology at Hofstra University and Polytechnic University of New York and Principal research scientist at the New York State Psychiatric Institute) for his own research. He received the Sustained Superior Performance Award from the NSF, the Stratton Award from the American Psychopathological Association, the APA Presidential Award and the Most Meritorious Article Award from the *Journal of Behavior Therapy and Experimental Psychiatry*. In 2002, he was presidential scholar for the Association for Behavior Analysis. In 2009–2010, he was elected president of the Eastern Psychological Association. He was elected president of the Association for Behavior Analysis International for 2011–2012.

**Abstract:** They are beginning to listen to us even if they do not know that they are doing so. To be sure, we are not often getting enough credit for it and then made unfairly to share that credit with others (e.g., with economists). Yet, they are employing the law of effect and following Skinner's dicta: taxes are exacted in the form of reinforcement contingencies, school attendance is reinforced with money, New Year's resolutions are converted to behavior carried out because their carried out promise is made contingent on consequence, everyone admits that children suffering from autism are helped by behavior analytic treatment and our work is recognized and appreciated by the parents, psychoanalysts are admitting they cannot do it all, and cognitive therapists are giving homework (that is, they are recognizing that behavior is involved in therapeutic progress). Applied behavior analysts are now, at long last, recognized—yeah, even sought out and preferred. And we are now seeking out reinforcement for our behavior in our search for recognition by government, not just by fellow scientists. We have much to learn as we travel the bumpy road to further progress in both science and application. When we circle the wagons, and are feeling we must be armed, we load our guns; we must then adhere to but one basic principle: shoot out, not in!

#### **# 412 Business Meeting**

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6:00 pm–6:50 pm

603 (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), including board certified behavior analyst and board certified assistant behavior analyst credentials; professional experience, coursework, and degree requirements; approved course sequences; international examination administration; eligibility standards; and applications for examination. Special emphasis will be on how individual countries can work with the BACB to develop time-limited alternative pathways for their residents to qualify for the BACB examinations. The presentation also will provide an overview of the 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.

#### **# 413 Business Meeting**

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6:00 pm–6:50 pm

4C-4 (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.

#### **# 414 Business Meeting**

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6:00 pm–6:50 pm

604 (Convention Center)

##### **Multicultural Alliance of Behavior Analysts Special Interest Group**

Chair: Elizabeth Fong Hughes (Multicultural Alliance of Behavior Analysts)

We will meet and discuss updates and business related to the SIG.

#### **# 415 Business Meeting**

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6:00 pm–6:50 pm

602 (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 focusing on applications of behavior analytic and cultural analytic science to social, human rights, and environmental issues. The journal also encourages submissions related to the development of cultural analytic science as a subdiscipline. The editorial board will discuss our progress in expanding our open-access, online presence; steps toward further institutionalizing the journal; and strategies for expanding the number of high quality submissions over the coming year.

#### **# 416 Business Meeting**

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6:00 pm–6:50 pm

401 (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 sex research, sex education, and/or procedures used to change sex-related behaviors are invited to attend the Sex Therapy and Educational Programming Special Interest Group's annual meeting. Items of business will include a discussion of current activities occurring both at and outside the ABAI convention, the sharing of relevant research findings, and plans for the next year of activities.

#### # 417 Business Meeting

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6:00 pm–6:50 pm

613/614 (Convention Center)

##### **Teaching Behavior Analysis Special Interest Group**

Chair: Christine Hoffner Barthold (University of Delaware)

The purpose of the meeting is to conduct the business of the Teaching Behavior Analysis Special Interest Group. We will update members on the events of last year and set goals for the coming year. Even if you are new and have never attended a business meeting before, please feel free to join us. Membership is not required to attend.

#### # 418 Business Meeting

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6:00 pm–6:50 pm

4C-1 (Convention Center)

##### **Clinical Special Interest Group**

Chair: Thomas J. Waltz (Center for Mental Healthcare and Outcomes Research)

This is the special interest group for those who have an interest in clinical applications of behavior analysis. Clinical behavior analysts work in both research and applied settings applying behavior analytic principles to just about any situation that may involve psychological distress. This is our annual meeting to discuss how to promote our work at ABAI and beyond. Members have the opportunity to network and discuss their areas of interest and work, training opportunities, research projects, conceptual struggles and developments, and plan activities for next year's convention. The Clinical Special Interest Group is looking to expand involvement in its newsletter by including program updates from graduate programs and faculty that provide training in clinical behavior analysis. Everyone is welcome to attend and learn more about this exciting area of behavior analysis.

#### # 419 Business Meeting

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6:00 pm–6:50 pm

605 (Convention Center)

##### **All Students Can Learn and All Teachers Can Be Successful! Direct Instruction Special Interest Group**

Chair: Wendy L. Kozma (Evergreen Center)

Direct instruction (DI) is a highly effective, evidence-based practice for teaching academic skills. To be effective, the instructional process must be efficient and designed to maximize learner engagement. Effective instruction further requires that the educator be knowledgeable and skillful in several critical domains. The successful educator is able to identify the essential skills or learning objectives to be taught and utilizes effective procedures for teaching those skills; this includes evaluating, selecting, and modifying instructional programs and materials to meet the unique needs of the learner. The effective instructor utilizes assessment data to appropriately place learners and to regularly monitor their progress. The successful educator utilizes effective lesson presentation techniques, including appropriate pacing of instructional tasks, attending to the motivation of learners, and the diagnosis and correction of learner errors. Finally, the effective instructor analyzes assessment data and uses assessment results to guide instructional decision-making. All professionals and students interested in direct instruction are welcome to attend this business meeting. Join us in working to promote evidence-based instructional practices!

#### # 420 Business Meeting

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6:00 pm–6:50 pm

4C-3 (Convention Center)

##### **Developmental Behavior Analysis Special Interest Group**

Chair: Martha Peláez (Florida International University)

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 inter- and multidisciplinary 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.

## # 421–434 Poster Sessions

7:00 pm–9:00 pm

Exhibit Hall 4AB (Convention Center)

**Posters in these sessions are published separately and available onsite.**

## # 435 Special Event

9:00 pm–1:00 am

Grand Ballroom (Sheraton)

### **ABAI Social**

Chair: Richard W. Malott (Western Michigan University)

Please join us, your friends, and colleagues for music and dancing.



#### FACILITIES

Effingham, NH  
Waterford, WI  
Lewistown, PA

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Freedom, NH  
Center Ossipee, NH  
Belmont, NH

#### CERTIFIED RESIDENCE

Farmington, NH  
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New England  
Wisconsin

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### ■ Community Integrated Programs

Homes, Assisted Living & Supported Apartments



### ■ Lakeview Rehab at Home

Comprehensive Home Health Services





# Tuesday, May 29

Day Schedule

Business Meetings

Sessions



## Washington State Convention Center; Tuesday, 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
Level 6	6A																		
	6BC																		
	6E																		
	601			Speaker Ready Room															
	602					#437 CSE Ch: Callahan	†	#455 CSE Ch: Licht											
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	608					#448 EAB Ch: Bao	†												
	609					#449 EAB Ch: Smethells		#464 EAB Ch: Lawyer											
	610																		
	611					#450 EDC Ch: Mendoza		#465 EDC Ch: Becquet											
	612					#440 TBA Ch: Suchowierska	†												
	613/614																		
	615																		
	616/617					#439 EDC Ch: Ryan	†	#456 EDC Ch: Ravid	†										
	618/619					#451 EDC Ch: Mason													
	620																		
Level 4	4AB			Exhibits, Bookstore, and Posters															
	South Lobby			Registration															
	4C-1																		
	4C-2																		
	4C-3					#446 CBM Ch: Flood	†	#457 CBM Ch: Persel											
	4C-4					#445 CBM Ch: Ho		#463 CBM Ch: Souyers											
Level 3	401			#436 Principles of Behavior text															
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	212																		
	213																		
	214																		
	2A																		
	2B																		

### LEGEND



= ABAI Services



= Student  
Committee  
Events



= Continuing  
education credit  
available for  
behavior analysts

Ch.

= Chairperson

## The Conference Center; Tuesday, May 29

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## EDUCATIONAL RESOURCES

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SERVING CHILDREN AND YOUNG ADULTS WITH DEVELOPMENTAL DISABILITIES

Summit offers comprehensive services to more than 1700 children and young adults with autism and related developmental disabilities using evidence-based practice. Our services extend to eight Western New York counties and more than 50 local school districts.

Our services include evaluations, early intervention, a school for children ages 3- 21, professional consulting, and a range of family support services. We also operate an early intensive behavioral intervention program (EIBE) for children with autism – the only one of its kind in Western New York. Many of our staff of more than 500 professionals participate in applied research, ongoing research projects, and professional development activities.



### **CAREER OPPORTUNITIES AVAILABLE FOR QUALIFIED BEHAVIOR ANALYSTS AND CONSULTANTS.**

Visit our booth during the convention to learn more.

**716-629-3400 - [info@summitted.org](mailto:info@summitted.org) - [www.summitted.org](http://www.summitted.org)**

**150 Stahl Road, Amherst, NY 14068**

### # 436 Business Meeting

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8:00 am–8:50 am

401 (Convention Center)

#### **Reunion of Users and Friends of the Text *Principles of Behavior***

Chair: Gerald C. Mertens (St. Cloud State University)

Users and friends of Malott's *Principles of Behavior*, sixth edition, join Jerry Mertens and Dick Malott for a discussion of issues related to the text, sharing of teaching gems, activities used in teaching text material, test questions, and other materials you are willing to share, problems encountered in teaching the text, and suggestions—surprise us with what you bring, or just come to enjoy the friendship and fun of people who share an interest in the text. (Rumor has it that a sighting of a large Skinnerian pigeon is at some probability level!)

### # 437 Panel Discussion

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9:00 am–9:50 am

602 (Convention Center)

CSE; Service Delivery

BACB CE Offered. CE Instructor: Emily Huber Callahan, Ph.D.

#### **Providing ABA Services in Community-Based Settings: Common Practical and Ethical Issues and Considerations for Service Provision**

Chair: Emily Huber Callahan (Institute for Child Development, Binghamton University)

SARA WHITE (Sendan Center)

ROSE F. EAGLE (The Children's Program)

KURT A. FREEMAN (Oregon Health & Science University)

### # 438 Panel Discussion

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9:00 am–9:50 am

LL05 (TCC)

DDA; Basic Research

BACB CE Offered. CE Instructor: Emily Dickens, MS

#### **It's Never Too Late to Sprout! Teaching Developmentally Delayed Adults Using the Headsprout Reading Program**

Chair: Emily Dickens (Agency for Persons with Disabilities, State of Florida)

EMMA GUILARTE (Agency for Persons with Disabilities, State of Florida)

EMILY DICKENS (Agency for Persons with Disabilities, State of Florida)

MARY LEBLANC (Headsprout, Inc.)

### # 439 Panel Discussion

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9:00 am–9:50 am

616/617 (Convention Center)

EDC; Service Delivery

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

#### **Behavior Analysts Legal (and Thus Ethical) Responsibilities Under Federal Special Education Law**

Chair: Rebecca Ryan (Applied Behavioral Strategies)

CLAIRE CHARLES (Developmental Disabilities Resource Center)

PAMELA M. MARTIEN (Developmental Disabilities Resource Center)

MELISSA L. OLIVE (Walden University and Applied Behavioral Strategies)

#### # 440 Panel Discussion

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9:00 am–9:50 am

612 (Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: William F. Potter, Ph.D.

##### **Dual International Masters Program in Behavior Analysis**

Chair: Monika M. Suchowierska (Warsaw School of Social Psychology)

WILLIAM F. POTTER (California State University, Stanislaus)

JOHN CARL HUGHES (Bangor University)

MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology)

#### # 441 Symposium

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9:00 am–10:20 am

305 (TCC)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Justin B. Leaf, Ph.D.

##### **The Conditioning and Implementation of Reinforcement and Reinforcement Systems for Children With Autism**

Chair: Ronald B. Leaf (Autism Partnership)

Discussant: Justin B. Leaf (Autism Partnership)

###### **Conditioning the Preference of Stimuli for Three High Functioning Children on the Autism Spectrum**

MISTY OPPENHEIM-LEAF (Great Strides Behavioral Consulting, Inc.), Justin B. Leaf and Ronald B. Leaf (Autism Partnership), James A. Sherman and Jan B. Sheldon (University of Kansas), and John James McEachin and Mitchell T. Taubman (Autism Partnership)

###### **Conditioning the Preference of Stimuli for Five Children on the Autism Spectrum: A Replication Study**

ALYNE KASSARDJIAN, Justin B. Leaf, Courtney Muehlebach, Mitchell T. Taubman, Ronald B. Leaf, and John James McEachin (Autism Partnership)

###### **Using Differential Reinforcement of Other Behaviours to Reduce Elopement in a Child With Autism**

RESHANI I. SATHARASINGHE, Toby Mountjoy, John James McEachin, Ronald B. Leaf, and Mitchell T. Taubman (Autism Partnership) and Eric Rudrud (St. Cloud State University)

#### # 442 Symposium

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9:00 am–10:20 am

LL02 (TCC)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Jeffrey Michael Chan, Ph.D.

##### **When “Believing” Is Not Enough: The Systematic Evaluation of Fad Treatments for Autism and Developmental Disabilities**

Chair: Jeffrey Michael Chan (Northern Illinois University)

Discussant: Lloyd D. Peterson (Western Michigan University)

###### **The Effects of a Brushing Protocol on Stereotypical Behavior**

SHANNON DURAND (University of North Texas), Tonya Nichole Davis (Baylor University), and Jeffrey Michael Chan (Northern Illinois University)

###### **The Effectiveness of Weighted Vests to Reduce Aggressive and Self-Injurious Behavior**

KRISANN CHRISTIAN, Tonya Nichole Davis, Sharon Dacus, and Erica Strickland (Baylor University); Kara Blenden (University of Texas at Austin); and Staci Weathers and Kellsye Wells (Baylor University)

###### **A Review of Published Data Evaluating the Effects of Gentle Teaching**

SHAWN PATRICK QUIGLEY and Sean Field (Western Michigan University)

#### # 443 Symposium

9:00 am–10:20 am

302 (TCC)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Joseph M. Vedora, Ed.D.

#### **Visual Strategies to Support the Initiation of Social Interactions and Sociodramatic Play in Children With Autism**

Chair: Steven Woolf (BEACON Services)

Discussant: Joseph M. Vedora (BEACON Services)

##### **Textual Cues and Prompting Fading to Increase Social Initiations**

EMILY W. HARRIS and Robert K. Ross (BEACON Services)

##### **Use of a Conversation Box: Establishing and Expanding Social Communication**

RACHEL DACOSTA and Robert K. Ross (BEACON Services)

##### **Using Video Based Activity Schedules and Matrix Training to Teach Sociodramatic Play**

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

#### # 444 Symposium

9:00 am–10:20 am

301 (TCC)

AUT/DDA; Service Delivery

#### **Treatment of Food Selectivity in Children With an Autism Spectrum Disorder: Clinical Applications in an Educational Setting**

Chair: Rachel N. S. Cavalari (Binghamton University)

Discussant: Courtney A. Aponte Pooler (Binghamton University)

##### **Peer-Modeling and Exposure-Based Interventions for Food Selectivity in an Educational Setting**

RACHEL N.S. CAVALARI (Binghamton University), Stephanie Lockshin and Dawn Marie Birk (Institute for Child Development, Binghamton University), and Courtney A. Aponte Pooler (Binghamton University)

##### **Intensive Individualized Feeding Interventions for Increasing Novel Food Tolerance in an Educational Setting**

LAUREN BETH FISHBEIN (Binghamton University) and Dawn Marie Birk and Stephanie Lockshin (Institute for Child Development, Binghamton University)

##### **Challenges to the Implementation of Feeding Interventions in Educational Settings: Logistical and Training Issues**

STEPHANIE LOCKSHIN (Institute for Child Development, Binghamton University)

#### # 445 Symposium

9:00 am–10:20 am

4C-4 (Convention Center)

CBM; Service Delivery

#### **Acceptance and Commitment Therapy in the Classroom: Promoting Adaptive Coping and Adjustment Through Psychological Flexibility and Academic Engagement**

Chair: Kelly Ho (University of Mississippi)

Discussant: David R. Perkins (University of Louisiana at Lafayette)

##### **Coping With Stress: Strategies Employed by College Students**

LINDSAY SCHNETZER, Maureen Kathleen Flynn, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

##### **Stress in the Modern World: An Acceptance and Commitment Therapy-Based Approach to Dealing With College Stressors**

NADIA LUCAS, Solomon Kurz, Maureen Kathleen Flynn, Lindsay Schnetzer, Regan M. Slater, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

##### **Moving on Up: The Psychological Inflexibility of First Generation and Low Income Freshmen**

DANIELLE E. LANDRY, Emily Kennison Sandoz, and Emmie Hebert (University of Louisiana at Lafayette)

## # 446 Symposium

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9:00 am–10:20 am

4C-3 (Convention Center)

CBM/DDA; Applied Research

BACB CE Offered. CE Instructor: William A. Flood, MA

### **Behavioral and Medication Interventions for Treating Adults With Intellectual Disabilities and Comorbid Psychiatric Disorders**

Chair: William A. Flood (May Institute)

Discussant: John C. Randall (Amego, Inc.)

#### **Psychotropic Prescribing Patterns for Adults Receiving Community-Based Residential and Day Habilitation Services**

CHRISTINE M. MAGEE, James M. Sperry, and Michelle Graham (May Institute)

#### **Treating Medication Noncompliance in an Adult Diagnosed With Schizoaffective Disorder and Intellectual Disabilities**

JAMES M. SPERRY (Amego, Inc.) and Justin Kelly and Christine M. Magee (May Institute)

#### **The Effects of Needle Desensitization Upon Blood Draws for a Woman With Schizoaffective Disorder**

ROBERT S. CROMARTIE IV CROMARTIE and William A. Flood (May Institute)

## # 447 Symposium

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9:00 am–10:20 am

LL04 (TCC)

DDA/BPH; Applied Research

BACB CE Offered. CE Instructor: Nathan Blenkush, Ph.D.

### **A Risk-Benefit Analysis of Antipsychotic Medication and Contingent Skin Shock for the Treatment of Destructive Behaviors**

Chair: Nathan Blenkush (Judge Rotenberg Educational Center)

Discussant: F. J. Barrera (private practice)

#### **A Review of the Side Effect Profile and Efficacy of First Generation Antipsychotic Medication in the Treatment of Destructive Behaviors**

NICK LOWTHER and Nathan Blenkush (Judge Rotenberg Educational Center)

#### **A Review of the Side Effect Profile and Efficacy of Second Generation Antipsychotic Medication and Their Efficacy in the Treatment of Destructive Behaviors**

NATHAN BLENKUSH (Judge Rotenberg Educational Center)

#### **A Review of the Side Effect Profile and Efficacy of Contingent Skin Shock in the Treatment of Destructive Behaviors**

ROBERT VON HEYN and Nathan Blenkush (Judge Rotenberg Educational Center)

## # 448 Symposium

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9:00 am–10:20 am

608 (Convention Center)

EAB/VRB; Basic Research

BACB CE Offered. CE Instructor: David E. Greenway, Ph.D.

### **Research in Relational Responding and Stimulus Functions**

Chair: Shimin Bao (University of Mississippi)

Discussant: Karen H. Griffie (Concord University)

#### **Using Assistive Technology in Behavioral Research: A Comparison of Implicit Relational Assessment Procedure Input Methods**

LAUREN FASSERO (University of Mississippi); Joi Tucker (Alcorn State University); and Kate Kellum, Michael Bordieri, and Kelly G. Wilson (University of Mississippi)

#### **Using Contextual Cues to Influence the Role of Priming in the Transformation of Stimulus Functions**

JACOB H. DAAR and Timothy M. Weil (University of South Florida) and Mark R. Dixon (Southern Illinois University)

#### **The Relationship Between Stimulus and Functional Equivalence**

DAVID E. GREENWAY (University of Louisiana at Lafayette)



#### # 449 Paper Session

9:00 am–10:20 am  
609 (Convention Center)  
EAB

#### Schedule Effects III

Chair: John R. Smethells (Central Michigan University)

##### **Stimulus Control by Flash Rate in Rats** (Basic Research)

JOHN R. SMETHELLES (Central Michigan University), Andrew T. Fox (University of Kansas), and Stefanie Stancato and Mark P. Reilly (Central Michigan University)

##### **Behavioural Economics of Food Choices of the Common Brushtail Possum (*Trichosurus vulpecula*)** (Basic Research)

KRISTIE E. CAMERON, Lewis A. Bizo, and Nicola J. Starkey (University of Waikato)

##### **Investigating Picture/Object Transfer in Hens** (Basic Research)

RENEE RAILTON, Therese Mary Foster, and William Temple (University of Waikato)

#### # 450 Panel Discussion

#### Student Committee Event

9:00 am–10:20 am  
611 (Convention Center)  
EDC; Service Delivery

#### **Professional Development Series: Harmonizing School, Work, and Life: How To Be a More Effective Student, Employee, and Person**

Chair: Raul Mendoza (Walden University)

AMANDA N. KELLY (SEEM Collaborative)

LAUREN HOPKINS (The Chicago School of Professional Psychology)

CHRISTINA DANOS (York Central Hospital)

JESSICA GAMBA (The Chicago School of Professional Psychology)

#### # 451 Paper Session

9:00 am–10:20 am  
618/619 (Convention Center)  
EDC

#### **Behavioral Methods for Training Teachers and Healthcare Workers**

Chair: Lee L. Mason (The University of Texas at San Antonio)

##### **A Function-Based Assessment of Virtual Learning Environments for Training Preservice Teachers** (Applied Research)

LEE L. MASON (University of Texas at San Antonio) and Peter Blair and Nancy Glomb (Utah State University)

##### **The Use of Simulation Training to Shape Teaching Behaviors in a Multiuser Virtual Environment** (Applied Research)

LEE L. MASON (University of Texas at San Antonio) and Nancy Glomb and Jim Barta (Utah State University)

##### **Response to Intervention for Higher Education** (Service Delivery)

TRUDI GAINES (University of West Florida)

##### **Applying Applied Behavior Analysis to the American Heart Association Pediatric Advanced Life Support Program: Shaping Behavior of Healthcare Professionals Who Treat Critically Ill Children** (Service Delivery)

RICHARD COOK (Penn State University) and Keith E. Williams (Penn State Hershey Medical Center)

## # 452 Symposium

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9:00 am–10:20 am

204 (TCC)

PRA/CSE; Service Delivery

BACB CE Offered. CE Instructor: Kelly J. Ferris, M.Ed.

### **Developing and Maintaining Effective and Mutually Reinforcing Collaborative Relationships With Professionals From Disciplines Outside of Behavior Analysis**

Chair: Kelly J. Ferris (Organization for Research & Learning)

Discussant: Michael Fabrizio (Organization for Research & Learning)

#### **Collaborating With Educators to Improve the Data Based Decision-Making Skills of Classroom Teachers**

ELIZABETH GRACE LEFEBRE (Organization for Research and Learning) and Leslie Vincent (Bellevue School District)

#### **Speech Language Pathologists and BCBA: An Effective Team for Communication Development in Children With Autism**

KELLY J. FERRIS (Organization for Research & Learning) and Marci Revelli (Seattle Children's Hospital)

#### **Method and Content: Lessons Learned From 15 Years of a Behavior Analyst Collaborating With a Speech-Language Pathologist**

MICHAEL FABRIZIO (Organization for Research & Learning) and Kris Meilahn (Partners in Therapy)

## # 453 Symposium

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9:00 am–10:20 am

202 (TCC)

PRA/DDA; Applied Research

BACB CE Offered. CE Instructor: Fawna Stockwell, Ph.D.

### **The Behavior Analyst's Role in Changing Sexual Behavior: A Sex Therapy and Educational Programming Special Interest Group Symposium**

Chair: Fawna Stockwell (The Chicago School of Professional Psychology)

Discussant: Bobby Newman (Full Inclusion Living and Learning Unitarian University)

#### **Prevalence, Prevention, and Treatment of Sexual Abuse in the Developmentally Disabled Population**

LAURA MAHLMEISTER (KGH Consultation & Treatment, Inc.) and Charles T. Merbitz and Fawna Stockwell (The Chicago School of Professional Psychology)

#### **An Analysis of the Metacontingencies Maintaining Prostitution**

KASSIDY RATLEDGE, Farah Bacchus, and Fawna Stockwell (The Chicago School of Professional Psychology)

#### **Sex Therapy and Educational Programming Special Interest Group: Promoting Responsible Treatment of Sexual Behavior**

Lorraine M. Bologna (The Cincinnati Center for Autism), Jessica Gamba and FAWNA STOCKWELL (The Chicago School of Professional Psychology), and Bobby Newman (Full Inclusion Living and Learning Unitarian University)

## # 454 Symposium

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9:00 am–10:20 am

LL03 (TCC)

VRB/AUT; Applied Research

BACB CE Offered. CE Instructor: Junelyn Lazo, Ph.D.

### **Using Verbal Behavior Approach to Teach Skills to Children Diagnosed With Autism**

Chair: Junelyn Lazo (Center for Behavioral Sciences, Inc.)

#### **Manding for Children With Autism: Comparing Topography-Based Verbal Behavior With Stimulus-Selection-Based Verbal Behavior**

RHYSA MORENO (Center for Behavioral Sciences, Inc.)

#### **Using Joint Control to Teach Mandated Selection Responses to Children With Autism**

JOHANNA F. LORCA (Center for Behavioral Sciences, Inc.)

**Correspondence Training Between “Doing” and “Saying” When Social Stories Failed to Promote Program Generalization**

HOANG THUY NGUYEN (Center for Behavioral Sciences, Inc.)

**Teaching Autoclitic Responses to Children Diagnosed With Autism**

CYNTHIA L. BOYLE and Joyce C. Tu (Center for Behavioral Sciences, Inc.)

**# 455 Paper Session**

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10:00 am–10:20 am

602 (Convention Center)

CSE

**Effects of Video Modeling and Feedback in Equine Recreation**

Chair: Katie M. Licht (UAMRICD)

**Straight from the Horse's Mouth: Effects of Video Modeling and Video Feedback Treatment Packages in Equine Recreational Activities** (Applied Research)

KATIE M. LIGHT and Brandon F. Greene (Southern Illinois University)

**# 456 Symposium**

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10:00 am–11:20 am

616/617 (Convention Center)

EDC/DDA; Service Delivery

BACB CE Offered. CE Instructor: Emily Huber Callahan, Ph.D.

**Practical and Experimental Alternatives to Extended Functional Analyses: Considerations for School and Clinical Settings**

Chair: Ariel Ravid (Binghamton University)

Discussant: Emily Huber Callahan (Institute for Child Development, Binghamton University)

**Modified Functional Analysis Procedures in a Hospital Setting**

JULIA BARNES and Robin L. Gabriels (Children's Hospital Colorado)

**Brief Functional Analysis in the Schools: Usefulness, Challenges, and Considerations**

LAURA B. TURNER and Ariel Ravid (Binghamton University) and Stephanie Lockshin (Institute for Child Development, Binghamton University)

**Brief Procedures for Determining the Function of Self-Injurious Behavior in a School Setting**

ARIEL RAVID and Laura B. Turner (Binghamton University) and Stephanie Lockshin (Institute for Child Development, Binghamton University)

**# 457 Paper Session**

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10:30 am–11:20 am

4C-3 (Convention Center)

CBM

**Selected Topics in Clinical, Family, and Behavioral Medicine**

Chair: Chris Persel (Centre for Neuro Skills)

**Critical Factors: The Impact of Neurological Deficits After Brain Injury on Behavior Program Development** (Theory)

CHRIS PERSEL and Jessica A. Thompson Scibilia (Centre for Neuro Skills)

**Cuts Like a Knife: On the Similarities and Differences Between Self-Injury and Self-Mutilation** (Service Delivery)

RAYNA M. HOUVOURAS and Andrew John Houvouras (Applying Behavior Concepts)

10:30 am–11:20 am

LL04 (TCC)

DDA; Service Delivery

**Professional Development Series: Eventually Kids Grow Up: Supporting Adults With Developmental Disabilities in Community**

Chair: Benjamin Reiman (University of British Columbia)

PETER F. GERHARDT (The McCarton School)

MARY ROBERTA HOADLEY (Parley Services Limited)

SILVA ORCHANIAN (Melmark New England)

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**# 459 Symposium**

10:30 am–11:50 am

305 (TCC)

AUT; Applied Research

BACB CE Offered. CE Instructor: Alissa Greenberg, Ph.D.

**Minimizing the Research to Practice Gap in Autism Treatment Research**

Chair: Marjorie H. Charlop (Claremont McKenna College)

Discussant: MendyAnn B. Minjarez (Seattle Children's Hospital)

**Teaching Competitive Group Play to Children With Autism**

CATHERINE ANNE MILTENBERGER and Marjorie H. Charlop (Claremont McKenna College)

**Teaching Conversation to Children With Autism: A Parent-implemented Script Procedure**

MELAURA ANDREE ERI TOMAINO (Center for Autism Research, Evaluation, and Service)

**Applying an Effectiveness Research Model to the Picture Exchange Communication System**

ALISSA GREENBERG (Nationwide Children's Hospital)

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**# 460 Symposium**

10:30 am–11:50 am

302 (TCC)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Mark O'Reilly, Ph.D.

**Advances in Understanding and Treatment of Autism Spectrum Disorders**

Chair: Mark O'Reilly (University of Texas at Austin)

Discussant: Jennifer J. McComas (University of Minnesota)

**Behavioral Intervention to Improve the Generalization and Diversity of Play Skills in Children With Autism**

RUSSELL LANG (Texas State University, San Marcos), Christie Layton and Brandy Windham (Building Blocs Foundation, Inc.), Mandy J. Rispoli (Texas A&M University), Laura Bernard and Courtney Britt (Texas State University), and Katy Davenport (Pflugerville Independent School District)

**Functional Analysis and Treatment of Challenging Behavior Associated With Transitions in Classroom Settings**

WENDY A. MACHALICEK (University of Oregon)

**A Comparison of Within-Task and Across Task Choice on Challenging Behavior for Children With Autism**

MANDY J. RISPOLI (Texas A&M University); Russell Lang (Texas State University, San Marcos); Leslie Neely, Siglia P. H. Camargo, and Nancy Hutchins (Texas A&M University); and Katy Davenport (Pflugerville Independent School District)

## # 461 Symposium

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10:30 am–11:50 am

LL02 (TCC)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Justin B. Leaf, Ph.D.

### **Examining Variations of Discrete Trial Teaching for Children Diagnosed With an Autism Spectrum Disorder**

Chair: Mitchell T. Taubman (Autism Partnership)

Discussant: Lara M. Delmolino Gatley (Douglass Developmental Disabilities Center, Rutgers, the State University of New Jersey)

#### **Effects of Instructional Feedback for Children With Autism During 1:1 and Dyad Instruction**

AMY PAIGE HANSFORD, Meredith Bamond, and Lara M. Delmolino Gatley (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

#### **Teaching Social Skills to Children With Autism Using the Cool Versus Not Cool Procedure**

KATHLEEN H. TSUJI, Justin B. Leaf, Brandy Griggs, Mitchell T. Taubman, John James McEachin, Ronald B. Leaf, and Andrew Edwards (Autism Partnership) and Misty Oppenheim-Leaf (Great Strides Behavioral Consulting, Inc.)

#### **Comparing Discrete Trial Teaching Implemented in a One-to-One Instructional Format to a Group Instructional Format**

JUSTIN B. LEAF, Kathleen H. Tsuji, and Amy Lentell (Autism Partnership); Misty Oppenheim-Leaf (Great Strides Behavioral Consulting, Inc.); and Mitchell T. Taubman, John James McEachin, and Ronald B. Leaf (Autism Partnership)

## # 462 Symposium

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10:30 am–11:50 am

301 (TCC)

AUT; Service Delivery

### **Cultural Considerations in the Dissemination of Applied Behavior Analysis to Non-Western Countries**

Chair: Dennis Dixon (Center for Autism and Related Disorders, Inc.)

#### **The Wavering Applied Behavior Analysis Infrastructure in Iran**

MORVARID NAGHSHINEH (Center for Autism and Related Disorders, Inc.)

#### **Dissemination Challenges in India**

DIPTI MUDGAL (May Institute)

#### **Translation in Dissemination of Applied Behavior Analysis to the Korean Community**

JINA JANG (Center for Autism and Related Disorders, Inc.)

#### **Challenges of Providing Services in Non-Western Countries**

CATHERINE M. MINCH (Center For Autism and Related Disorders, Inc.)

## # 463 Symposium

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10:30 am–11:50 am

4C-4 (Convention Center)

CBM; Applied Research

### **Finding Our Way: Intervening on Psychological Flexibility to Improve Performance on Specific High-Stakes Academic Tasks**

Chair: Emily Squyres (University of Louisiana at Lafayette)

Discussant: Eric J. Fox (FoxyLearning)

#### **Going From Null to Neat-O: Psychological Flexibility Processes Applied to a Behavioral Statistics Study Group**

EMMIE HEBERT and Emily Kennison Sandoz (University of Louisiana at Lafayette)

**The Effects of a Perspective Taking Intervention on Reading Comprehension Scores in College Students**  
APRAL FOREMAN, Maureen Kathleen Flynn, Michael Bordieri, Kelly G. Wilson, and Kate Kellum  
(University of Mississippi)

**Verbal, Quantitative, and Writing! Oh My! Skill Versus Flexibility-Focused Preparation for Graduate Record Examination Performance**

EMILY SQUYRES, Alexandria Maynard, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

**# 464 Symposium**

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10:30 am–11:50 am

609 (Convention Center)

EAB/CBM; Basic Research

**Delay Discounting of Sexual Outcomes**

Chair: Steven R. Lawyer (Idaho State University)

Discussant: Derek D. Reed (University of Kansas)

**Single and Cross Commodity Discounting of Money and Sex in Cocaine Addicts**

DAVID P. JARMOLOWICZ and Warren K. Bickel (Virginia Tech Carilion Research Institute), Darren R. Christensen (University of Melbourne, Australia), Reid D. Landes and Lisa Jackson (University of Arkansas for Medical Sciences), and Brian Jones (Virginia Tech Carilion Research Institute)

**Sexual Discounting: Relationship to Real World Sexual Risk Behavior**

MATTHEW W. JOHNSON (Johns Hopkins University)

**Effects of Priming on Delay Discounting for Sexual and Monetary Outcomes**

FREDERICK SCHOEPFLIN and Steven R. Lawyer (Idaho State University)

**# 465 Paper Session**

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10:30 am–11:50 am

611 (Convention Center)

EDC

**Improving Behavior and Academic Performance in Elementary School**

Chair: Melissa Becquet (Université Lille 3)

**Effects of Three Strategies of Instructions With an Errorless Learning to Increase Student Participation and Improve Academic Performance** (Applied Research)

MELISSA BECQUET, Vinca Riviere, Justine Jouault, and Sophie Verhaege (Université Lille 3)

**Broadening the Scope of Functional Behavioral Assessment in Regular Classrooms**

(Applied Research)

CHIHARU BABA and Junko Tanaka-Matsumi (Kwansei Gakuin University)

**A Personalized System of Instruction in a K–8 School** (Theory)

FRANCIS MECHNER (The Mechner Foundation)

**Positive Behavior Support at the Tertiary Level: Red Zone Strategies** (Service Delivery)

LAURA A. RIFFEL (Behavior Doctor Seminars)

**# 466 Panel Discussion**

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10:30 am–11:50 am

204 (TCC)

PRA; Theory

BACB CE Offered. CE Instructor: H. Allen Murphy, MS

**Making the Transition: Tips for Recent Graduates on Entering the Professional World of Behavior Analysis**

Chair: H. Allen Murphy (Florida State University at Panama City)

LAUREN GIANINO (Marcus Autism Center)  
 CLAIRE ELLIS (Behavior Analysis, Inc.)  
 CHARLES BRENT MARTIN (Commonwealth Autism Service)  
 KASSI J. VANDERPLOEG (Brilliant Minds Medical and Behavioral Solutions Unlimited)

#### # 467 Panel Discussion

#### Student Committee Event

10:30 am–11:50 am  
 202 (TCC)  
 PRA; Applied Research  
 BACB CE Offered. CE Instructor: David M. Richman, Ph.D.

#### Professional Development Series: Behavior Analysis Around the World

Chair: Layla Abby (Texas Tech University)

DAVID M. RICHMAN (Texas Tech University)  
 MARTHA HUBNER (Universidade de São Paulo)  
 WILLIAM J. MCILVANE (University of Massachusetts Medical School)  
 JAVIER VIRUES ORTEGA (University of Manitoba)

#### # 468 Symposium

10:30 am–11:50 am  
 LL03 (TCC)  
 VRB/AUT; Applied Research  
 BACB CE Offered. CE Instructor: Caitlin H. Delfs, Ph.D.

#### Procedures for Evaluating and Facilitating Generalization During Verbal Behavior Training

Chair: Caitlin H. Delfs (Marcus Autism Center)  
 Discussant: Einar T. Ingvarsson (University of North Texas)

##### Teaching Intraverbal Storytelling Behavior Using Textual Prompts and Backward Chaining

DANIEL CONINE, Amber L. Valentino, Jade Holcombe, and Amanda Rogers (Marcus Autism Center)

##### Evaluating Generalization and Efficient Teaching Sequences for Receptive Identification and Tacting

MEIGHAN ADAMS, Caitlin H. Delfs, M. Alice Shillingsburg, and Daniel Conine (Marcus Autism Center)

##### Efficient Strategies for Teaching Students with Autism: Observational Learning and Incidental

CAITLIN H. DELFS and Daniel Conine (Marcus Autism Center)

#### # 469 Symposium

12:00 pm–1:20 pm  
 LL02 (TCC)  
 AUT/DDA; Applied Research  
 BACB CE Offered. CE Instructor: Jennifer Ganz, Ph.D.

#### Efficacy of Visually- and Technology-Based Communication Interventions

Chair: Jennifer Ganz (Texas A&M University)  
 Discussant: Margaret M. Flores (Auburn University)

##### Meta-analytic Investigation of the Impact of the Picture Exchange Communication System on Targeted and Nontargeted Behaviors

EMILY M. LUND, Jennifer Ganz, John Davis, and Fara D. Goodwyn (Texas A&M University) and Richard L. Simpson (University of Kansas)

##### Efficacy of Electronic Visual Supports to Enhance Vocabulary in Children With Autism Spectrum Disorder

Fara D. Goodwyn, Jennifer Ganz, Margot Boles, and E. E. REA HONG (Texas A&M University)

##### Impact of a Peer-Modeling Intervention on Interactions Between Preschoolers With Autism and Typically Developing Peers

MEREDITH JONES, Jennifer Ganz, Margot Boles, and Leslie Neely (Texas A&M University)

## # 470 Symposium

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12:00 pm–1:20 pm

302 (TCC)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: John James McEachin, Ph.D.

### **An Evaluation of a Community Applied Behavior Analysis Based Program and Procedures Implemented Within that Program**

Chair: Sandra L. Harris (Douglass Developmental Disabilities Center, Rutgers, The State University of New Jersey)

Discussant: Shahla S. Ala'i-Rosales (University of North Texas)

#### **A Program Description of a Community-Based Intensive Behavioral Intervention Program for Individuals With Autism**

RONALD B. LEAF, Mitchell T. Taubman, John James McEachin, Justin B. Leaf, and Kathleen H. Tsuji (Autism Partnership)

#### **An Evaluation of a Rainbow Token System to Decrease Stereotypic Behaviors in Children With Autism**

STEPHANIE BLOOMFIELD, Justin B. Leaf, Courtney Muehlebach, Mitchell T. Taubman, John James McEachin, and Ronald B. Leaf (Autism Partnership)

#### **A Comparison of Different Classes Of Reinforcement to Increase Receptive and Expressive Language**

JOHN JAMES MCEACHIN, Justin B. Leaf, Stephanie Bloomfield, Mitchell T. Taubman, and Ronald B. Leaf (Autism Partnership)

## # 471 Symposium

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12:00 pm–1:20 pm

305 (TCC)

AUT/DDA; Service Delivery

BACB CE Offered. CE Instructor: Elizabeth Braddock, M.Ed.

### **The Use of a Demand Fading Protocol to Establish Opportunities for Instruction and Decrease Aberrant Behavior in Three Students With Autism—Three Case Studies**

Chair: Adam S. Warman (The Faison School for Autism)

Discussant: Aurore M. Hutter (The Virginia Institute of Autism)

#### **Demand Fading With an 18-Year-Old Student With Autism in a Life Skills Setting**

JAMIE L. BLACKBURN and Adam S. Warman (The Faison School for Autism)

#### **Demand Fading With a 9-Year-Old With Autism Displaying Severe Self-Injurious Behavior**

ELIZABETH BRADDOCK (The Faison School for Autism)

#### **Demand Fading With a 16-Year-Old Student With Autism and Down's Syndrome in a Life Skills Setting**

AMANDA GARNER (The Faison School for Autism)

## # 472 Symposium

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12:00 pm–1:20 pm

301 (TCC)

AUT; Applied Research

### **Supplemental Programs and Outcomes for Early Intervention for Children With Autism; Teaching and Generalizing Tolerance for Haircuts, Transitioning to Classrooms, and Social Games**

Chair: Kellee Chi (California State University, Fresno)

#### **A Classroom Model for Children With Autism Spectrum Disorder in a Center-Based Applied Behavior Analysis Program: Aspects of Treatment and Outcome**

ANGELICA A. AGUIRRE, Eduardo Avalos, Amanda N. Adams, and Marianne L. Jackson (California State University, Fresno)

#### **The Use of Contingent Reinforcement to Reduce Problematic Behavior During Haircut Routines in Children with Autism: A Center-Based Model**

HUGO CURIEL and Amanda N. Adams (California State University, Fresno)



**The Use of Activity Schedules to Promote Social and On-Task Behavior in Children With Autism During a Game of Hide and Seek**

MATTHEW T. BRODHEAD, Thomas S. Higbee, and Joy S. Pollard (Utah State University)

**Outcomes Data for Children With Autism Spectrum Disorder or at High-Risk for Autism in a Center Based Program: Trends and Predictability**

EDUARDO AVALOS, Amanda N. Adams, and Mary Vongsackda (California State University, Fresno)

**# 473 Symposium**

12:00 pm–1:20 pm

202 (TCC)

PRA/CSE; Service Delivery

BACB CE Offered. CE Instructor: William J. Murray, Ph.D.

**Defining and Expanding Applied Behavior Analysis Services at the State-Level**

Chair: William J. Murray (Wisconsin Department of Health Services)

Discussant: Kevin P. Klatt (University of Wisconsin, Eau Claire)

**Defining Behavior Analysis in the State of Wisconsin**

WILLIAM J. MURRAY (Wisconsin Department of Health Services)

**Growing Behavior Analysis Across the State of Wisconsin**

KAREN R. HARPER (Association for Behavior Analysis of Illinois, LLC)

**Ensuring Consumer Protection for the Recipients of Applied Behavior Analysis Services in Wisconsin**

Tamara S. Kasper (The Center for Autism Treatment, Inc.)



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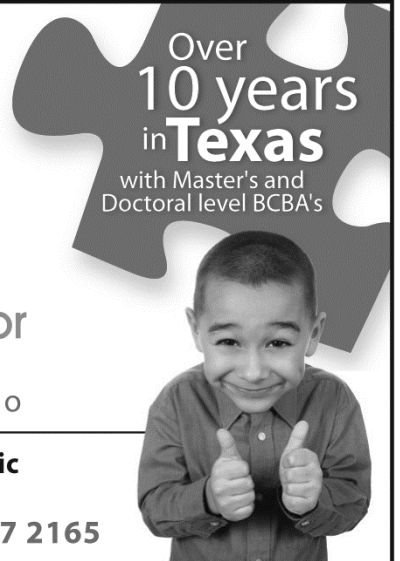
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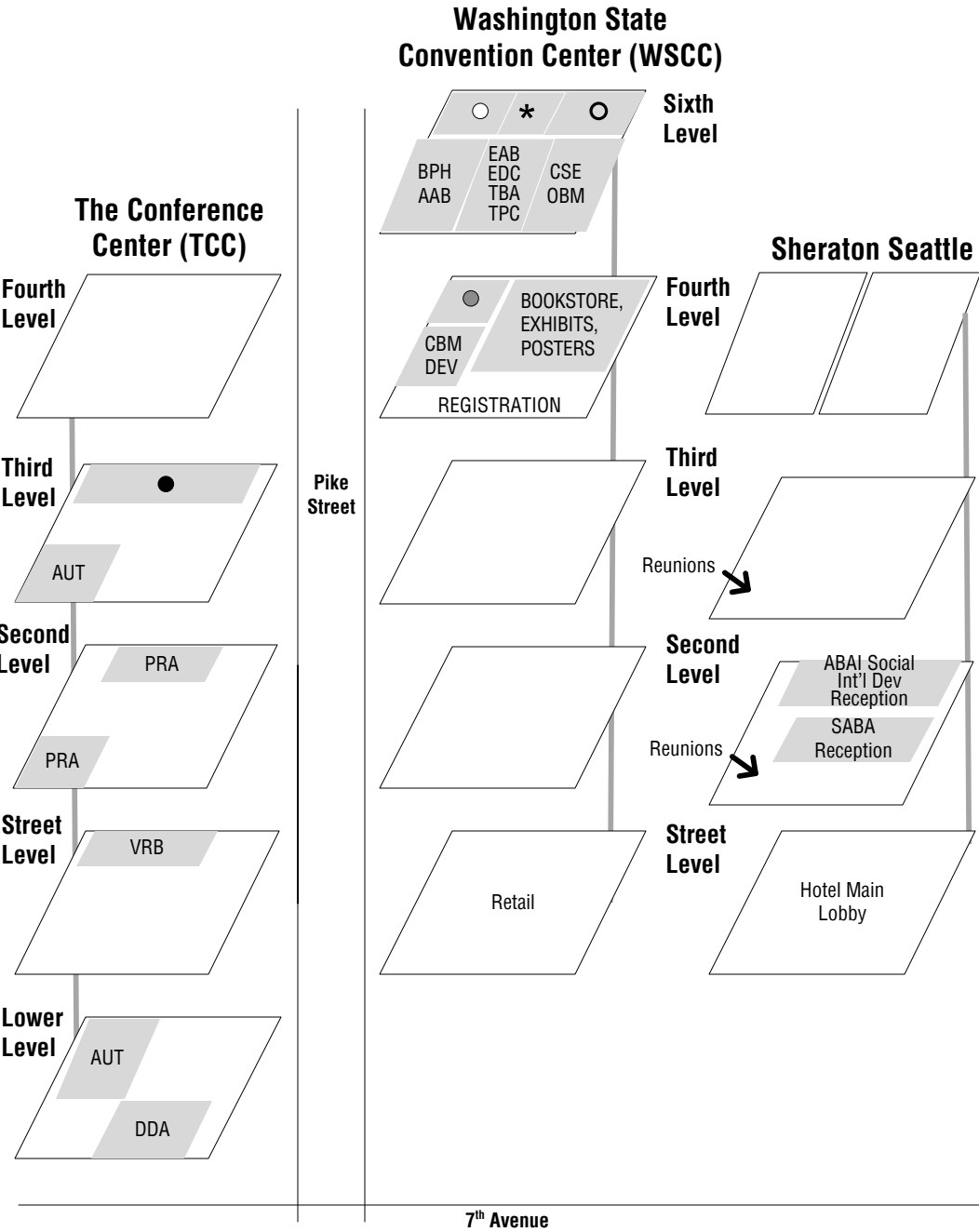
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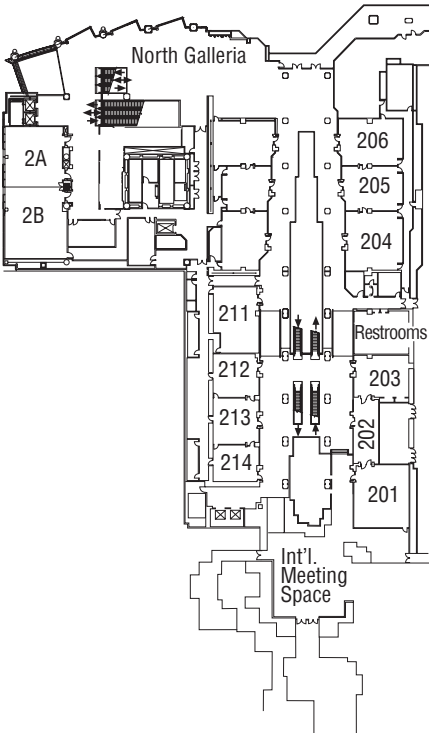


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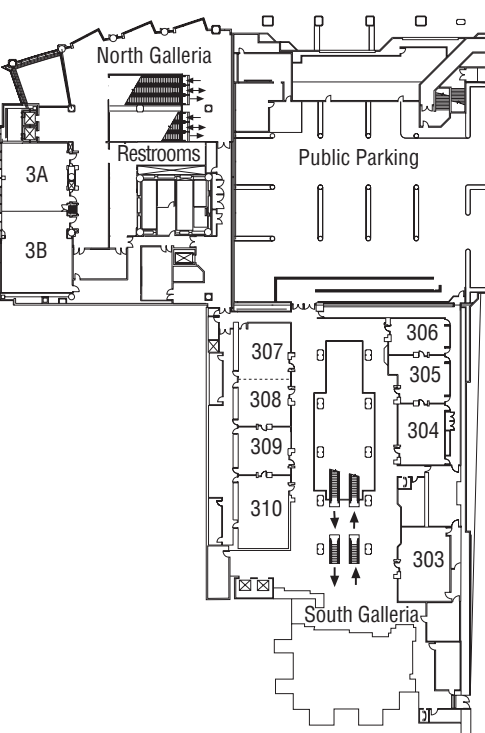
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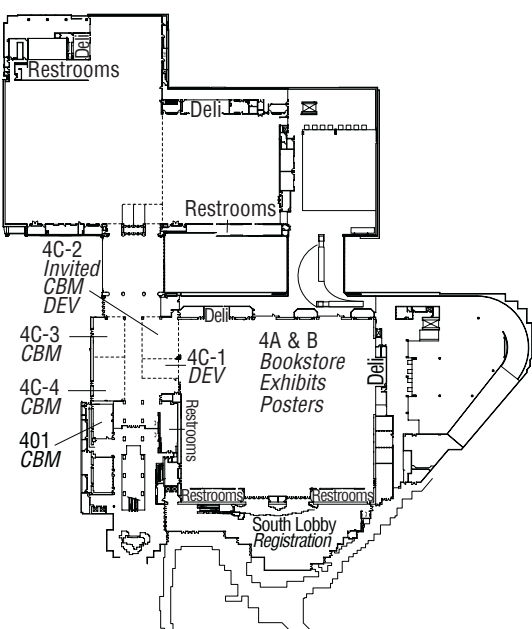
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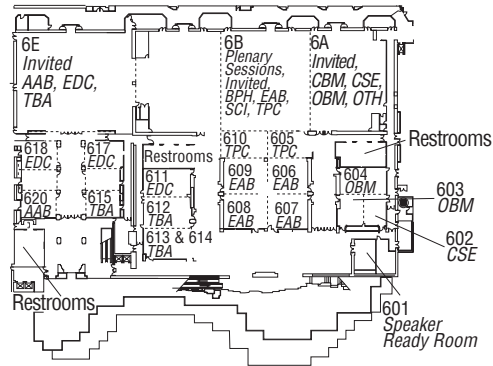
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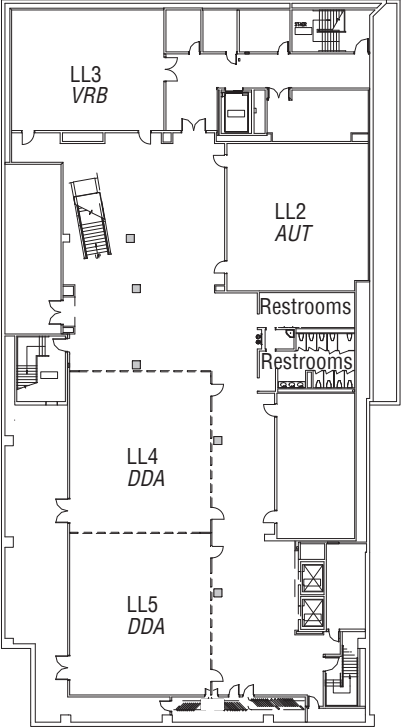


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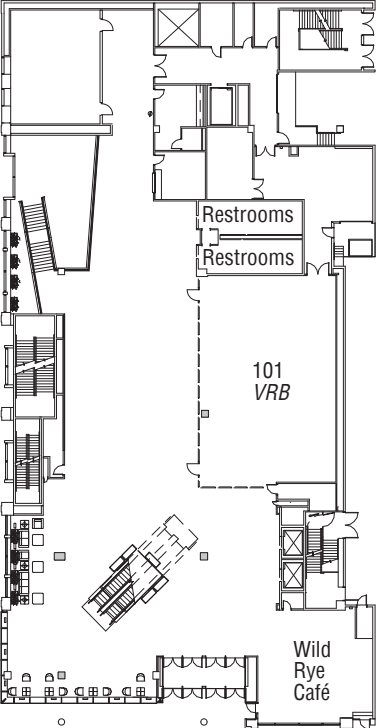


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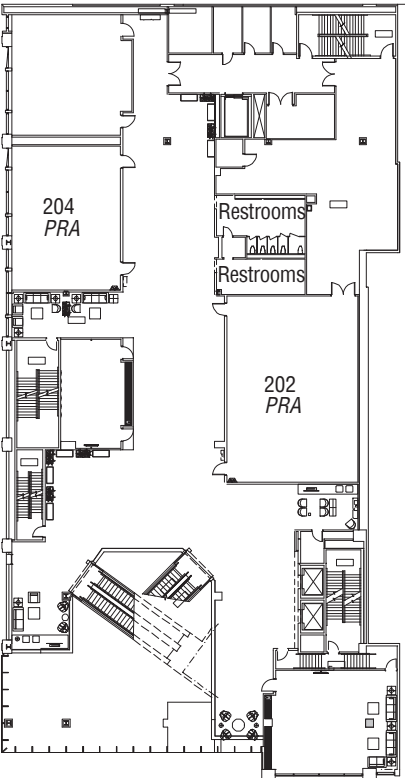
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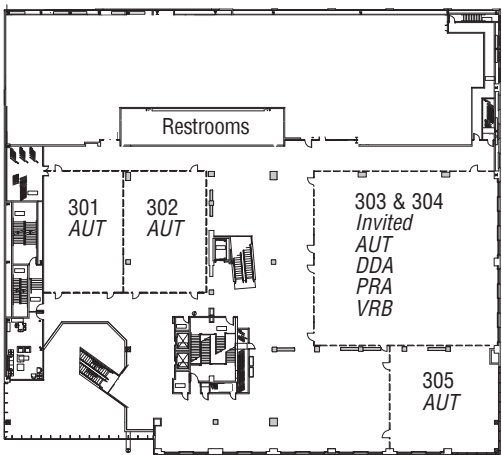
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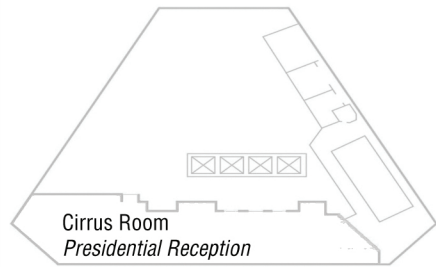


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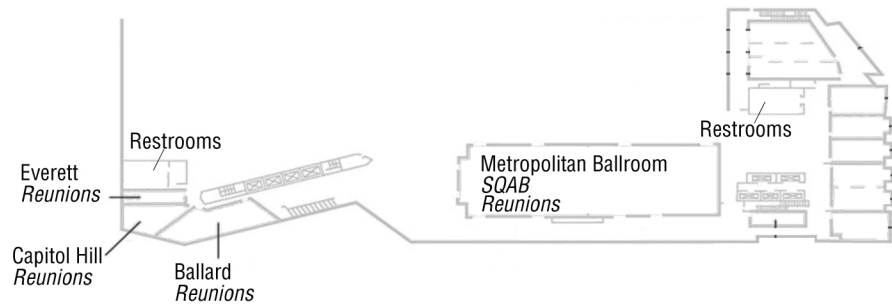


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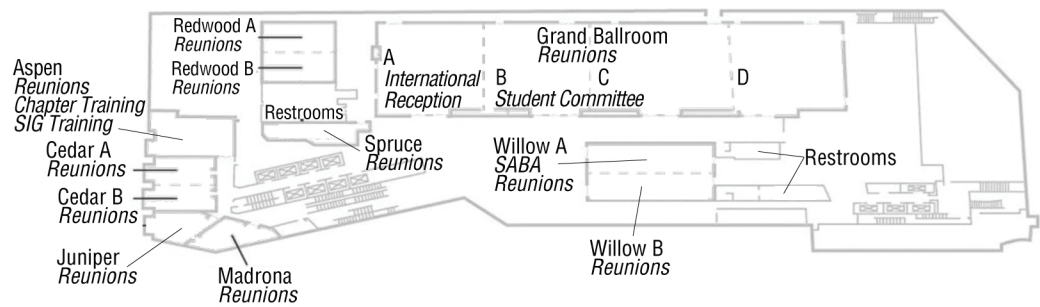
## 35th Floor



## Third Floor



## Second Floor



## Notes

## Notes

## Notes

## Notes



## Notes

# Personal Planner

	Friday	Saturday	Sunday	Monday	Tuesday
7:30 am					
8:00 am					
8:30 am					
9:00 am					
9:30 am					
10:00 am					
10:30 am					
11:00 am					
11:30 am					
12:00 pm					
12:30 pm					
1:00 pm					
1:30 pm					
2:00 pm					
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6:00 pm					
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7:00 pm					
7:30 pm					
8:00 pm					
8:30 pm					
9:00 pm					
Evening					